UNIVERSIDADE FEDERAL DE SANTA CATARINA

PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

UNIVERSITY STUDENTS' PERCEPTION OF

THEIR READING BEHAVIOR IN EFL

Fabiana Vanessa Achy de Almeida

Dissertação submetida à Universidade Federal de Santa Catarina em

cumprimento parcial aos requisitos para a obtenção do grau de

MESTRE EM LETRAS

Florianópolis,

Outubro/2010

Livros Grátis

Esta dissertação de Fabiana Vanessa Achy de Almeida, entitulada *University Students' Perception of their Reading Behavior in EFL*, foi julgada adequada e aprovada em sua forma final pelo Programa de Pós-Graduação em Letras - Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para obtenção de grau de

MESTRE EM LETRAS

Área de Concentração: Inglês e Literatura Correspondente
Opção: Língua Inglesa e Lingüística Aplicada

_____

Profa. Dra. Glória Gil
Coordenadora PPGI – UFSC

Banca Examinadora:

_____

Profa. Dra. Lêda M. B. Tomitch (UFSC-SC)
Orientadora e Presidente

_____

Profa. Dra. Rosângela Gabriel
Examinadora (UNISC-RS)

_____

Profa. Dra. Josalba Ramalho Vieira
Examinadora (UFSC-SC)

_____

Prof. Dr. Celso Tumolo
Examinador (UFSC-SC)

Florianópolis, 27 de outubro de 2010.

To my parents, Graccho and Lucrecia,

who supported me unconditionally.

ACKNOWLEDGMENTS

I would like to thank Professor Lêda Tomitch, a person who is always an inspiration to me, as an advisor, a friend, a mother, a woman, and an artist, with support and encouragement during this period.

I would also like to thank all my friends from the Program, Josiane, Claudia, Nicole, Rita, friends for life. I thank Josiane's husband, Rogério, also a friend, for his help with all the Excel tables.

I would like to thank the Committee members for their comments, suggestions, and corrections: Professor Dr. Lêda M. B. Tomitch, Professor Dr. Rosângela Gabriel, Professor Dr. Josalba Ramalho Vieira, and Professor Dr. Celso Tumolo.

I would also like to thank the staff members from PPGI, mainly Mr. João Carlos da Silva.

I also thank all the volunteers who took part in this study.

I thank God who gave me strength to carry on when I was lost.

ABSTRACT

University Students' Perception of their Reading Behavior in EFL

Fabiana Vanessa Achy de Almeida

Universidade Federal de Santa Catarina
2010
Supervising Professor: Lêda M.B. Tomitch

This exploratory study described the perception that 53 university students, from the *Letras* course (UFSC), had of their reading behavior when reading certain genres in EFL for entertainment and for school purposes. More specifically, it also examined learners' insights of the strategies they reported using when reading in EFL. Data was collected in two phases: the first comprised a Metacognitive Questionnaire; while the other included Grouping Reading Situations (GRS) and Rating Reading Situations (RRS). The second phase of GRS and RRS comprised examples of reading situations, that is, reading certain genres for specific purposes, including academic reading situations and personal choice reading situations. All participants answered the questionnaire. However, participants were divided in four groups to group reading situations and to rate reading situations, both for school purposes and for entertainment. None of the participants who engaged in either grouping or rating phases took part in another phase. Results indicated that students had a positive perspective of themselves as readers in EFL, as they seemed able to perceive the differences in their reading behavior in accordance to the reading situations and their purposes. Moreover, it is likely that the nature of reading situations may have influenced participants' choice of strategies to be applied in each circumstance.

Number of words: 44.907

Number of pages: 177 (including Appendixes)

RESUMO

**A percepção de universitários do comportamento de leitura
em Inglês como língua estrangeira**

Fabiana Vanessa Achy de Almeida

**Universidade Federal de Santa Catarina
2010
Supervising Professor: Lêda M.B. Tomitch**

Este estudo exploratório teve como objetivo descrever a percepção de leitura de 53 alunos universitários do curso de *Letras* (UFSC) quando leram certos gêneros em Inglês para fins de lazer e de estudo. Mais especificamente, este estudo examinou o discernimento que os participantes reportaram ter sobre as estratégias usadas ao lerem em Inglês em tais circunstancias. A coleta de dados ocorreu em duas fases: a primeira com a aplicação de um Questionário Metacognitivo; e a segunda, de Agrupamento de Situações de Leitura e de Classificação de Situações de Leitura. A segunda fase de coleta de dados continha exemplos de situações de leitura, sendo leitura de certos gêneros para fins específicos, de natureza acadêmica e de escolha pessoal. Todos os participantes responderam ao questionário. Entretanto, os participantes foram divididos em quatro grupos para agrupar e classificar as situações de leitura, tanto a acadêmica como a de escolha pessoal. Nenhum dos participantes que tenha agrupado ou classificado uma categoria participou de outra fase. Os resultados indicaram que os participantes tiveram uma perspectiva positiva sobre si mesmos como leitores em Inglês, e que pareceram perceber as diferenças no seu comportamento de leitura, de acordo com as situações de leitura e os respectivos objetivos de leitura. Além do mais, é possível afirmar que a natureza das situações de leitura influenciou a escolha das estratégias que os participantes acreditam empregar de acordo com a situação de leitura.

Número de palavras: 44.907

Número de páginas: 177 (incluindo Apppendixes)

Table of Contents

APPENDIXES

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION

> "*There is nothing special about reading,*
> *apart from everything that reading enables us to do*"
> *(Frank Smith, 1994)*

1. 1. Preliminaries

There seems to be a consensus on the undoubtful relevance that reading bears in our lives nowadays. Reading may be understood as a means to access information, to expand our knowledge, to allow us to experience other cultures and, hopefully, to broaden our horizons. Davies (1995) acknowledges that reading is a private process in which interaction plays a fundamental role because it "involves a reader in trying to follow and respond to a message from a writer who is distant in space and time" (p.1). Aebersold and Field (2006) agree that it is the interaction between the text and the reader that characterizes reading as an active process. The authors sustain that interaction may be influenced by several factors such as motivation, learning style, organization of information and vocabulary. Besides, interaction may be mediated by the purpose in reading, the manners of reading, through schema, and the use of strategies.

In line with the most literature, and for the purpose of this study, reading is understood as the process that involves the reader, the text, and the interaction between them to construct meaning from the text (Carrell, Devine & Eskey, 1998; Davies, 1995; Kintch & Van Dijk, 1977; Nuttall, 1996; Rumellhart, 1977; as cited in Aebersold & Field, 2006; Tomitch, 2002, 2003, 2009; Urquhart & Weir, 1998).

Despite the great amount of studies focused on reading, research has not yet succeeded in thoroughly demonstrating how the process takes place, nor in identifying the reading behavior, particularly what strategies, accounts for better comprehension (Anderson & Armbruster, 1984; Baker & Beal, 2009; Block, 1986, 1992; Carrell, Devine & Eskey, 1998; Davies, 1995; Dole, Nokes & Drits, 2009; Kintch & Van Dijk, 1977; Nation, 2009; Olshavsky, 1976; Oxford, 1994, 1990, 1989; Paris, Lipson & Wixson, 1983; Paris, Wasik, & Turner, 1991; Pritchard, 1990; Spring 1985; Tomitch, 2002, 2009; Usó-Juan & Ruiz-Madrid, 2009; Wade, Woodrow & Schraw, 1990).

Along with reading behavior investigation, there has been considerable emphasis on studying metacognition in teaching and learning (Anderson, 2002; Baker & Brown, 1984; Carrell, 1998; Romainville, 1994; Rosenshine & Meister, 1997). Metacognition, simply defined as "thinking about thinking" (Carrell, 1998), refers to the awareness learners have of what is being learned, i.e., the consciousness to recognize the learning situation and to choose how to approach it. Metacognition also accounts for monitoring comprehension and adjusting behavior in case the goal is not likely to be achieved. Indeed, the teacher's role in heightening students' metacognitive awareness seems to be a cornerstone in the learning process (Carrell, 1998; Tomitch, 2002; Anderson, 2002) when providing students with examples of what to do when they realize that comprehension does not occur, and what strategic behavior to adopt to cope with the situation.

Although considerable emphasis has been given to the investigation of both reading behavior and the metacognition of the process, very few studies have

concentrated on examining the matter at the tertiary level in which English is learned as a foreign language (EFL) [1]

Based on the brief considerations mentioned above, the purpose of this study is to investigate the perception that university students have of their reading behavior when reading in EFL for entertainment and for school purposes (Lorch et al., 1995). More specifically, it also examines learners' insights of the strategies they reported using when reading in EFL.

In this exploratory attempt to gain some insight on students' awareness of their reading behavior, three research questions (RQ) are proposed:

RQ1: What is the perception that undergraduate students show of their reading behavior when reading in personal choice reading situations for entertainment in EFL?

RQ2: What is the perception that undergraduate students show of their reading behavior when reading in academic reading situations for school purposes in EFL?

RQ3: What is the perception that undergraduate students show of their reading behavior concerning strategies used when reading in EFL?

1.2. Significance of the research

This study is an attempt to outline the perception that university students have of their reading behavior when reading in EFL. Besides that, this study also examines the perception that learners have of the strategies reported being used when they read in EFL. Thus, it is my first intention to encourage learners to critically reflect on their reading behavior. Students who become more aware of the components of the reading process, as well as their characteristics as readers in EFL, are likely to have their

---

[1] In this study I use the term English as a foreign language (EFL) to refer to the teaching and learning process of English that occurs in the classroom through instruction wherein the language is not spoken in the community (Ellis, 1994, Cohen, 1998)

metacognition of reading behavior raised, which seems to be an important step to develop more autonomous learners.

Moreover, the findings of this study may shed some light on the ongoing debate and research concerning reading in EFL and metacognitive awareness of strategic reading behavior, mainly the one adopted by students at the tertiary level.

1.3. Organization of the study

This study is organized in five chapters.

In Chapter I, the theme investigated in this study was presented, followed by the research questions that motivated this study. The significance of this research to the field, along with a description of the organization of the chapters of the thesis is also provided.

In Chapter II, an overview of the theoretical rationale used was offered, including definitions on the most relevant concepts involved, and a revision on some previous studies in the area.

In Chapter III, a detailed description of the method used to collect and analyze data are described, including participants, instruments, procedures for data collection per phase, and a framework for data analysis. Also, information on the pilot study is given.

In Chapter IV, the results and discussion are presented according to the each phase of data collection.

In Chapter V, the final remarks are provided in line with the research questions that oriented this study. Some pedagogical implications are suggested and limitations of the study are acknowledged. As well as that, some suggestions for further research are given.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter offers an overview of the theoretical background that underlies this research. First and foremost, the concepts used in this study are defined and some studies on reading behavior are presented. Section 2.1 presents the definition for reading behavior. Section 2.2 covers the issue of learning strategies, and more specifically reading strategies. Section 2.3 provides some discussion on strategic reading and it is subdivided in three subsections that define (2.3.1) declarative knowledge; (2.3.2.) procedural knowledge; and (2.3.3) conditional knowledge. And finally, Section 2.4 presents the concept of reading situation.

2.1. Reading behavior

Results from surveys regarding how much Brazilian people read in Portuguese (L1) indicate an average of 4.7 books per year (*Retratos da Leitura no Brasil*, IBOPE), and that level 2 of functional literacy (Indicador Nacional de Alfabetismo Funcional - INAF)[2], according to which readers can process only short texts and extract loose information from it, increased from 34% to 38% in 2009. Although it is not my intention to investigate reading habits in Portuguese, nor literacy levels, I believe the information is relevant to understand the perception that university students report having of their own reading behavior in English as a Foreign Language (EFL).

First of all, it seems relevant to establish the concept of reading behavior in this study. According to the Longman Dictionary of Language Teaching and Applied

---

[2] According to INAF, there are 4 levels of literacy: (1) analfabetismo; (2) alfabetismo nível rudimentar; (3) alfabetismo nível básico; and (4) alfabetismo nível pleno.

Linguistics (Richards, Schmidt, & Platt, 2003), *behavior* is defined as "the observable actions and reactions of an object or an organism usually in relation to the environment" (p.67). In the same vein, Olshavsky (1976) follows the Newell and Simon Theory (1972; as cited in Olshavsky, 1976) and posits that *behavior* refers to "a function of interaction" (p. 656) in which an organism, with certain constraints and abilities, interacts with the task environment to achieve a given goal. In order to achieve this goal, the organism needs to choose and employ strategies because of the limitations it has and also because of its interaction with the circumstance.

Considering learning behavior, the organism would be the learner, and the task environment may be a reading situation with a specific purpose. Thus, when the learner faces some difficulty in understanding the reading passage, s/he chooses and applies a particular strategy to help him/her fulfill the task. Some authors even use the term reading behavior as a synonym when referring specifically to reading strategies (Carrell, 1998; Paris et *al.*, 1983, Paris et *al.*, 1991).

Having said that, in this study the term *reading behavior* is used to describe distinct manners via which readers read certain texts, or decide how to read them, according to a given situation. That means that the investigation of reading behavior should focus on aspects that may constitute and influence the reading process and its outcome, comprehension. Among such aspects, two are relevant to this study: the nature of the texts read and the purpose in reading them.

Davies (1995) suggests that investigating reading behavior allows us to gain some understanding of ways readers perceive reading, and it also provides a real-world context for the artificial reading that happens in the classroom. In the view of the author, through the study of reading behavior it is possible to start a dialogue with readers to encourage them to reflect on the nature and the purposes of their own reading inside and

outside the classroom, which is one of the objectives of this study. The author recommends three considerations when examining reading behavior. First, the reading materials readers are required to read and the materials they choose to read for various purposes; second, how readers evaluate their competence as readers; and third, what strategies readers report using when having difficulties in reading. Such points asserted by Davies were taken into account in this study, as a means to scrutinize readers' perceptions on them via the metacognitive questionnaire and the reading situation grouping and rating phases.

Tomitch (2000) sustains that reading critically "implies engaging in a critical dialogue with the text and being able to re-create the context of text production and seeing how it relates to the context of its reception, to the reader's own knowledge of the world, his/her values and beliefs and the world around him/her" (p. 8). Indeed, in this study, students are taken to evalutae their reading behavior judging certain aspects carefully, such as their level of proficiency in English, how they read different texts for several purposes, and reasons that motivate them to read in a foreign language.

In the same vein, Davies (1995) acknowledges that one's reading behavior is determined according to three aspects: 1) reading purposes; 2) genres, texts, and textual units; and 3) types of reading (or reading behaviors). Regarding reading purposes, the author supports the view that there is a close relationship between reading purpose and text, since behaviors differ in agreement with the reading context. The purposes she lists are: reading for pleasure, for general impression, for organizing reading and study, for learning content or procedures, and for language learning. The author states that reading for fun is most likely to be different from reading for learning content due to the behaviors students may adopt including different types of reading and strategies that are used.

As far as genres go, Davies (1995) provides two definitions for the term: one takes genre as a process, divided into "staged goal-oriented processes underlying a class of texts" (p.170), whereas the other considers genre as an object as a "class of (written) texts that reflect a particular set of social processes and goals and derive from an identifiable and public source/environment, and are directly or indirectly controlled by an editor" (p. 170). I decided to include her classification on text genres because it was used as reference when I developed the examples for one of the instruments for data collection: the reading situations. Although the set of reading situations was proposed by Lorch at *al.* (1995), I used Davies' classification to assure that at least an example of each genre category was listed. She proposes six references of primary social function genre which include reader purpose:

1) Instructional: the author explains that they are aimed at teaching students how to do something, to take a course of action, to negotiate the real world. For example transport timetables, instructions for indoor and computer games, advertisements for jobs, and application forms.

2) Informative: Davies explains that informative genres intended to enable students to study and learn across the curriculum. There are two types of genres according to the purpose o reading: genres for study purposes, such as textbooks, encyclopedias, reference books, academic papers, and genres for evaluation or assessment, in which students present in written form the outcome of their studies, such as in informative and coherent reports, or in accurate instructions for an experiment.

3) Persuasive: according to the author, the primary social function is to make the audience critically adopt a certain political viewpoint, as in government and

political party propaganda, or to make readers opt for an specific action, as in newspapers reports from different newspapers.

4) Literary/Poetic: Davies states that literary/poetic genres follow literary standards and that are evaluated according to such tradition and/or according to literary/social/political group of the period. It is also divided into two sub-genres: genres for study purposes, such as fairy tales and fables, classic children's literature, modern novels, drama and poetry; and genres for evaluation or assessment, such as literary or poetic writing which reveal students' awareness of the genre.

5) Popular/Entertainment: genres from or for the community intended to share experiences and for entertainment. Popular magazines, romantic novels, nursery rhymes are some examples of this genre.

6) Social Interaction: the author exemplifies this genre such as personal letters, postcards, memos, telegrams, among others.

Finally, the third aspect concerns types of reading. Davies (1995) mentions that the reading literature distinguishes two broad categories: reading strategy and type or style of reading. The matter of reading strategy is discussed further in this study. Regarding types of reading, they account for different behaviors that students are encouraged to practice in the classroom, such as scanning and skimming. It seems relevant to point out that although Davies lists "scanning" and "skimming" as reading types, or reading behaviors, most authors in the field would consider them strategies. Davies proposes a classification with six types of reading based on two seminal studies in the field (Lunzer & Gardner, 1979; Harri-Augstein & Thomas, 1984; as cited in Davies, 1995) trying to establish a basic terminology.

1) Receptive reading: Davies (1995) posits that this is typically reading of narrative that happens smoothly, apparently unconsciously as a pleasant activity. Reading time is fairly rapid, continuously from the beginning to the end, and because it does not demand much from the reader. The author affirms that receptive reading behavior is very much alike extensive reading practice, for both involve reading longer texts, not always narratives, with a fairly fast speed reading because it is not the purpose of this type of reading to understand every piece of it; rather, a more general view is the goal. Thus, reading is supposed to flow with a rewarding feeling of enjoyment because the goal does not demand much from cognitive resources.

2) Reflective reading: according to the author, reflective reading behavior involves in-depth reading, with interruptions because the reader reflects upon it; very useful for study reading and reading for learning. Interruptions in the flow of reading may happen because the reader wants to search something backward or forward in the text, or because there is some writing involved, such as summaries. Thus, reading speed tends to be slow because careful attention is devoted and many pauses, regressions and reflections happen during the reading process. The author suggests that reflective reading may be adopted when students read for learning and for understanding.

3) Search/Skim reading: Davies reasons that it may be difficult to limit skimming and scanning because they almost always involve each other, so they are both subtypes of a broader category called search. Therefore, she decided to set the boundaries for skimming and scanning according to the reading purpose. Skimming is aimed at general understanding of the text, whereas scanning is focused on locating specific information in the text. Search/skim reading refers

to a rapid reading through the text used to get the gist or to know where exactly to read. Readers do not spend much time when they skim through the text and their attention is distributed along the surface of the text trying to construct meaning.

4) Search/Scan reading: according to Davies (1995), the element that differs scanning from skimming is reading purpose. Hence, search reading behavior is used to find a certain piece of information in the text. It involves looking for specific items and selecting which parts are relevant to be read. Search reading is used for organizing study reading. Again, reading speed is fairly fast, but not as fast as skimming, and attention is focused on the items to be found while reading.

5) Listen reading: it accounts for the reading behavior in which readers listen to an oral reading of the text while following reading themselves. Listen reading provides support for both beginners and advanced students depending on the situation. It teaches learners, regardless of their level, to appreciate rhythm and rhyme, grammatical structures, and meaning, through intonation while reading. Davies (1995) advises listen read to be used as a tool to either receptive or reflective readings in order to entertain students, and to teach them text structure and the relation between print and speech.

6) Practice reading: the author acknowledges that practice reading is recognized as a "plodding read" (p.138) and is frequently misunderstood as a problematic type of reading. One of the reasons may be because practice reading is characterized by a slow reading while processing text to understand its content. Besides, practice reading also demands high level of attention divided into understanding the text and learning the language system. In fact, beginning readers in L1 and

L2 draw on practice reading, but advanced readers fall back on using this behavior as a strategy when reading extremely demanding material, however tiring and time consuming it may be. When it is the case of using practice reading to overcome comprehension problems, Davies (1995) argues that teachers should help students identify the source of the difficulty, and monitor strategies available to overcome it.

To some extent, the present study has tried to contemplate a range of genres in accordance with reading contexts and reading purposes students might face on their day by day, including mainly school reading material and personal choice reading material. Besides that, the close connection between reading purpose and text also influences some elements of the reading process, such as the degree of attention, the reading speed, which strategies are applied and which are not, place and time to read the text, among other relevant aspects to be considered when analyzing reading behavior.

It has also been a matter of concern the fact that reading should be a contextualized activity considering the three aspects mentioned by Davies (1995) – reading purposes, genres, texts and textual units, and types of reading - because students exhibit distinct behaviors when reading different genres, for several purposes (Lorch et *al*., 1995). Moreover, reading behaviors are likely to change during the reading process as the reader notices something interesting in the material and alters the primary course of action, even if the purpose is only to kill time and try to relax before a dentist's appointment.

Such adaptations in the reading process may indicate that the reader recognizes the kind of reading situation and which strategies are appropriate to be applied. Lorch et *al.* (1995) believe that mature readers select appropriate strategies depending on their

categorization of reading situations, on the grounds that they are familiar with a certain number of reading situations and the behavior to be performed accordingly.

The next section discusses the notion of learning strategies that are involved in the reading process.

2.2. Learning and reading strategies

Reading behavior that students exhibit when reading in EFL is inserted in the learning process as a result of aspects inherent in them, such as motivation, aptitude, background knowledge, and other external factors, such as text genre and organization of the written text. Moreover, certain reading behaviors are exclusively adopted because of a given reading situation and its correspondent purposes. However, students also display different behaviors depending on other learning situations. Therefore, in order to discuss reading strategies, it seems advisable to also consider learning strategies in general.

The literature is replete with different definitions for language learning strategies and a steady stream of articles and books have been published as experts propose their definitions and criteria for categorizations. While the terminology and the patterns for determining a framework on strategies appear to still be on discussion, there seems to be a critical movement towards a consensus of opinion among theorists over the nature that distinguishes skills and strategies, and over the intention and purposefulness when learners choose to employ a certain strategy instead of another. These are the themes discussed in the subsections that follow.

2.2.1. Distinction between skill and strategy

Aligning myself with Paris et *al* (1983), Paris et *al.* (1991), Carrell (1998), Cohen (1998), and Tomitch (2002), a distinction is made between skills and strategies for the purposes of this study. Tomitch clarifies that the term *skills* appreciates more automatic reading processes because they occur without the reader's awareness of the operation, as the focus is on comprehension. Some examples of skill operations during the reading process are decoding and lexical access in proficient reading situations. *Strategies* account for deliberate actions that the reader decides to take during the process of reading to fulfill a task. For instance, rereading a text to clarify doubts, or focusing on main points within the text to summarize it are examples of strategies.

Rosenshine and Meister (1997) acknowledge that there is a continuum from well-structured explicit skills, also called "tasks", to cognitive strategies, also clled less-structured tasks. They note that well-structured tasks correspond to skills organized in sequential steps that lead students to the same goal. They refer to an algorithm that once taught to students may help learners complete lower-level tasks. On the contrary, less-structured tasks may not be broken into smaller parts that are likely to result in the same goal in case students follow the algorithm. They describe as higher-level tasks skills that are involved in situations such as reading comprehension, writing and study skills, and it seems not feasible for teacher to build a sequential set of steps to be followed by students.

Indeed, Tomitch (2002) reminds us that the boundaries that draw the dichotomy between skills and strategies are flexible because they depend on how the process is carried out, either automatically or controlled by the reader. Tomitch exemplifies that *main idea identification* may be applied as a skill, when the reading activity takes place without difficulties because the reader considers the text easy and well-signalled; conversely, *main idea identification* may be considered a strategy in case the process

demands more effort from the reader, either because s/he does not have prior knowledge, or because the text in undersignalled.

In the same vein, Cohen (1998) notes that "the element of consciousness is what distinguishes *strategies* from those processes that are not strategic" (p.4). Paris et *al.* (1983) agree and support that "strategies are deliberate action…[and] strategies are skills under consideration" (p.295). Hence, irrespective of the way that learning strategies are defined in the literature, it is apparently agreed that awareness of the behavior and intention to achieve a given goal are essential characteristics to the term.

2.2.2. Defining strategy

Many terms have been used in the literature to define learning strategies, for instance, "behavior", "actions", "tactics", "techniques", "thoughts", "ideas". In the words of Oxford (1990), language learning strategies are "**steps** taken by students to enhance their own learning…they are **tools** for active, self-directed involvement (in learning)" (p.1) (my emphasis). Cohen (1998) differentiates strategies employed for learning a language from strategies adopted for using a language, and contends that (second) language learning and (second) language use strategies "constitute the **steps** or **action** consciously selected by learners either to improve the learning of a SL, the use of it, or both" (p.5) (my emphasis). Wade, Trathen and Schraw (1990) refer to strategy as a "configuration of study **tactics** used together in a purposeful way to accomplish a particular learning task" (p.147) (my emphasis). Ellis (1997) posits that learning strategies are "particular **approaches** or **techniques** that learners employ to try to learn an L2" (p.76-77). He sustains that strategies may be behavioral, for example, when the learner repeats words to remember them, or they can mental, for example, when the learner uses the linguistic or situational context to infer the meaning of a new word.

Afflerbach, Person and Paris (in press; as cited in Afflerbach & Cho, 2009) support reading strategies as "the reader's deliberate, goal-directed **attempts** to control and modify their efforts to decode text, understand words, and construct meanings of text" (p.69). Apart from being exhaustive, the definitions just presented bring distinctive characteristics which denote what (learning) strategies are, i.e., conscious selection and use of a certain behavior because it is expected to assist language learning or language use.

Oxford (1990) and Chamot (1987) classify strategies in four instances: (1) cognitive strategies, such as identification, grouping, retention, storage of language, retrieval, rehearsal, comprehension, production of language; (2) metacognitive strategies, that involve three phases in language learning. First, pre-assessment and pre-planning, then online planning and evaluation, and finally post evaluation of language learning and use; (3) affective strategies, the ones that regulate emotions to control anxiety and promote motivation via self-encouragement; and (4) social strategies, that involve to interaction with other learners and native speakers.

Apart from citing Chamot's (1987) and Oxford's (1990) classification of language learning strategies, Cohen (1998) also makes a distinction of his own among language use strategies in four groups: (1) retrieval strategies, (2) rehearsal strategies, (3) cover strategies, and (4) communication strategies. Retrieval strategies are used when the learner calls up the material from storage, using any memory device s/he has available, as for example, mnemonic devices. Rehearsal strategies are used to practice target language (TL) structures. For example: practicing the dialogue most likely to be used at the cashier's at the supermarket. Cover strategies give the impression that students master the material when actually they do not; for instance, students memorize

the same dialogue but they only partially understand it. And finally, communication strategies are those used to convey meaning; avoiding a topic would be an example.

Olshavsky defines (reading) strategies "as a purposeful means of comprehension the author's message" (p.656) (Miller, 1963; Clark, 1975; Goodman, 1970; Smith, 1973), but he asserts that such strategic behavior may or may not be appropriate depending on the situation. Pritchard (1990) takes into account both intention and choice saying that reading strategy "is defined as a deliberate **action** that readers take voluntarily to develop an understanding of what they read" (p.275) (my emphasis). Van Dijk and Kintsch define a strategy as "the **idea** of an agent about the way to act in order to reach a goal" (1983, p. 64-65; as cited in Pritchard, 1990) (my emphasis). In their definition, intention is present, but it lacks choice. Lorch et *al*. (1995) observe that the term strategy may refer to the "adaptations" that readers use to cope with different reading situations, that is, reading a specific type of text which is read for a specific purpose, in order to reach their goals. Afflerbach, Person and Paris (in press; as cited in Afflerbach & Cho, 2009) support reading strategies as "the reader's deliberate, goal-directed **attempts** to control and modify their efforts to decode text, understand words, and construct meanings of text" (p.69).

In sum, following the same criteria for learning strategies, regarding reading strategies, it appears that readers choose to deliberate use one course of action instead of another because they believe in the purposefulness of such choice to deal with a task at hand. This means that readers consider employing one process in detriment of others to achieve a given goal, and such behavior may indicate a level of consciousness in pondering which strategy should be used, and which should not. Reading strategically implies that readers voluntarily choose a certain behavior among others as a means

because they believe such action will help them accomplish a given objective. Strategic reading is the theme discussed in the next section.

2.3. Strategic reading: metacognition of the reading behavior

Carrell (1998) sustains that strategic reading is a fundamental aspect in the reading behavior of proficient readers because it is linked to the purpose of reading for meaning and the development of its awareness. In her writing:

> because strategies are controllable by readers, they are personal cognitive tools that can be used selectively and flexibly. And reading strategy use reflects both metacognition and motivation, because readers need to have both knowledge and the disposition to use strategies(http://www.jalt-publications.org/tlt/file/98/mar/carrell.html)

Carrell acknowledges that it seems to take more than strategic reading behavior to assure that strategies are successfully applied, as the author aligns herself with Kern (1997; as cited in Carrell) and Anderson (1991; as cited in Carrell) on the difference between "good" use and "bad" use of the same strategy. The author posits that what distinguishes the use of strategies lies on "whether the strategies are used metacognitively or not". She appreciates Kern's notion of strategies being "contextualized" and "operationalized", with Anderson's point of view that being strategic means "to be able to apply strategies *strategically"* (http://jalt-ublications.org/tlt/files/98/mar/carrell.html). Being a strategic reader contends the idea that the learner not only knows what strategies to apply, but also that s/he knows how to apply them along with other strategies in adjustments that sometimes need to be made.

Likewise, Paris et *al.* (1983) contend that it is the learners' intentions, choices and efforts that determines the strategic behavior in the learning process. Metacognition of these aspects of the process has broadened the notion of strategy beyond the limits of merely a skilled behavior because awareness on the usage of strategies and appropriateness of certain strategies may result in improvement of reading comprehension. The authors emphasize that strategic behavior implies intentionality and purpose from the learner because s/he chooses to behave in one way rather than another. However, it is not the purpose of this study to examine the motivational factors that underlie strategic behavior. Hence, motivational issues will be restricted to the reasons participants pointed out as being relevant for them as part of their reading behavior as shown in the data collected and analyzed in this study.

According to Paris et *al.* comprehension monitoring seems to be the core issue to differentiate poor readers and good readers since the mastery of strategies lays the foundation for more developed comprehension skills, fostering strategic reading. Readers who are strategic are more capable of monitoring their reading comprehension and adjusting strategies to their difficulties. It may sound obvious that good readers are expected to exhibit certain reading behaviors when attempting to reach their objectives, such as skimming, rereading, integrating information, making inferences, more often than poor readers. It may occur that less skilled readers lack knowledge of text features, or they do not set task goals, or they may not be aware of which strategies to be applied according to the genre of reading and purposes in reading.

Flavell (1978; as cited in Carrell, 1998; Baker & Beall, 2009) proposes two dimensions of metacognitive ability to be developed by readers in the process of comprehension monitoring: one, "knowledge of cognition", that refers to what readers

know about their cognitive resources; and two, "regulation of cognition", that appreciates the control students have over such cognitive resources.

The first dimension, "knowledge of cognition", corresponds to the knowledge that readers have about their own cognitive resources, as well as their conceptualizations of the reading process. According to Flavell, knowledge of cognition accounts for three kinds of knowledge: declarative knowledge (DK), procedural knowledge (PK), and conditional knowledge (CK) (Paris et *al.,* 1983):

The Blackwell Dictionary of Cognitive Psychology (Eysenck, 2002) defines declarative knowledge as knowledge that the individual (learner) has conscious access and that can be verbalized. DK corresponds to "knowing what", i.e., the learner knows what the strategy stands for, such as scanning, skimming, or browsing. Paris et *al.* (1983) explain that declarative knowledge consists of characteristics of the task and of personal abilities, that is, propositions about task structures and task goals, and also about the beliefs the reader has of his/her own abilities as a reader. The idea of "knowing that" catered by DK may be for instance, *"I know that most fairy tales start with the phrase: Once upon a time…"* (task structure), or *"I know that I'm a good reader"* (opinion about oneself). DK also fosters the necessary information to establish the purpose in reading and to adapt the procedures depending on reading conditions.

According to The Blackwell Dictionary of Cognitive Psychology (Eysenck, 2002), procedural knowledge is knowledge to which the individual has no conscious access and, as such, its presence can only be demonstrated indirectly through some form of action. PK accounts for "knowing how" to apply the strategy and perform a task. For example, how to summarize a text, or how to skim a text for specific information.

Anderson (1995) adduces that learners have knowledge of what they may not be conscious of and use such knowledge to perform tasks. The author supports that

learners have procedural knowledge, what he calls "skills". In order to perform more complex behaviors, students try to learn more and more strategies to cope with such complexity by making them more automatized, which means that less cognitive resources are involved in the process of learning. According to Anderson, the learning process undergoes a three-stage development continuum and they are explicative rather than separate from one another. The stages of skill acquisition are: cognitive stage, associative stage, and autonomous stage.

In the cognitive stage, learners work from instructions or an example of how the task should be performed; the information is represented declaratively and is interpreted to yield appropriate behavior. In the associative stage, skills make a transition between a declarative representation to a procedural representation; as verbalization drops out, the move from one step to the next happens more quickly because the learner does not have to rehearse and interpret the information. And, in the autonomous stage, skills are automated and rapid, and cognitive involvement is gradually eliminated. Sometimes, the learner cannot verbalize what s/he does and the skill is part of implicit memory.

If we apply DK and PK in the situation of learning how to drive a car, and shifting gears, it is possible to say that DK declarative knowledge corresponds to when the driver-to-be is able to follow instructions, or an example, of how the task should be performed. It is common to have inexperienced drivers verbalize what they supposed to do as they interpret the situation to cater for appropriate behavior. For instance, they verbalize their steps, such as, "first I do this; then, I do that…", which would correspond to the cognitive phase of the learning process. As drivers become more experienced, procedures make a transition between a declarative representation to a procedural representation, meaning that, shifting gears become more automatic as verbalization drops out, probably because the learner does not have to rehearse and interpret the

information. The driver would say, "when driving, I shift gears more automatically". This phase would correspond to an associative stage in learning, and if the learner is asked to describe how to drive a car, the explanation would probably be very superficial. Finally, the autonomous stage corresponds to when the procedure to be learned is automated and rapid, and cognitive involvement is gradually eliminated. According to Anderson, at this phase, the learner cannot verbalize what s/he does since the skill is part of implicit memory.

Taking into consideration the example of driving a car, it is possible to differentiate DK from PK in terms of their nature. On the one hand, DK is flexible because it can be used in many different situations and accessed in many different ways. DK can be consciously observed and modified by new experiences, since driving a manual-shifted car share some characteristics with driving a truck, in a sense that both have shifts, brake pedals, clutch pedals, and accelerator pedals. On the other hand, PK refers to one particular situation, and it cannot be directly accessed, thus, it is not easily modified. For instance, driving a motorcycle has its own characteristics, very different from driving a car or a bike. However, even if it has been a long time since we last rode a bike, we do not "forget" how to ride one – we may lose our balance a few times, but we end up riding it as we always have.

Regarding reading, when students are learning how to read, or in case they are learning a FL that has a different code from their L1, lower levels process are likely to occur. For instance, decoding is not automatic process in reading in the sense that the students are able to verbalize what they do when reading, as they implement strategies to carry out the activity. When students are no longer capable of verbalizing what they do, that is, DK evolves to PK, reading becomes more automatic and involves less cognitive resources, reaching higher level processes.

Having in mind such considerations from Anderson (1995) and the cognitive psychology nature, another relevant viewpoint on metacognition is supported by Paris et *al.* (1983). A subtle difference between both perspectives would be that for Paris et *al.*, PK can be verbalized since it is still a controlled and conscious activity as DK is. The authors acknowledge that procedural knowledge corresponds to the way procedures are carried out, and it describes the range of actions available for the reader to choose to accomplish a task so that it facilitates the development of strategies. *"Knowing how to skim"*, or *"knowing how to scan"* refer to "knowing how" of PK. However, the authors distinguish procedures from procedural knowledge. Procedures correspond to being able to perform an action, while PK concerns the understanding of procedures themselves. This happens because procedural knowledge takes place in a second moment in the reading process since PK is acquired after either direct instruction or from repeated experience.

Paris et *al.* (1983) sustain that both DK and PK alone are not enough to cater for strategic readers because they tackle knowledge and skills involved in performance and they do not acknowledge the conditions under which reader chooses to take one course of action instead of other. These conditions refer to readers' motivation when they engage in reading: intentionality and self-control, and for that, they propose a third type of knowledge, the conditional knowledge.

Paris et *al.* proposed the notion of conditional knowledge (CK) in a seminal paper in 1983. According to the authors, CK regards *"knowing when and why to apply various actions"* (strategies) since the procedures should be *"applied selectively to particular goals in order to be strategic"* (p.303). For example: skimming is only effective for some tasks under certain circumstances. The reader should not skim any text regardless of its purpose because the goal is likely to not be accomplished. If the

reader reads only some words or sentences in the text, either because it is a difficult material, or because of laziness, skimming has not been strategically applied. On the contrary, if the reader is short of time and s/he wants to preview the content of the text, then s/he strategically makes use of skimming. Conditional knowledge appreciates the circumstances under which the procedures are applied, and it supports and explains the principals why a certain course of action has been undertaken.

Paris et *al.* (1983) claim that CK must have *"utility"* and *"functional value"* in a sense that readers understand the need to proceed in a particular manner that they believe is the most efficacious to achieve the goal. In the same vein, CK provides the reader with a rationale to adjust DK and PK according to the type of reading and its purpose, because once the three types of knowledge are managed together, the reader is capable of adapting his/her behavior strategically to complete the task.

Lorch et *al.* (1995), in agreement with the taxonomy proposed by Paris et *al.* (1983), appreciate the relevance of conditional knowledge, i.e., knowing "when" and "why" to deploy a strategy, on the grounds that such awareness determines when to use a strategy, and most important, when not to use it, and why a strategy works in a certain situation and not for others. The authors suggest that "a reader with a wide repertoire of reading strategies cannot be an effective reader if he or she does not make relevant discriminations concerning when to apply particular strategies" (p. 376).

Along with the first dimension, "knowledge of cognition", that includes declarative knowledge, procedural knowledge, and conditional knowledge, the second dimension proposed by Flavell (1977; as cited in Carrell, 1998) refers to the "regulation of cognition". Regulation of cognition adduces for planning the use of strategies, followed by monitoring the process and evaluating their use towards comprehension. As Carrell (1998) observes, one explanation for the problem of less skilled readers who are

not strategic may be that they are unaware of how to operationalize their learning process.

In a similar vein, Block (1992) sustains that readers should be capable of thinking about what they are doing while reading so that they locate themselves away from the process, in order to observe what they do throughout the reading activity. Block agrees that metacognition seems fundamental for effective learning and competent performance since learners become strategic in planning, monitoring and checking their comprehension during the reading process.

Strategy use may also depend upon the level of knowledge that the reader has, as well as on how difficult the task at hand is for him/her. Because of these factors, the reader chooses to apply a certain strategy since s/he believes it is the most appropriate one. Even when the behavior has been previously modeled by a teacher or a more experienced peer, the reader must intentionally select the action to achieve the goal.

Similarly to Flavell's viewpoint, Paris et *al.* (1983) sustain that the crucial characteristic of "utility" concerning strategy use is dependent upon various aspects, such as the context, the reader's intentions and capacity, the alternatives available, and the effort required to check appropriateness of strategy. The utility of a strategy is set by the reader and it varies in agreement with reader's perceptions of which actions are useful and how to apply them in different reading contexts. That is to say the efficiency of strategy use is directly related to the reader's metacognitive awareness of declarative knowledge – knowing what strategy is – and procedure knowledge – knowing how to employ a strategy effectively, as well as conditional knowledge – why(not) and when(not) to adopt a certain reading behavior.

Paris et *al.* (1983) contend that the benefits of reading strategically lie on the fact that the activity becomes public. On one hand, readers are able to analyze and reflect on

their behaviors; on the other hand, teachers can focus on the components of actions to instruct students via modeling and evaluating the behavior. Instruction on how to read strategically may be supplied to first, demonstrate to students how to break complex skills into smaller parts; second, to teach them how to carefully proceed through such parts; and finally, to explain why to employ strategies in an efficacious way.

Students may profit from modeling and evaluation on the basis that they might expand their discernment concerning the use of strategies. Moreover, training may be fundamental for second and mainly foreign language learning contexts, in which students may not have received some formal instruction on how to be strategic readers and learn how to relate means and goals in accordance with each singular reading situation. Teachers should be also aware of their role when modeling and evaluating strategies so that students may apply them successfully, as a means of motivational resource to accomplish the task.

Summing up, Carrell mentions Winograd and Hare (1988; as cited in Carrell, 1998) to summarize five steps the teacher should undertake in guiding learners throughout the process:

1) Teach learners **what** the strategy is: provide a definition for strategy;

2) Teach readers **why** a strategy should be learned: explain the task purpose and benefits of strategy use;

3) Explain to students **how** to use the strategy: provide detailed information on strategy and/or help students with other tools, such as think-aloud protocols and analogies;

4) Advise learners **when** and **where** the strategy should be used: suggest certain circumstances in which the use of a given strategy is recommended;

5) Show readers **how** to evaluate the use of strategy: enable students to self evaluate their (un)successful use of strategy according to the reading situation

2.4. Reading Situation

This last section encompasses the notion of *reading situation*. In line with the notion defined by Lorch et *al.* (1995), for the purposes of this study, *reading situation* means "a specific type of text read for a specific purpose" (p.375). *Reading situation* regards the types of material that students are supposed to read for a given purpose, such as reading a monthly magazine to chill out, or skimming through the front page of a daily newspaper to check the headlines, or carefully reading a chapter of a book because of an exam.

Considering the large amount of reading experiences that adult learners are expected to deal with, it is most likely that the reading situations have distinctive characteristics and that they inevitably influence readers' reading behaviors (Lorch et *al.*, 1995). Readers' appraisal of their reading behavior corroborate to consider the approaches learners should implement when reading a certain material for a given purpose, as well as the adjustments needed during the process. Furthermore, reading behavior of strategic readers does not concern the wide range of strategies they know; rather, strategic readers draw their expertise by selecting and adjusting suitable strategies to a particular reading situation (Block, 1983, 1992; Paris et *al.* 1983; Paris et *al.*, 1991; Carrell, 1989; Nation, 2009).

Lorch et *al.* (1995) carried out two studies focused on the distinctions that college students made of their reading behavior when reading various reading situations for different purposes. At the risk of repetition, the authors understood *reading situation* as reading different types of materials for different purposes. The purpose of the study

conducted in 1993 was to examine college students' conditional knowledge about reading. Participants were asked to sort out cards with 50 reading situations according to the way they believed they read in each situation. Another group of participants were asked to answer 22 questions for the rating task. Results suggested that reading patterns varied across different texts and different task demands. Reading for study purposes was evaluated as less interesting, slower, involving more rereadings, more effort to integrate, and more demanding in terms of understanding and memorization. In contrast, reading for entertainment was taken as more interesting, less demanding, involving more analysis of the writing style, and some effort to integrate ideas within the text.

Lorch et al. used the framework from their first study (1993) and conducted another research in 1995 focused on the strategies college students used as adjustments depending on the reading situation. The objective was to determine if adult readers made finer distinctions among different reading situations they were familiar with, when reading them for different purposes. As a result, they propose a theory of reading settings with a typology of reading types and their hierarchical organization for school reading situations (see Figure 1) and personal choice reading situations (see Figure 2), based on students' introspections of their own reading behaviors in both contexts. The authors acknowledge that the typology is not a definite theory of reading behavior, but rather "a starting point for determining appropriate reading behavior" (p. 393), on the grounds that once learners are aware of the mental processes involved in reading comprehension, such metacognition may lay the foundation for more strategic readers.

For the purposes of this study, Lorch et *al.*'s categorization provides the basis for the examples of reading situations and respective purposes used in the instruments for data collection, and adaptations were made in order to fit them according to participants' school curriculum and readings as a personal choice leisure activity.

Figure 1: Typology of School Reading Situations (adapted from Lorch et *al.*, 1995)

Typology of Reading Situations: Reading Types and their Hierarchical Organization (adapted from **Lorch et *al.*, 1995**)		
Superordinate Cluster	**Category**	**Reading Type**
School Reading Situations	Reading in Preparation for an **Exam**	Reading to **Memorize** Reading for an **Essay Exam** Reading for an **Objective Exam**
	Reading to **Research** a Topic	Reading to Write **Literature Papers** Reading to Write **Research Papers**
	Reading to Prepare for **Class**	Reading to **Prepare for Class** Reading to **Learn/Selectively**

Figure 2: Typology of Personal Choice Reading Situations (adapted from Lorch et *al.*, 1995)

Typology of Personal Choice Reading Situations: Reading Types and their Hierarchical Organization (adapted from **Lorch et *al.*, 1995**)		
Superordinate Cluster	**Category**	**Reading Type**
Personal Choice Reading Situations	**Selective** Reading	Reading to **Apply** Reading to **Search**
	Serious Reading	**Challenging** Reading **Self-Informing** Reading
	Diversion Reading	**Light** Reading **Killing time** Reading
	Reading for **Stimulation**	**Stimulation**

Similarly to the study conducted by Lorch et *al.*(1995), Narvaez, van den Broek, and Ruiz (1999) investigated the reading behavior of college students according to the influence of reading purpose, either for study or for entertainment, on inference

generation and comprehension when reading narrative and expository texts. The authors concluded that college students reading expository texts with study purposes reread the text, acknowledge lack of background knowledge on the topic, and evaluate text content and writing more often than students who read narrative texts. There were no differences in the results between reading for study and reading for entertainment concerning reading time, recall, and answers to the comprehension question test applied, which may suggest that reading purpose does not affect the strategies that readers intentionally select to help them in the reading comprehension process. Despite that, Narvaez et *al.* (1999) acknowledge the small sample size of their study and that results may have been influenced by such a small number of participants.

Anderson and Armbruster (1984) acknowledge that, regardless of experimental measures, such as induced pacing, gross inspection time on short-term segments, and eye movement measures, having a learning goal is apparently what makes students spend more time reading one text segment than others. Thus, the fact that participants in the present study were given reading situations with specific reading purposes may have narrowed the possibilities of their reading behaviors.

Saint, Christakis, Saha, Elmore, Welsh, Baker, Koepsell (2001) used self-reported reading behavior questionnaires to assess reading habits of internists, with and without epidemiological training, as a means to make changes in the editing format of medical journals. Saint et *al.* enquired the number of hours per week that internists spent reading medical journals (4.4h), the percentage of articles that they limit their readings to the abstract (63%), and the number of medical journal internists subscribe to and read regularly. There were no considerable differences in reading habits between groups of internists who received clinical epidemiological training and others who did not. The authors suggest that the great number of abstracts read instead of entire articles

may be explained by the fact that subscribers rely heavily on journal editors to ensure quality and accuracy.

According to Lorch et *al.* (1995) there are certain combinations of reading situations that students are more probable to form than others based on four dimensions:

1)   segmentation of the text: it refers to the length of the reading material, that is, the length of the content, since some texts are longer than others, such as the number of words that a given text may contain. For example: a novel compared to an entry of a dictionary; or an article from a journal compared to class notes. Besides that, the nature of the text is also likely to influence the way students determine which reading behavior suits better the situation, that is, which reading type and reading strategies are to be adopted, since they already have schemata about them from previous reading experiences and they know which behavior is appropriate and which is not;

2)   external evaluation of the reading product: it corresponds to the type of assessment, in case there is one, that motivates learners to read, such as essay exams, multiple-choice tests, or just for entertainment. For instance: reading a chapter of a book to prepare for a literature exam may involve more attention and slow, careful reading, with the help of supports, whereas reading a cookbook to find a dessert recipe for Sunday is most likely to be mouth watering rather than anything else;

3)   reading goals: which varies because of the type of material learners have at hand, as well as according to the relevance that learners give to the content. This means that some contents are well defined, such as

reading in preparation to a text, in which students are aware of the reading behavior they should follow and which reading strategies are more efficient. Other contents are more ambiguous in the sense that goals to be achieved are broader, such as when reading a scientific article to write a summary, or to make an outline;

4) variety of reading goals and standards of coherence: it takes into account when a given purpose is set for a specific reading situation in order to help learners to construct a coherent meaning of the message conveyed by the writer. For example: when reading a leaflet you received at the traffic light, the standard of coherence expected from that reading is minimal on the grounds that it is directly related to the amount of time you have to wait until the light is green and you can cross the road. Conversely, when reading demands many inferences, global coherence, activation of previous knowledge, it is probable that the level of coherence is higher.

Bearing in mind such parameters, in the present study, the examples of *reading situations* brought to students' analysis contained both the reading material inserted in a specific situation and a particular purpose for reading it. In addition to that, *reading situations* were provided with an example of a text that students must have already come across with a goal linked to it, as it is explained in details in the Method section.

In this chapter, we discussed how the reading behavior that students consciously decide to adopt, namely strategies, seems to provide a scaffold to reach a certain goal in a given reading situation. In addition to that, learners' awareness concerning declarative knowledge, procedural knowledge, and conditional knowledge, may help them adopt a more strategic behavior according to the reading situation deciding strategies to be

employed and monitoring if goal is achieved. To conclude, this brief review of the literature on reading behavior, strategic reading and reading situation gives support to the analysis of students' perception of their reading behavior in EFL.

The next chapter provides information on the method used to collect and analyze data in order to answer the research questions proposed in this study.

CHAPTER III

METHOD

The purpose of this chapter is to describe in details the methodological procedures that guided this exploratory qualitative investigation. Firstly, it presents the participants of the study. Secondly, it provides information on the instruments used for data collection. Thirdly, it describes the procedures used for data collection and the framework used for analysis of the results. Finally, it describes the pilot study.

3.1. Participants

Participants were undergraduate students from the *Letras* course (English Language and Literature) at Universidade Federal de Santa Catarina (UFSC), who agreed to participate in this study, adding a total of 53 participants divided in two groups, group A and group B, according to the nature of reading situations, either for school purposes or for entertainment. Participants are almost all Brazilians native speakers of Portuguese, who speak English as a foreign language (EFL), except for one participant, who is a bilingual speaker.

Taking part in research is a curriculum requirement in the course and students voluntarily agreed to take part in the study (see Appendix A for Consent Form). Besides, it is a request by the Ethics Committee *(CEP – Comitê de Ética em Pesquisa)* that participants fill in a consent form to state their willingness and awareness to be engaged in the study.

3.2. Instruments

In general terms, there were 3 instruments applied to collect data during 2 distinct phases. The first phase comprised a metacognitive questionnaire (see Appendix B) (adapted from Tomitch, unpublished, mimeo; and also based on Carrell, 1998; Narvaez et *al.*, 1999). And the second phase included Grouping Reading Situations (GRS) and Rating Reading Situations (RRS), using Booklet 1, concerning *reading situations* for school purposes (see Appendix C), and Booklet 2, regarding personal choice *reading situations* (see Appendix D). Two models of answer sheets were also developed for the second phase of data collection (see Appendices E and F). Both booklets and answer sheets were adapted from Lorch et *al.* (1995). The next sections describe in details each one of the instruments.

3.1.1. Metacognitive Questionnaire

Chamot (2004) contends that "the most frequent and efficient method for identifying students' learning strategies is through questionnaires" (p.15). Along with that, questionnaires are also taken as a prototypical instrument to find out how much participants know about their cognitive resources and their relation with learning situations they may be inserted in (Baker & Brown, 1984), in this case, reading in EFL.

Bearing in mind the relevance of getting students reflecting upon their reading behavior and on what they believe they do while reading different reading material for several purposes, a metacognitive questionnaire was developed (Tomitch, unpublished; Carrell, 1998; Narvaez et *al.*, 1999) and applied in the first phase of data collection (see Appendix B). The metacognitive questionnaire consisted of 23 questions about reading in Portuguese (participants' L1) and in English, for entertainment and for school purposes. The material was developed in English since its objective was to have participants reflecting on their reading behavior when reading in the TL. Data collected

from the first part of the questionnaire, focused on reading behavior in L1, was disregarded because it did not present relevant results that could differentiate reading behavior in Portuguese from reading behavior in English. Participants were instructed to ask questions, even in Portuguese, at any time during data collection.

Questions encompassed (as can be seen in Appendix B), among other topics, how much participants liked reading in English; the literary genres participants read more, or less, frequently; the amount of time they dedicated to reading; the reasons why undergrads read; and the strategies they believed they applied when coping with some difficulty in the text (see Table 1 below for the structure of the metacognitive questionnaire). Although there are not clear boundaries to define and categorize strategies as mentioned before, the strategies listed in the questionnaire were based on categorizations developed by Anderson and Armbruster (1984), Oxford (1990), Pritchard (1990), Cohen (1998), and Chamot (2004).

Table 1: Structure of the Metacognitive Questionnaire

Metacognitive Questionnaire - Part A	
Participants' Perception of their reading behavior in Portuguese	
Question 1	Motivation when reading in Portuguese
Questions 2 - 5	Reading in Portuguese for entertainment
Questions 6 - 9	Reading in Portuguese for school purposes
Question 10	Strategies used when reading in Portuguese
Question 11	Participants' perception as readers in Portuguese

Metacognitive Questionnaire – Part B	
Participants' Perception of their reading behavior in English	
Question 12	English proficiency
Question 13	Motivation when reading in English
Questions 14 - 17	Reading in English for entertainment
Questions 18 - 21	Reading in English for school purposes
Question 22	Strategies used when reading in English
Question 23	Participants' perception as readers in English

Concerning instructions for answering the questionnaire (see Appendix B), they were very specific as to whether participants were supposed to tick only one alternative among all, or if they could choose as many as they believed were appropriate. Participants were asked to either 'agree', 'disagree', or tick 'not sure' in some questions. They were asked to rank the alternatives in agreement to what material they thought they read more, or less. Participants were also asked to rank the strategies they realized they use more, or less, frequently. Apart from different types of question, and consequently several types of answers, there was some space for complementary information, either in case the alternative had not been previously listed, or because the participant may have wanted to explain some information.

Carrell (1989) carried out a study in which she tried to unveil more information on metacognitive factors in L1 and L2 reading. The author applied a metacognitive questionnaire with native speakers of Spanish and native speakers of English reading in their L1 and L2, as well as reading comprehension multiple-choice tests in both languages. She points to another similar study conducted by Barnett (1988; as cited in Carrell, 1989), with university students learning French as a foreign language, which also focused on the relationships among reading comprehension, strategy use, and perceived strategy use. Barnett also applied a questionnaire aimed at students' perception of strategies adopted. Carrell (1989) considered Barnett's questionnaire, with pre-conceived right answers, a restriction upon the research because the questionnaire model did not leave room for scrutinizing participants' own judgment on the use of strategies.

Having this drawback in mind, this study does not contemplate right or wrong answers in the alternatives in the questionnaire. Yet, it leaves room for participants to add any information that they might have considered relevant and which may not have

been included amongst earlier when developing the questionnaire. Indeed, the main purpose of this study is to explore participants' perceptions in relation to reading in English for entertainment and for school purposes, and to try to draw an outline of the scenario of undergraduate students' introspections of their reading behavior in EFL.

3.2.2. Reading Situations

It is worth mentioning again that in this study I follow Lorch et *al*'s (1995) definition for *reading situation* (RS): "a specific type of text read for a specific purpose". Taking into account both studies conducted by Lorch et *al.* (1995), and also the reading situations proposed in the metacognitive questionnaire, mainly the perception undergraduate students have of their behavior when reading in English, two booklets were designed with reading situations and reading purposes (see Appendices C and D). It is important to emphasize that it was not the objective of this present study to analyze whether or not participants make any differences among the reading situations proposed to them. It was considered that adults were capable of distinguishing between reading for school purposes and as personal choice.

The typology of *reading situations* proposed by Lorch et *al.* (1995) was adapted to fit the reading situations that our college students are most likely to face, either for study purposes or for entertainment. Thus, some situations proposed in Lorch's typology were either adapted or omitted, and examples with genuine materials were provided. Some examples of school reading situations that I decided not to include were: *Read a geology text to prepare for a lab exam on anatomy*, or *Read a chemistry chapter to learn to identify particular components*, or *Read a political science text to prepare for a short-answer exam, psychology.* And examples of personal choice reading

situations that were also disregarded were: *Read over coupons in the newspaper to find ways to save money*, or *Read over sports articles in the paper to learn basketball scores.*

Having in mind theses parameters, *reading situations* included in the Booklets to students' analysis encompassed both the reading material contextualized in either a learning situation, or as a leisure activity, with a particular purpose for reading it. In addition to that, *reading situations* were provided with an example of a text that students must have already come across with a goal linked to it. For instance: Reading Situation 7: *"Read a novel, a short- story, or a poem to prepare for a literature exam. Ex. Read "Emma", by Jane Austen, or "A Christmas Carol", by Charles Dickens, or "The Needle", by Ezra Pound to prepare for an exam about the material".* Another example but related to personal choice reading is Reading Situation 10: *"Read your horoscope in a magazine, or in the newspaper, to know about the predictions for your sign for the day/month Ex. Read the Pixies predictions in "Marie Claire" to learn what is likely to happen in this month".* Thus, the instruments applied for data collection pursued students' needs and demands when reading in English for both academic context and personal choice situations, while attempted to embrace genres for study purposes and for leisure time.

Thus, Booklet 1 (see Appendix C for complete Booklet 1) encompassed 18 *school reading situations* for school purposes, with one example for each situation (see Figure 3 below for an example). Most situations were related to the academic reading situations participants had to reflect upon while responding to the metacognitive questionnaire.

Booklet 2 (see Appendix C for complete Booklet 2) comprised 21 *reading situations* focused on *personal choice* reading materials, with examples for each one of them (see Figure 4 below for an example). Likewise, reading situations for

entertainment from the questionnaire were also considered when Booklet 2 was developed.

Figure 3: Booklet 1 - School Reading Situations (examples)

Reading Situation 11 **Read an article from a scientific journal or magazine to get prepared for a class discussion.** **Ex.: Read "*Translation Studies as a Science*", in *Revista Delta*, to prepare for a class discussion**	**Reading Situation 7** **Read a novel, a short story, or a poem to prepare for a literature exam.** **Ex.: Read "*Emma*", by Jane Austen, or "*A Christmas Carol*", by Charles Dickens, or "*The Needle*", by Erza Pound to prepare for an exam about the material**

Figure 4: Booklet 2: Personal Choice Reading Situations (examples)

Reading Situation 1 **Read a cookbook to find an interesting recipe.** **Ex. Read "Cook with Jamie: My guide to making you a better cook", by Jamie Oliver, to learn how to cook an English muffin.**	**Reading Situation 21** **Read a cosmetic catalog to buy yourself some product.** **Ex.: Read "Avon" to buy yourself some moisturize cream, deodorant, and make up.**
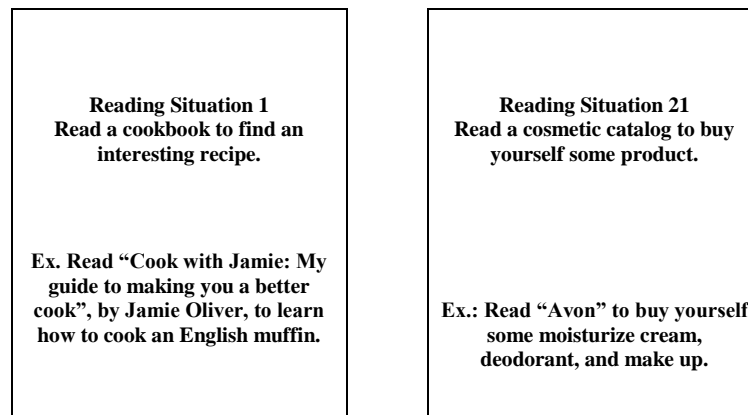
3.2.3. Answer sheets

In addition to the booklets, each participant also received an answer sheet. There were two models of answers sheets: one for Grouping Reading Situations (see Appendix E) and another for Rating Reading Situations (see Appendix F). The answer sheet for Grouping Reading Situations contained columns, numbered from 1 to 10 so that participants could put reading situations together in groups (see Figure 5 below for

an example). There could be a minimum of 2 groups and no more than 10 groups. The reason to have a minimum and a maximum number is to try to engage participants to critically consider how to organize the groups.

Figure 5: Answer Sheet for Grouping Reading Situation

Group 1	Group 2	Group 3	Group 4
Reading Situation 2	Reading Situation 10	Reading Situation 7	Reading Situation 1
Reading Situation 5	Reading Situation 12	Reading Situation 8	Reading Situation 3
Reading Situation 11	Reading Situation 16	Reading Situation 9	Reading Situation 6
Reading Situation 15	Reading Situation 17	Reading Situation 14	Reading Situation 15

Instructions explained that participants should put the situations together if they believed they read them in a similar way, or they put them in different groups in case they did not read them using similar behaviors. The same reading situation could not be placed in more than one group. In case they were not familiar with the reading situation, they could leave it out. E.g.: Participant "Ana" put reading situations in 4 groups:

Group 1:   Reading Situation 2, Reading Situation 5, Reading Situation 11, Reading Situation 13;

Group 2:   Reading Situation 10, Reading Situation12, Reading Situation16, Reading Situation17, Reading Situation 18;

Group 3:   Reading Situation 14, Reading Situation 7, Reading Situation 8, Reading Situation 9;

Group 4: Reading Situation 1, Reading Situation 3, Reading Situation 6, Reading Situation 15.

And she did not group reading situation 4. Figure 6 is a sample of her answer sheet.

Answer sheet for Rating Reading Situations (see Figure 7 for example) consisted of 3 lines, A, B, and C so that participants were expected to answer 3 three questions,

ranking them from 1, for the minimum, to 5, for the maximum, according to the reading situations in either Booklet 1 (18) or Booklet 2 (21). Questions to be ranted in answer sheet for Rating Reading Situations were:

Question A: What is your reading speed when you do this type of reading?

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?

Question C: How much do you pay attention when you do this type of reading?

Figure 6: Answer sheet – Rating Reading Situations

Reading Situation 1	**Reading Situation 3**	**Reading Situation 5**
A - 3	A – 2	A - 2
B - 5	B – 3	B - 2
C - 2	C – 4	C - 1
Reading Situation 2	**Reading Situation 4**	**Reading Situation 6**
A - 1	A -	A- 5
B - 1	B -	B - 5
C - 1	C -	C - 5

In case participants were not familiar with a reading situation, they could leave the reading situation without rating.

3.3. Procedure for Data Collection

In order to investigate the perception that university students from the *Letras* course (English) have of their own reading behavior in Portuguese (L1) and in English as a foreign language (EFL), data was collected during a two-phased procedure using three instruments. Both phases of data collection occurred during class time, in which data from the 1st semester was collected in course LLE 7411 - Compreensão e Produção Oral em Língua Inglesa I; data from the 3rd semester was collected in classes of LLE 7413 - Compreensão e Produção Oral em Língua Inglesa III; data from the 5th semester

collected during classes of LLE 7415 - Compreensão e Produção Oral em Língua Inglesa V; and finally, data from the 7th semester was collected in classes of Pesquisa Dirigida em Língua Inglesa VII. Undergrads were invited to voluntarily take part in the research, and all semesters, but the 7th semester, engaged in research as an extra-class activity requirement in the curriculum.

Phase 1 comprised the metacognitive questionnaire (see Appendix A), which was applied during class time and all 53 participants took part in this phase. The questionnaire focused on guiding participants to reflect upon their reading behavior in Portuguese and in English, for school contexts and for entertainment. Table 2 below shows the number of participants in part one per semester, females and males, and their range of age:

Table 2: Participants in the Metacognitive Questionnaire

Participants in Part 1 – Metacognitive Questionnaire			
Participants	**Females**	**Males**	**Total**
Participants 1st semester	9 (17-29 year-old)	7 (19 -42 year-old)	16
Participants 3rd semester	10 (18-43 year-old)	3 (20-26 year-old)	13
Participants 5th semester	4 (18-41 year-old)	1 (19 year-old)	5
Participants 7th semester	11 (21-37 year-old)	8 (21-55 year-old)	19

Phase 2 was carried out usually a week after phase 1 and consisted two other sub-phases: one for Grouping Reading Situations (GRS) and another for Rating Reading Situations (RRS). In the second phase of data collection, two booklets were used: Booklet 1, with academic reading situations, and Booklet 2, involving personal choice reading situations. Participants took part only in one sub-phase. Figure 7 displays the Organogram for data collection regards Grouping and Rating Reading Situations.

Figure 7: Organogram of Reading Situation
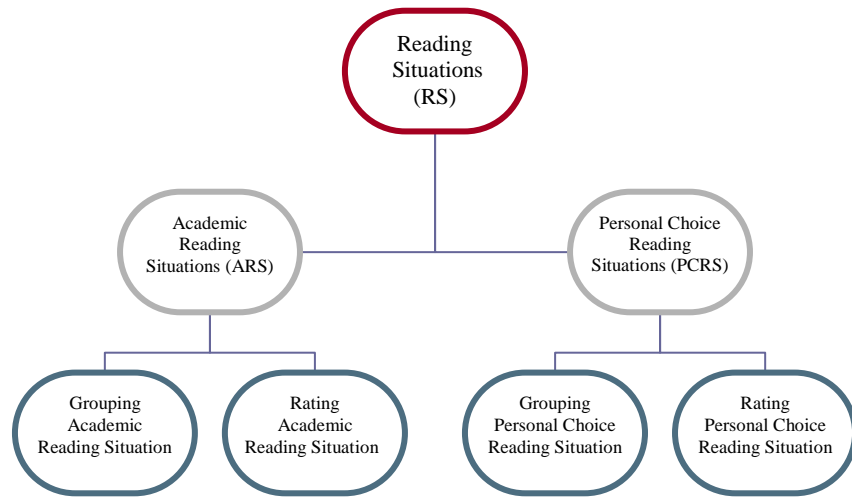
The number of participants in the GRS and RRS was very similar to the first phase as Table 3 below shows. There were 28 participants who grouped academic reading situations, and 16 who rated them; while 19 participants grouped personal choice reading situations, and 10 rated such examples.

Table 3: Participants in the Grouping and Rating Reading Situations Phase

Participants in Part 2 Grouping Reading Situations and Rating Reading Situations			
Participants	**Females**	**Males**	**Total**
Participants 1st semester	10 (17-29 year-old)	7 (19 -42 year-old)	20
Participants 3rd semester	11 (18-43 year-old)	3 (20-26 year-old)	19
Participants 5th semester	3 (18-41 year-old)	1 (19 year-old)	4
Participants 7th semester	21 (21-37 years-old)	10 (21-55 years old)	31

Group A stayed in their classroom and was oriented by another researcher. Group B was conducted to another classroom and was supervised by me. Instructions were given in Portuguese, in written form and read aloud with participants (see Appendices G and H). Also, more examples were provided. Participants were told to

first look through all pages of the booklet and think about how they read in each situation.

Group A received Booklets 1 and Booklets 2 (see Appendices C and D) and the answer sheet for Grouping Reading Situations (see Appendix E). Participants were instructed to reflect on what they did mentally, what strategies they used (e.g.: underlining, highlighting, writing summaries), the level of attention they dedicated to reading, and other aspects that they considered important. They were also asked not to put reading situations together just because they contained the same reading material or the same purpose, but to group them according to the way they thought they behaved when reading in that situation for the given purpose. It took them approximately 90 minutes to group the reading situations together.

Group B was in another classroom and was instructed by me. They also received Booklets 1 and Booklets 2 (see Appendices C and D), and answer sheets for Rating Reading Situations (see Appendix F). Participants were told that they should first look through all the pages of the booklet and think about how they read in each situation. Then, participants were told to answer each reading situation according to the 3 questions - reading speed, support use, and level of attention - rating them on a scale from 1 to 5, as 1 corresponded to the minimum whereas 5 to the maximum. Each question was written on the board, one at a time, and participants were given some minutes so that they could rate all situations before the researcher moved on to the next question. Also, if they were not familiar with one reading situation, they were explained to leave it out or write 0. It took participants about 60 minutes to rate the reading situations.

3.4. Framework for Data Analysis: Grouping Reading Situations (GRS) and Rating Reading Situations (RRS)

As previously mentioned, data was collected using three instruments: (1) metacognitive questionnaire, (2) Grouping Reading Situations, and (3) Rating Reading Situations. Each of the GRS and RRS phases included both Academic Reading Situations (ARS) and Personal Choice Reading Situations (PCRS) examples. This section explains the procedure and the parameters used to design the instruments and to analyze the data collected in such instances.

First and foremost, instruments were developed and data was gathered and analyzed for GRS and RRS taking into consideration the supposition that participants would group together, as well as rate similarly, reading situations that shared either the same or similar genres or purposes in reading them (Anderson & Armbruster, 1984; Lorch et *al.*, 1995; Narvaez et *al.*, 1999; Saint et *al.*, 2001). The objective of this part of data collection was to investigate whether or not students perceive themselves aware enough to distinguish the reading situations according to the genres and purposes in reading. Therefore, for both phases of Grouping Reading Situations, the number of students who distributed reading situations in the expected group was considered, as well as all possible combinations within that group.

That means to say that if the examples in the Booklets were for instance "*Read a chapter of a book to do a task*" and "*Read the chapter of a book to study a topic to do a test*", they contained the same reading situation: *read the chapter of a book*. Another example is "*Read a cosmetic catalog to buy yourself some products*" and "*Read a cookbook to find an interesting recipe*", in which they have the same reading purpose: *look for an specific information*. Figure 8 and Figure 9 below display the reading behavior patterns, and their correspondent group combinations, for ARSs and PCRSs

(for complete descriptions of reading situations, see Appendix C for Booklet 1 and Appendix D for Booklet 2). All possible combinations within the groups were analyzed even if they were inserted in a group with other reading situations.

Having this first parameter in mind, this study also considered the typology suggested by Lorch et *al.* (1995) (see Figure 1 for Typology of ARS and Figure 2 for Typology of PCRS). The authors sustain that certain combinations of reading situations, both academic and personal choice, were expected to be found among the groups formed by participants. They reason that there seems to be four dimensions that may influence readers' behaviors in their adjustments to be strategic when reading different situations for different purposes. As already discussed, they are (1) segmentation of the text, that is, the length of the reading material in terms of number of words; (2) external evaluation of the reading product, for instance any type of assessment; (3) reading goals, which vary in agreement to reading materials and relevance to the content; and, finally, (4) variety of reading goals and standards of coherence to help readers construct a mental representation of the text. Such dimensions were carefully considered to formulate the various groupings of reading situations that were thoroughly scrutinized by the formula (see Table 4 below for an example).

Figure 8: Reading Behavior Patterns – Academic Reading Situations (ARSs)[3]

Reading Behavior Patterns Academic Reading Situations Genre and Purpose	Group Combinations Academic Reading Situations Genre and Purpose
Reading Behavior - Pattern 1 Academic Reading Situations	ARS 1 + ARS 5 + ARS 16
Reading Behavior - Pattern 2 Academic Reading Situations	ARS 2 + ARS 8 + ARS 12 + ARS 14 + ARS 18
Reading Behavior - Pattern 3 Academic Reading Situations	ARS 3 + ARS 6 + ARS 9 + ARS 11 + ARS 13
Reading Behavior - Pattern 4 Academic Reading Situations	ARS 4 + ARS 15
Reading Behavior Pattern 5 Academic Reading Situations	ARS 7 + ARS 10 + ARS 17
Reading Behavior Pattern 6 Academic Reading Situations	ARS 1 + ARS 5 + ARS 15
Reading Behavior Pattern 7 Academic Reading Situations	ARS 8 + ARS 9
Reading Behavior Pattern 8 Academic Reading Situations	ARS 6 + ARS 12 + ARS 16 + ARS 18
Reading Behavior Pattern 9 Academic Reading Situations	ARS 3 + ARS 10 + ARS 11 + ARS 17
Reading Behavior - Pattern 10 Academic Reading Situations	ARS 2 + ARS 7 + ARS 14

ARS 1: Read a foreign language textbook to learn a certain topic on the target language
ARS 2: Read a chapter of a book to prepare for a literature exam
ARS 3: Read an article from a scientific journal or a magazine to prepare for a presentation
ARS 4: Read technical dictionaries and/or encyclopaedias to write a paper
ARS 5: Read a lesson in a foreign language textbook to learn new vocabulary
ARS 6: Read an article from a scientific journal or a magazine to prepare for a test
ARS 7: Read a novel, a short-story, or a poem to prepare for a literature exam
ARS 8: Read a chapter of a book to do a task
ARS 9: Read an article from a scientific journal or a magazine to answer a task
ARS 10: Read a novel, a short-story, or a poem to prepare for class
ARS 11: Read an article from a scientific journal or a magazine to get prepared for a class discussion
ARS 12: Read a chapter of a book to study about a topic to do a test
ARS 13: Read an article from a scientific journal or a magazine to research about the topic to write a paper
ARS 14: Read class notes to prepare for a literature exam
ARS 15: Read technical dictionaries and/or encyclopaedias to learn more about a topic
ARS 16: Read a lesson in a foreign language textbook to acquire new vocabulary for a test
ARS 17: Read a novel, a short-story, or a poem to prepare for a presentation
ARS 17: Read a novel, a short-story, or a poem to prepare for a presentation
ARS 18: Read class note to prepare for a test

---

[3] See Appendix C for Booklet 1 with the complete description of academic reading situations and examples.

Figure 9: Reading Behavior Patterns – Personal Choice Reading Situations (PCRSs)[4]

Reading Behavior Patterns Personal Choice Reading Situations Genre and Purpose	Group Combinations Academic Reading Situations Genre and Purpose
Reading Behavior - Pattern 1 Personal Choice Reading Situations	PCRS 2 + PCRS 11
Reading Behavior - Pattern 2 Personal Choice Reading Situations	PCRS 1 + PCRS 9 + PCRS 12 + PCRS 16 + PCRS 17 + PRCS 21
Reading Behavior - Pattern 3 Personal Choice Reading Situations	PCRS 3 + PCRS 4 + PCRS 5 + PCRS 6 + PCRS 8 + PRCS 14 + PCRS 18
Reading Behavior - Pattern 4 Personal Choice Reading Situations	PCRS 7 + PCRS 13 + PCRS 15 + PCRS 20
Reading Behavior - Pattern 5 Personal Choice Reading Situations	PCRS 10 + PCRS 19

PCRS 1: Read a cookbook to find a recipe
PCRS 2: Read a novel to enjoy yourself
PCRS 3: Read a magazine or newspaper to know about the latest news
PCRS 4:Read a theme magazine to learn about a specific topic
PCRS 5:Read a sports magazine to know about the next season
PCRS 6:Read a female magazine to learn about fashion for next season
PCRS 7: Read a poster to know about temporary job opportunities
PCRS 8: Read a travel magazine to check alternatives for your next vacation
PCRS 9: Read the advertisements in a newspaper to look for an apartment
PCRS 10: Read a magazine on music to learn the ciphers of a song, or how to play musical instrument
PCRS 11: Read a fiction book to relax
PCRS 12: Read an online website to know about the cultural events in town
PCRS 13: Read a folder you received at the traffic light, or at the bus stop, because of traffic, to kill time
PCRS 14: Read a your horoscope to know the predictions for your sign for the day
PCRS 15: Read medicine instructions to learn about the side-effects of a pill you are taking
PCRS 16: Read a review on the film you want to watch to check if it's worth seeing it
PCRS 17: Read a TV guide to know what is on TV
PCRS 18: Read a gossip magazine to know about celebrities' lives
PCRS 19: Read technical dictionaries or encyclopaedias to learn more about a topic
PCRS 20: Read a comic book, or the strips in the newspaper to laugh a bit
PCRS 21: Read a cosmetic catalogue to buy yourself some products

All groups of reading situations formed by participants were distributed into tables (see Appendices I and J), and processed using the Excel® program. One formula

---

[4] See Appendix D for Booklet 2 with the complete description of personal choice reading situations and examples.

was developed for each category, both academic and personal choice. The formulas were applied to the tables to determine patterns of combinations among the groups formed by participants of similar reading situations, or similar reading purposes, and also in comparison to the combinations proposed by Lorch et *al.* (1995).

Table 4 below shows an example of the processing of data for Personal Choice Reading Situations. The table displays on the first column on the left, the names of students ("Student 1", "Student 2"), followed by the number of groups s/he formed ("Group 1", "Group 2"). The number of times participant's name appears in the table corresponds to the number of groups that s/he sorted reading situations; thus, if a participant gathered reading situations in 5 groups, his/her name is listed 5 times. For example, Student 1 is repeated 3 times in the table because s/he formed 3 groups. The third and fourth columns correspond to the reading combinations that participants distributed in the groups. The fifth column (A, B, C, D, E) is linked to the smaller table on the bottom, in which the combinations were typed and ran according to the formula developed in the Excel® program, so that it was possible to find what combinations were formed from those ones previously designed. Other combinations apart from the ones developed in this framework were disregarded.

Table 4: Grouping Reading Situation – Personal Choice Reading Situations

Name	Groups	Personal Choice RS	Reading Situations											A	B	C	D	E
Student 1	Grupo 1	2,3,5,7,9,12,15,20	2	3	5	7	9	12	15	20	-	-	-	3	1	1	3	0
Student 1	Grupo 2	1,4,6,10,13,14,18	1	4	6	10	13	14	18	-	-	-	-	1	0	2	3	1
Student 1	Grupo 3	16,17,19,21	16	17	19	21	-	-	-	-	-	-	-	2	0	1	1	0
Student 2	Grupo 1	1,2	1	2	-	-	-	-	-	-	-	-	-	1	0	0	0	0
Student 2	Grupo 2	2,3,4,5,12,15,16,17,20	2	3	4	5	12	15	16	17	20	-	-	2	0	2	4	0
Student 2	Grupo 3	6,7,8,9,10,14,15,18,21	6	7	8	9	10	14	15	18	21	-	-	3	**2**	1	5	1
Student 3	Grupo 1	2,14,20	2	14	20	-	-	-	-	-	-	-	-	0	0	0	2	0
Student 3	Grupo 2	1,4,15,17,21	1	4	15	17	21	-	-	-	-	-	-	3	0	1	1	0
Student 3	Grupo 3	3,11,12,16	3	11	12	16	-	-	-	-	-	-	-	1	0	1	1	1
Student 3	Grupo 4	7,9	7	9	-	-	-	-	-	-	-	-	-	2	1	0	0	0
Student 3	Grupo 5	19	19	-	-	-	-	-	-	-	-	-	-	0	0	1	0	0
Student 3	Grupo 6	5,6,8,13,18	5	6	8	13	18	-	-	-	-	-	-	0	1	0	4	0
Student 3	Grupo 1	1,5,7,8,9,13,17,21	1	5	7	8	9	13	17	21	-	-	-	**5**	**2**	0	2	0
Student 4	Grupo 2	2,4,10,15,16,18,20	2	4	10	15	16	18	20	-	-	-	-	0	0	2	4	1
Student 4	Grupo 3	3,6,11,12,19	3	6	11	12	19	-	-	-	-	-	-	1	0	2	1	1
Student 4	Grupo 4	14	14	-	-	-	-	-	-	-	-	-	-	0	0	0	1	0
Student 5	Grupo 1	1,4,5,9,16,18,20,21	1	4	5	9	16	18	20	21	-	-	-	3	1	1	4	0
Student 5	Grupo 2	2,3,6,8,11,12,15,17	2	3	6	8	11	12	15	17	-	-	-	2	1	1	3	1
Student 5	Grupo 3	7	7	-	-	-	-	-	-	-	-	-	-	1	0	0	0	0
Student 5	Grupo 4	10,13,14,19	10	13	14	19	-	-	-	-	-	-	-	0	0	2	1	1
Student 6	Grupo 1	1,4,5,6,10,11,12,15,16,20,21	1	4	5	6	10	11	12	15	16	20	21	3	0	2	5	**2**
Student 6	Grupo 2	2,3,7,8,9,13,14,17,18,19	2	3	7	8	9	13	14	17	18	19	-	3	**2**	2	3	0
Student 7	Grupo 1	1	1	-	-	-	-	-	-	-	-	-	-	1	0	0	0	0
Student 7	Grupo 2	2,3,5,6,11,12,17,20,21	2	3	5	6	11	12	17	20	21	-	-	3	0	1	3	1
Student 7	Grupo 3	4,7,8,9,10,15,19	4	7	8	9	10	15	19	-	-	-	-	2	**2**	3	2	1
Student 7	Grupo 4	13,14,16,18	13	14	16	18	-	-	-	-	-	-	-	0	0	0	3	0
Student 8	Grupo 1	2,3,5,6,11,13,16,17,21	2	3	5	6	11	13	16	17	21	-	-	2	0	1	3	1
Student 8	Grupo 2	4,19,20	4	19	20	-	-	-	-	-	-	-	-	0	0	2	1	0
Student 8	Grupo 3	7,8,10,12,14,15,18	7	8	10	12	14	15	18	-	-	-	-	2	1	1	4	1
Student 8	Grupo 4	9	9	-	-	-	-	-	-	-	-	-	-	1	1	0	0	0
Student 9	Grupo 1	7,8,9,21	7	8	9	21	-	-	-	-	-	-	-	3	**2**	0	1	0
Student 9	Grupo 2	14,15	14	15	-	-	-	-	-	-	-	-	-	0	0	0	2	0
Student 9	Grupo 3	5,6,18,20	5	6	18	20	-	-	-	-	-	-	-	0	0	0	4	0
Student 9	Grupo 4	2,3,4,11	2	3	4	11	-	-	-	-	-	-	-	0	0	2	0	1
Student 10	Grupo 5	1,12,13,16,17,19	1	12	13	16	17	19	-	-	-	-	-	3	0	1	1	0
Student 11	Grupo 1	6,12,13,14,17,21	6	12	13	14	17	21	-	-	-	-	-	3	0	0	2	0
Student 11	Grupo 2	3,7,8,9,15,16	3	7	8	9	15	16	-	-	-	-	-	2	**2**	1	3	0
Student 11	Grupo 3	2,4,19,20	2	4	19	20	-	-	-	-	-	-	-	0	0	2	1	0
Student 11	Grupo 4	5,11,10,18	5	11	10	18	-	-	-	-	-	-	-	0	0	1	2	**2**
Student 11	Grupo 5	1	1	-	-	-	-	-	-	-	-	-	-	1	0	0	0	0
Student 12	Grupo 1	4,5,13,19,21	4	5	13	19	21	-	-	-	-	-	-	1	0	2	1	0
Student 12	Grupo 2	1,6,8,20	1	6	8	20	-	-	-	-	-	-	-	1	1	0	3	0
Student 12	Grupo 3	2,10,11,12,16,17	2	10	11	12	16	17	-	-	-	-	-	2	0	1	1	**2**
Student 12	Grupo 4	7,19	7	19	-	-	-	-	-	-	-	-	-	1	0	1	0	0

A	B	C	D	E
1	6	0	0	3

Code	Reading Situations								Qtt
A	1	7	9	12	17	21			5
B	8	9							2
C	3	4	10	19					4
D	5	6	8	14	15	16	18	20	8
E	10	11							2

After data from the grouping phase was scrutinized, data from the Rating Phase was also allocated into tables (see Appendix K), for both reading situations of Academic and Personal Choice contexts, and examined for patterns of behaviors according to the combinations of reading situations previously found in the grouping phase. The procedure for the Rating Phase included displaying participants' answers for each reading situation, per question, in order to identify the tendency of behavior among readers when reading that given situation for a specific purpose (see Table 5 below for an example). All the other tables can be found in the Appendix.

It is worth mentioning once more that participants were supposed to answer 3 questions, rating from 1 to 5, according to each *reading situation* in the Rating Phase:

Question A: What is your reading speed when you do this type of reading?

Question B: How much do you use supports (outlining, highlighting, not-taking, rereading) when you do this type of reading?

Question C: How much attention do you pay when you do this type of reading?

Table 5: Reading Behavior Pattern 1 – ARS 1+ ARS 5 + ARS 16 – Questions A, B, and C

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Student 3	3
Participants 3rd st	**ARS 1 - Question A**
Student 1	3
Student 2	2
Student 3	1
Participants 5th st	**ARS 1 - Question A**
Student 1	3
Student 2	1
Participants 7th st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Student 3	3
Student 4	3
Student 5	2
Student 6	1
Student 7	3
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 1 - Question B**
Student 1	3
Student 2	3
Student 3	2
Participants 3rd st	**ARS 1 - Question A**
Student 1	1
Student 2	2
Student 3	4
Participants 5th st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Participants 7th st	**ARS 1 - Question A**
Student 1	3
Student 2	3
Student 3	2
Student 4	1
Student 5	2
Student 6	4
Student 7	2
Student 8	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 1 - Question C**
Student 1	3
Student 2	4
Student 3	4
Participants 3rd st	**ARS 1 - Question C**
Student 1	4
Student 2	5
Student 3	4
Participants 5th st	**ARS 1 - Question C**
Student 1	3
Student 2	3
Participants 7th st	**ARS 1 - Question C**
Student 1	3
Student 2	4
Student 3	4
Student 4	4
Student 5	5
Student 6	4
Student 7	3
Student 8	3

The framework for the Rating phase was proposed in a ranking from 1 to 5, in which for Questions A, B, and C, 1 would correspond to the minimum, and 5 to the maximum. It is worth mentioning that as participants received oral instructions and extra examples, emphasis was given on the correspondence between numbers and ratings. The results from the Rating Phase were analyzed as a tendency among participants' reading behavior, and they were also used as comparative criteria to help establish patterns of reading behavior along with the groupings formed of academic and personal choice situations.

Figure 10: Rating Reading Situations Framework – Questions A, B, and C

Question A	Question B	Question C
1 - I read it very slowly	**1** - I use almost no supports when I read it	**1** - I pay very little attention when I read it
2 - I read it slowly	**2** - I use some supports when I read it	**2** - I pay some attention when I read it
3 - I read it at an average speed	**3** - I use supports when I read it	**3** - I pay attention when I read it
4 - I read it fast	**4** - I use many supports when I read it	**4** - I pay much attention when I read it
5 - I read it very fast	**5** - I use a lot of supports when I read it	**5** - I pay a lot of attention when I read it

The results and the discussion are based on participants' introspections of their reading behavior from their answers to the metacognitive questionnaire and as a behavioral tendency among the reading situations in EFL presented. The discussion is also conducted assuming the distinctions in the nature of participants' when reading for school situations and as personal choice, as detected in Lorch et *al.*'s study (1995).

Taking into consideration the typology proposed in Lorch et *al.* (1995) and discussed in the Review of the Literature, certain reading situation combinations, both academic and personal choice, were expected to be found among the groups formed by participants. Moreover, groupings seemed to vary in agreement with the 4 dimensions (reading materials constrain reading purposes and strategies that are appropriate; reading carried out because of external evaluation; goal relevance of content; standards

of coherence readers are likely to adopt), which reflect the adjustments readers may do in order to be strategic when reading in different situations for different purposes. In this sense, groups of Academic Reading Situations (ARS) and Personal Choice Reading Situations (PCRS), which involved either similar reading material, or similar reading purposes, arouse expectations of sharing similarities in the rating results, reveal a regular setting of reading habits according to participants' perceptions.

The authors acknowledge that the typology suggested was not aimed at presenting a theory of reading behavior; rather, it serves as a useful starting point for further investigations of its nature and the strategies applied according to reading contexts. We should bear in mind that such aspects of data collected, the results presented and discussed in this section are to be taken as subjective assessments regarding their validity since students' introspections may or may not reflect their actual behavior while reading.

3.5. Pilot study

The pilot study was carried out with 7 participants from the 1st semester of the Master's Program in English Language and Literature from USFC. Although they were students from a post-graduation program, almost all of them had recently graduated from their under graduate courses. Instruments used for data collection were the same, that is, a metacognitive questionnaire, two booklets and answer sheets.

The pilot study gave light to the present study in the following ways. In relation to instructions, they were given in written form in English and they were not read aloud with participants. In addition to that, participants in the pilot study reported having some difficulty understanding the procedures because instructions were in English and no further explanation was provided other than the written instruction front page of

booklets. Indeed, the purpose of this study was not to evaluate participants' proficiency level of EFL, neither to compromise the results of data collection due to lack of understanding on how to proceed with the tasks. Thus, I decided to change the instructions from English to Portuguese, and to read them aloud with participants.

Concerning the number of questions used for rating the reading situations, there were 6 questions in the pilot study. Participants commented that questions were repetitive, as well as tiring to rate all the reading situations. Hence, I decided to reduce to 3 questions that included the most common behaviors our students adopt when reading school material and personal choice texts for several purposes.

This chapter presented the methodological procedures applied in this research, including participants, instruments, data collection procedure and framework for data analysis, and insights from the pilot study. The next chapter reports and discusses the results obtained from data analysis.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter reports the results of this exploratory investigation on university students' perceptions of their reading behavior in EFL when reading for school purposes and for entertainment. Results are presented and discussed per phase according to the procedure of data collection. After a more detailed view of the results, a general discussion is held to answer the three research questions proposed in this study.

4.1. Results and Discussion: Metacognitive Questionnaire

The metacognitive questionnaire (see Appendix B) focused on participants' views as readers in Portuguese (Part A) and in EFL (Part B) and it was structured in two parts. Participants were asked to ponder about their behavior when reading for school purposes and for entertainment.

Participants did not appear to distinguish between reading in L1 from reading in EFL as results do not seem to show any considerable difference. As already discussed, Part A of the questionnaire was developed with the objective of "warming students up" in a sense that the questions exploring participants' judgments over their reading behavior in L1 would get them more prepared when answering Part B focused on English, which is the main focus of this study. Hence, results from participants' perception of their reading behavior in Portuguese are not discussed, but they are all displayed in tables in the Appendix.

Participants seemed very enthusiastic regarding reading in English for entertainment (Question 13 - *How much do you like reading in English? Choose only one alternative*) as some answered they enjoyed reading in English very much and they

were always reading something, while others wished they had more time to read. Results in Table 6 demonstrate that participants contemplate a lot of time and interest to reading in English, behavior which could be related to their development in the course, since they are required to read and write more in English as they progress through the semesters.

Table 6: Participants' perception on how much they like reading in English for entertainment

Question 13: Reading in English for entertainment					
Alternatives	1st semester	3rd semester	5th semester	7th semester	Total %
a - "I like reading in English a lot, and I'm always reading something"	7,55	7,55	1,89	15,09	32,08
b - "I like reading in English a lot, but only the material that I choose to read"	7,55	1,89	1,89	11,32	22,64
c - "Sometimes I read in English, but I wish I had more time to read"	9,43	11,32	1,89	7,55	30,19
d - "Sometimes I read in English, but I don't care about reading more"	1,89	-	-	1,89	3,77
e - "I only read academic material in English that is requested by the professors"	1,89	3,77	1,89	-	7,55
f - "I rarely read in English"	1,89	-	1,89	-	3,77
Total					100,00

Genres read by participants in English as entertainment were ranked on a scale from 1 to 7, as 1 corresponded to the least read material while 7 to the most read type (Question 14 - *What kinds of literary genre do you usually read in English as entertainment? Rank the literary genres from 1 to 7. Number 1 is equivalent to the material you read less frequently, while number 7 is equivalent to the material you read more frequently. If you don't read the material, you may leave it out*). Again, some answers did not follow the increasing sequence, and some genres were not ranked.

Again, those answers were disregarded. Table 6 shows the results for materials read in English for entertainment.

Table 7: Genres read in English for entertainment

				Question 14: Genres read in English for entertainment				
				Alternatives				
Frequency	**newspaper**	**magazine**	**comic book**	**electronic magazines and newspapers**	**novels**	**self-help books**	**short stories**	**Total %**
1	6,67	6,67	20,00	0,00	0,00	**60,00**	6,67	100
2	20,00	20,00	13,33	0,00	**33,33**	6,67	6,67	100
3	**26,67**	20,00	**26,67**	6,67	6,67	0,00	13,33	100
4	13,33	13,33	**26,67**	13,33	6,67	0,00	26,67	100
5	20,00	**26,67**	6,67	13,33	13,33	20,00	0,00	100
6	6,67	6,67	6,67	26,67	13,33	6,67	**33,33**	100
7	6,67	6,67	0,00	**40,00**	26,67	0,00	20,00	100

Frequency 1 = least frequent   Frequency 7 = most frequent

When it comes to reading in English for entertainment, participants reported preferring electronic magazines and newspapers (frequency 7 - 40%), followed by short-stories (frequency 6 - 33%), as the most frequent genres read, while self-help books (frequency 1 - 60%) and novels (frequency 2 - 33%) as the least read ones. Besides the most and the least frequent read materials, it seems appropriate to also consider rates such as 26% (frequency 6) for electronic magazines and newspapers, as well as the same 26 % (frequency 3 and 4) for comic books. These results are very close to each other and, in a total amount, these genres are as frequently read as the first categories.

Amongst participants, 41% replied reading in English for entertainment up to 30 minutes per day to (see Appendix G - Table G1 - for Question 15 – *How much time a day do you read in English as entertainment? Choose only one alternative*), mainly when they were at home (see Appendix H – Table H1 - for Question 16 – *Where do you read in English as entertainment? You can choose more than one alternative*).

Participants were questioned about the reasons to read in English for entertainment (question 17 - *Why do you read in English as entertainment? Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement)*. It can be seen from the numbers in Table 8 that results convey a positive attitude from participants towards reading in English, similarly to the results for Portuguese.

Table 8: Reasons to read in English as entertainment

Question 17: Reasons to read in English for entertainment				
Alternatives	**Agree**			
	1st semester	3rd semester	5th semester	7th semester	Total %
a - It's a way to improve my vocabulary	30,19	24,53	9,43	35,85	**100,00**
b - It's a way to learn about other cultures	28,30	20,75	7,55	28,30	**84,91**
c - Learning the language is important to my career	24,53	24,53	9,43	32,08	**90,57**
d - Most information on the internet is in English	13,21	15,09	7,55	16,98	**52,83**
e - It's important to speak another language	22,64	24,53	7,55	30,19	**84,91**
f - My friends speak/study English	11,32	9,43	1,89	18,87	**41,51**
g - I intend to live abroad	11,32	5,66	1,89	18,87	**37,74**

All participants agree that reading in English for pleasure is a way to improve their vocabulary. The majority agree that it is a way to learn about other cultures (84%), and learning English is important for their careers (90%). Among participants, 52% believe it is important to speak another language. Many participants (84%) are concerned with the fact that the information available on the internet is in English. Some (41%) disagree with the statement that they read in English for entertainment because their friends speak or study English. And finally, 47% of participants are not

sure about reading in English because they intend to live abroad. By and large, participants seem conscious of the relevance of studying English, not only because as undergraduate students of *Letras* course in English, learning the language is paramount for their careers, but also due to the circumstances learners face outside the academy, since speaking another language makes a great difference to one's personal development.

Considering academic texts read in English, participants ranked the genres on a scale from 1 to 4, as 1 corresponded to the least read material while 4 to the most read type (Question 18 - *Considering the academic texts you read in English, rank the alternatives from 1 to 4. Number 1 is equivalent to the material you read less frequently while number 4 is equivalent to the material you read more frequently*). Once more, some answers were disregarded because they did not follow the increasing sequence, or because the answer did not rank the genres. It is probable that instructions were not clear enough since the same difficulty was found in this type of question throughout the questionnaire. Table 9 shows the materials they read more frequently and least frequently in English for school purposes.

Table 9: Genres read in English for school purposes

Question 18: Academic Texts read in English			
Frequency	**journals**	**chapter of books**	**course books**	**scientific publication online**
1	36,84	0,00	15,79	**47,37**
2	**36,84**	5,26	**36,84**	10,53
3	15,79	26,32	**36,84**	26,32
4	10,53	**68,42**	10,53	15,79

Frequency 1 = least frequent   Frequency 4 = most frequent

Results show that chapters of books (frequency 4 - 68%) seem to be the most frequently read material, followed by scientific publications online (frequency 1 - 47%), and finally by journals and course books. Again, results at an average of 36% (frequency 1) for journals, and 26% (frequency 3) for both chapters of books and scientific publications online should also be taken into account because they comprise an expressive amount of reading that participants believe perform as part of their reading routines.

Participants had to choose only one alternative to express the amount of time that they spend reading in English for academic purposes (see Appendix I – Table I1 - for Question 19 - *How much time a day do you read in English as a source of academic information? Choose only one alterative*), and two alternatives equalize the result of from less than 30 minutes up to 1 hour per day (43%), which most of them do while at home (see Appendix J – Table J1 - Question 20 – *Where do you usually read academic material in English? You can choose more than one alternative*)

Table 10 below exhibits the reasons participants reported reading in English for school purposes (question 21 - *Why do you read academic texts in English? Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement*). Similarly to the reasons to read in English for entertainment, participants believe reading in English is a way to improve their knowledge of the English language (98%). They also think that they learn about the theme of class (88%), and they get prepared for a class discussion or a class presentation (92%), as well as preparing them to write essays or research papers (62%). And 67% of participants disagree with the fact that they only read before an exam. Once more their answers depicted their favorable view towards their reading in English for school purposes, as a

result of their engagement in reading activities, which goes beyond reading only before an exam.

Table 10: Reasons to read in English for school purposes

Question 21: Reasons to read in English as source of academic information					
	Agree				
Alternatives	**1st semester**	**3rd semester**	**5th semester**	**7th semester**	**Total %**
a - It's a way to improve my vocabulary	30,19	24,53	9,43	35,85	**100,00**
b - It's a way to learn about other cultures	28,30	20,75	7,55	28,30	**84,91**
c - Learning the language is important to my career	24,53	24,53	9,43	32,08	**90,57**
d - Most information on the internet is in English	13,21	15,09	7,55	16,98	**52,83**
e - It's important to speak another language	22,64	24,53	7,55	30,19	**84,91**
f - My friends speak/study English	11,32	9,43	1,89	18,87	**41,51**
G - I intend to live abroad	11,32	5,66	1,89	18,87	**37,74**

Indeed, as Oxford affirms (Oxford, 1993b; as cited in Cohen, 1998) once learners realize that a certain behavior be beneficial for learning one specific thing, such efficient behavior, could be applied then whenever suitable. Still, Oxford acknowledges that learners' 'comfort zone' appears to be their favorite learning style and that this behavior can be stretched through practice. The literature in the field agrees on the emphasis to raise learners' awareness to their learning behaviors and metacognitive questionnaires can be a useful tool to reach this objective (Carrell, 1998; Chamot, 2004).

Question 22 concerns participants' perception of the strategies adopted when they have difficulties while reading in English (Question 11- *Suppose you have some difficulty understanding the text in English, either for entertainment or for academic*

purpose. What do you do to solve the problem? Rank the alternatives from 1 to 7. Number 1 is equivalent to the strategy you use less frequently, while number 7 is equivalent to the strategy you use more frequently). Table 11 demonstrates results on participants' perception as most of them reread paragraphs and highlight the main ideas in the text while reading it, while the least applied strategies are making summaries and keeping reading despite not understanding the text.

Table 11: Strategies applied by participants when reading in English

Question 22: Strategies used when reading in English							
Alternatives	**Freq 1**	**Freq 2**	**Freq 3**	**Freq 4**	**Freq 5**	**Freq 6**	**Freq 7**	**Total**
a - "I don't worry that I didn't understand something and I continue reading the text"	27,27	4,55	22,73	4,55	27,27	4,55	9,09	100
b - "I re-read the paragraph"	0	0	4,55	9,09	9,09	27,27	50	100
c - "I look for the meaning of some words in the dictionary after reading the text"	0	40,91	27,27	18,18	9,09	4,55	0	100
d - "I look for the meaning of some words in the dictionary while reading the text"	4,55	13,64	13,64	22,73	18,18	18,18	9,09	100
e - "I write down the main ideas of the text"	18,18	31,82	13,64	13,64	13,64	0	9,09	100
f - "I make a summary of the text"	50	13,64	9,09	13,64	9,09	4,55	0	100
g - "I highlight the main ideas in the text while reading it"	0	4,55	9,09	18,18	13,64	36,36	18,18	100

It may be inferred that participants do not tend to read without understanding as they reported employing different strategies to solve the obstacles during reading. Participants' introspections reflected certain awareness in considering the type of material they are to read, and the purpose in reading it. Besides, their awareness of their reading behavior, and the fact that they intentionally select the most appropriate strategy to achieve their goal demonstrates that they monitor the reading process.

In despite of the fact that the use of certain strategies in some circumstances may be fairly predictable, Oxford (1990) sustains flexibility is apparently one of the features of strategies, meaning that there seems not be a standard pattern of strategy use because

the way learners choose, employ, and adapt strategies may vary tremendously. Reasons why students choose one strategy over another may be broadly explained by many aspects, mainly because of text genre and reading purposes (Davies, 1995; Lorch et *al.,* 1995) among others, such as degree of awareness, learning styles, motivation, and age.

Moreover, Cohen (1998) sustains that strategies are not "good" or "bad"; rather, they have the potential to be used effectively in a variety of situations, i.e., by the same learner/different learner in the same learning circumstance, or in a different one. Rather than listing an array of results from studies focused on more proficient learners and less proficient learners, it seems more reasonable to sustain that some strategies appear to be suitable for certain learners under a given learning situation.

As a whole, results from the metacognitive questionnaire sustain the assumption that undergraduate students are able to perceive the differences, as subtle as they are, in their reading behavior in accordance to the reading situation and their purposes. They reported having a positive perspective of themselves as readers (*"I like reading in English a lot, and I'm always reading something* (98%); *"It's a way to improve my knowledge of the language* (30,19%); *"I read to learn what the them of the class is"* (28,30%); *and also I read to get prepared for a class discussion or presentation"* (28,30%). Participants believe they read from 30 minutes up to 1 hour per day, mostly when they are at home. The most common genres read for entertainment were electronic magazines and newspapers (40%), followed by novels (33,33%), newspapers (26,67%), magazines (26,67%), and comic books (26,67%). The most common genres read for schools purposes were chapter of books (68,42), followed by scientific publications online (47,37%) and journals and course books (36,84%). Considering the strategies participants responded employing most frequently was *rereading the paragraph* (50%)*, highlighting the main ideas* (36,36%)*; continue reading* (27,27%)*; looking for the*

meaning of unknown words (40,91%)*; and,* the last frequently one, *making a summary of the text* (50%).

The next section the results for GRS and RRS, regarding both academic reading situations and personal choice reading situations, are presented and discussed.

4.2. Results and Discussion: Grouping Reading Situations (GRS) and Rating Reading Situations (RRS)

This section presents the results for the Grouping Reading Situation (GRS) and Rating Reading Situation (RRS) phases of data collection taking into account the framework described in the method chapter and used as the parameter for the analysis. Parameters were first based on the assumption that participants would group together and rate similarly reading situations that belong to the same or similar genre or reading purpose (Anderson & Armbruster, 1984; Lorch et *el.*, 1995; Narvaez et *al.*, 1999; Saint et *al.*, 2001). It was also considered the Reading Behavior Typology and the four dimensions most likely to influence combination of *reading situations*, i.e., segmentation of the text, external evaluation of the reading product, reading goals, variety of reading goals and standards of coherence, proposed by Lorch et *al.* (1995).

The results for the grouping and rating phases are expressed in percentage (%) in relation to the number of participants per phase in order to verify how aware participants are of their reading behavior depending on the genre and purpose of reading. In addition to that, it is possible that in the same grouping, there were not only the combinations of reading situations considered in the framework of this study, but also other examples. These other examples were disregarded.

4.2.1. Grouping Academic Reading Situations (GARS) and Rating Academic Reading Situations (RARS)

Group combinations of reading situations considered in the framework of this study, depending on either the genre or the purpose, were found among the groups that participants formed. Ten Reading Behavior Patterns concerning academic reading emerged, the first five considering reading situation genre, and the other five concerning reading situation purposes. There were 28 participants and there was a tendency among them to form from 3 to 6 groups (see Appendix K – Table K1 – for Tendency in Grouping Academic and Personal Choice Reading Situations – number of groups). The tables with the results for Rating Reading Situations on Questions A, B, and C are displayed in Appendix L (Tables L1-L18), for Academic Reading Situations, and Appendix M (Tables M1-M21), for Personal Choice Situations.

Figure 11 below shows Reading Behavior Pattern 1 – ARSs.

Figure 11: Reading Behavior Pattern 1 – Academic Reading Situations

Reading Behavior - Pattern 1 Academic Reading Situations	Participants (%)	Total of Groups
ARS 1 + ARS 5 + ARS 16	32,14%	9
ARS1 + ARS 5	14,28%	4
ARS 1 + ARS 16	14,28%	4
ARS 5 + ARS 16	14,28%	4

ARS 1: *Read a foreign language textbook to learn a certain topic on the target language*
ARS 5: *Read a lesson in a foreign language textbook to learn new vocabulary*
ARS 16: *Read a lesson in a foreign language textbook to acquire new vocabulary for a test*

Davies (1995) acknowledges that studying reading behavior may foster a dialogue with students since it apparently leads them to reflect upon the nature and the purpose of their reading. As the author proposes, the combination participants made in the cluster Reading Behavior Pattern 1 for ARSs (see Figure 11) caters for instructional and informative genres since they aim at teaching students how to do something and/or

to exchange knowledge to either study something or to be evaluated on it. In addition to that, Lorch et *al.* (1995) sustain that segmentation of the text, i.e., length of the reading material, and external evaluation of the reading product may also play a role when participants decide to place these examples in the same group.

Although partial results for individual combinations, in relation to the number of participants per phase, may not be impressive, the total amount of more than 74% of grouping together such reading situations may be an indication that most students seem to be aware of their behavior when reading in such conditions.

Results from the rating phase (see Appendix L - Table L1, L5, L16 - for results on Rating Questions A, B, and C) also confirm the tendency as participants judged their behaviors in these situations as *reading at an average speed*, *not using many supports*, *with an average of attention*. It seems most likely that participants may have rated such situation this way because of the type of reading, that is, reflective reading and/or search reading (Davies, 1995). Moreover, answers from the questionnaire validate their behavior as students acknowledge reading in English to improve their knowledge of the language and also to improve their vocabulary.

Another Reading Behavior Pattern found in grouping ARS is demonstrated in Figure 12 below. It appears that again the reason for participants grouping these examples together may have been the genre, that is, *a chapter of a book* and *class notes*, and most of all, a reflective reading (Davies, 1995) conducted for instructional and informative genres as they are. Needless to say that the assessment of the reading product (Lorch et *al.*, 1995) may have also influenced participants' decisions. Albeit some reading situations were grouped only by a small percentage of participants, for instance ARS 2 + ARS 8 + ARS 14 + ARS 18 (3,57%); ARS 2 + ARS 14 (3,57%); and ARS 12 + ARS 14 + ARS 18 (3,57%), they should be taken into consideration in the

cluster perspective because when inserted in other groups, they reveal a broader tendency. For example, ARS 2 + ARS 8 + ARS 12, with 17,85%; ARS 2 + ARS 12, with 21,42%; and ARS 14 + ARS 18, with 32,14% of participants who grouped them together.

Figure 12: Reading Behavior Pattern 2 – Academic Reading Situations

Reading Behavior - Pattern 2 Academic Reading Situations	Participants (%)	Total of Groups
ARS 2 + ARS 8 + ARS 12 + ARS 14 + ARS 18	7,14%	2
ARS 2 + ARS 8 + ARS 14 + ARS 18	3,57%	1
ARS 2 + ARS 8	7,14%	2
ARS 2 + ARS 8 + ARS 12	17,85%	5
ARS 2 + ARS 12 + ARS 14	7,14%	2
ARS 2 + ARS 14 + ARS 18	7,14%	2
ARS 2 + ARS 12	21,42%	6
ARS 2 + ARS 14	3,57%	1
ARS 8 + ARS 12	7,14%	2
ARS 8 + ARS 14	3,57%	1
ARS 8 + ARS 14 + ARS 18	7,14%	2
ARS 12 + ARS 18	3,57%	1
ARS 12 + ARS 14 + ARS 18	3,57%	1
ARS 14 + ARS 18	32,14%	9

ARS 2: Read a chapter of a book to prepare for a literature exam
ARS 8: Read a chapter of a book to do a task
ARS 12: Read a chapter of a book to study about a topic to do a test
ARS 14: Read class notes to prepare for a literature exam
ARS 18: Read class notes to prepare for a test

As regards the ratings for this cluster (see Appendix L – Tables L2, L8, L12, L14, L18) for results for Questions A, B, and C), they match the grouping pattern as predominantly *slow reading speed, use of average to many supports* and *a lot of attention* dedicated to the reading activity, in agreement with what is expected from reflective reading of instructional and informative genres.

The third Reading Behavior Pattern for ARSs is displayed in Figure 13 below. It can be inferred that the pattern corresponds to instructional and informative genres of reading, as expected, and that a more reflective and practice type of reading is likely to

be required, in line with Davies (1995). That means that participants probably put these examples under the same cluster because they involve an in-depth style of reading, with interruptions, since readers tend to adopt such strategical behavior when they want to learn and/or to understand the content. Moreover, reading an *article from a scientific journal or magazine* seems to demand a more careful reading on the grounds that the segmentation of the text (Lorch et *al.*, 1995) is presumably longer, and also the reading goal may be more relevant to the reader. Indeed, results from the RRS denote predominantly *slow reading speed, use of from average to many supports* and *a lot of attention* dedicated to the reading activity (see Appendix L – Table L3, L6, L9, L11, L13 - for results for Questions A, B, and C)

Figure 13: Reading Behavior Pattern 3 – Academic Reading Situations

Reading Behavior - Pattern 3 Academic Reading Situations	Participants (%)	Total of Groups
ARS 3 + ARS 6 + ARS 9 + ARS 11 + ARS 13	3,57%	1
ARS 3 + ARS 6	21,42%	6
ARS 3 + ARS 6 + ARS 9	3,57%	1
ARS 3 + ARS 6 + ARS 9 + ARS 11	10,71%	3
ARS 3 + ARS 6 + ARS 9 + ARS 13	3,57%	1
ARS 3+ ARS 9 + ARS 11 + ARS 13	7,14%	2
ARS 3 + ARS 11 + ARS 13	3,57%	1
ARS 3 + ARS 11	7,14%	2
ARS 3 + ARS 13	7,14%	2

ARS 3: Read an article from a scientific journal or a magazine to prepare for a presentation
ARS 6: Read an article from a scientific journal or a magazine to prepare for a test
ARS 9: Read an article from a scientific journal or a magazine to answer a task
ARS 11: Read an article from a scientific journal or a magazine to get prepared for a class discussion
ARS 13: Read an article a scientific journal or a magazine to research about the topic to write a paper

Reading Behavior Pattern 4 for ARSs is presented in Figure 14 below. In a similar way to the previous patterns described before, Reading Behavior Pattern 4 demonstrates once more some awareness from participants of their reading behavior (Paris et *al.*, 1983; Paris et *al.*, 1991; Carrell, 1998) on the basis that they strategically

considered the genres of reading situations when grouping the examples together. Besides, search/scan reading (Davies, 1995) is likely to be the type of reading adopted when using technical dictionaries and encyclopaedias, as well as the fact that the length in content of a dictionary entry, that is, the segmentation of the text, may be a short extract.

Figure 14: Reading Behavior Pattern 4 – Academic Reading Situations

Reading Behavior - Pattern 4 Academic Reading Situations	Participants (%)	Total of Groups
ARS 4 + ARS 15	25%	7

ARS 4: Read technical dictionaries and/or encyclopaedias to write a paper
ARS 15: Read technical dictionaries and/or encyclopaedias to learn more about a topic

Rating results indicate *high reading speed* and *degree of attention*, but *almost no supports were used* (see Appendix L – Table L4, L15 - for rating results on Questions A, B, and C) for these readings. It may be suggested that participants do not seem to rely on the use of strategies for this grouping because the reading situation, and its respective type of reading, can be already considered as a strategy. When students look for information in dictionaries, regardless of their nature, the scanning behavior is a strategy in itself. Results (25%) indicate that participants are apparently conscious of flexible approaches that can be tried in order to meet the goals they set for such particular reading circumstances in the sense that strategies should be adjusted depending on the writing situation (Paris et *al,* 1983; Block, 1986, 1992). Moreover, there is corroborative evidence from results of the metacognitive questionnaire on strategy use (see Table 10 for Question 10 of the Metacognitive Questionnaire) that participants reported using dictionaries after reading the text, and during the reading, as one of the most frequently used strategies.

The last pattern of Reading Behavior for ARSs considering the genre of the material is shown in Figure 15 below. One more time, it is highly possible that reading material genre, i.e., literary or poetic, for instance, *a novel, a short-story, a poem*, plays a role when participants opt to join the examples of reading situations together (Davies, 1995). Indeed, segmentation of the text (Lorch et *al.*, 1995) and receptive reading (Davies) corroborate such grouping.

Figure 15: Reading Behavior Pattern 5 – Academic Reading Situations

Reading Behavior - Pattern 5 Academic Reading Situations	Participants (%)	Total of Groups
ARS 7 + ARS 10 + ARS 17	28,57%	8
ARS 7 + ARS 10	10,71%	3
ARS 7 + ARS 17	14,28%	4
ARS 10 + ARS 17	14,28%	4

ARS 7: Read a novel, a short-story, or a poem to prepare for a literature exam
ARS 10: Read a novel, a short-story, or a poem to prepare for class
ARS 17: Read a novel, a short-story, or a poem to prepare for a presentation

Participants appreciate *reading at an average speed, using almost no supports*, and with *high level of attention* (see Appendix L – Table L7, L10, L17 - for rating results on Questions A, B, and C)*,* similarly to the reasons that perhaps justified grouping ARS 7, ARS 10 and ARS 17 together in accordance with their genre.

The next five Reading Behavior Patterns for ARSs were analyzed taking into account the reading purpose of the reading situations. The first pattern found among participants' combinations is shown in Figure 16. In this setting, participants also joined reading situations ARS 1 and ARS 5, as previously discussed in Reading Behavior Pattern 1, apparently because of the genre common for both of them (*foreign language textbook*), but also because of the reading purpose, to acquire knowledge, as well as *to learn new vocabulary*, *to learn more about a topic*, *to acquire new vocabulary*.

Considering the reading goal (Lorch et *al*, 1995) seems to be paramount when participants choose which reading situations to group together, on the grounds that reading purposes bear a considerable relevance according to the impression that participants have of their content and what behavior to adopt more efficiently (Paris et *al*., 1983; Paris et al., 1991; Carrell, 1998). Besides that, the variety of reading goals participants found may greatly influence the standards of coherence (Lorch et *al.*) expected as a result from the reading process. Hence, once more, students are supposed to choose what behavior to employ and to make certain adjustments to achieve the reading goal.

Figure 16: Reading Behavior Pattern 6 – Academic Reading Situations

Reading Behavior Pattern 6 Academic Reading Situations	Total %	Total of Groups
ARS 1 + ARS 5 + ARS 15	32,14%	9
ARS 1 + ARS 5	17,85%	5
ARS 1 + ARS 15	10,71%	3
ARS 5 + ARS 15	14,28%	4

ARS 1: Read a foreign language textbook to learn a certain topic on the target language
ARS 5: Read a lesson in a foreign language textbook to learn new vocabulary
ARS 15: Read technical dictionaries and/or encyclopaedias to learn more about a topic

The results from the rating phase confirm such position as participants judged their behaviors in these situations as *reading at an average speed*, *not using many supports*, *with an average of attention* (see Appendix L – Table L1, L5, L15 – for ratings on Questions A, B, and C). Moreover, answers from the questionnaire corroborate their behavior as students acknowledge reading in English to improve their knowledge of the language and also to improve their vocabulary. In addition to that, the genre *textbook* (Davies, 1995) may also influence students' primary goals, as for study purposes, since learners may be used to associating certain genres with certain purposes.

In the present study, participants assembled together two ARS 8 and ARS 9, as shown in Figure 17, forming Reading Behavior Pattern 6 for ARS according to the reading purpose.

Figure 17: Reading Behavior Pattern 7 – Academic Reading Situations

Reading Behavior Pattern 7 Academic Reading Situations	Total %	Total of Groups
ARS 8 + ARS 9	71,42%	21

ARS 8: Read a chapter of a book to do a task
ARS 9: Read an article from a scientific journal or a magazine to answer a task

Yet, the distinguishing feature observed by participants appeared to be again the purpose in reading (Davies, 1995), that is, reading to carry out a task, probably because of the similarity of the *reading situations* concerning their purpose, although from different types of texts (an article and a chapter of a book).

Students rated ARS 8 and ARS 9 as *using an average reading speed*, *using almost no supports*, but *dedicating* a *low level of attention* (see Appendix L – Table L8, L9 - for ratings on Questions A, B, and C). It can be inferred from these ratings that participants perceived their behaviors as much strategical as possible because they could draw on the reading material to engage in the task. In other words, because of the fact that they could go back to the printed material at any time, and check whether or not they had achieved the goal(s) of the task, participants reported *having a lower level of attention* and *using less supports* during reading in such situations, although further investigation would be necessary to verify this assumption.

Reading Behavior Pattern 8 is displayed in Figure 18.

Figure 18: Reading Behavior Pattern 8 – Academic Reading Situations

Reading Behavior Pattern 8 Academic Reading Situations	Total %	Total of Groups
ARS 6 + ARS 12 + ARS 16 + ARS 18	3,57%	1
ARS 6 + ARS 12 + ARS 16	3,57%	1
ARS 6 + ARS 12 + ARS 18	14,28%	4
ARS 6 + ARS 12	50,00%	14
ARS 6 + ARS 16	3,57%	1
ARS 6 + ARS 18	10,71%	3
ARS 12 + ARS 16 + ARS 18	7,14%	2
ARS 12 + ARS 16	7,14%	2
ARS 16 + ARS 18	10,71%	3

ARS 6: Read an article from a scientific journal or a magazine to prepare for a test
ARS 12: Read a chapter of a book to study about a topic to do a test
ARS 16: Read a lesson in a foreign language textbook to acquire new vocabulary for a test
ARS 18: Read class note to prepare for a test

Once more, the purpose in reading the material to learn content and to organize reading and study (Davies, 1995) is apparently the core issue in leading participants to put such situations in the same group. And ratings for such reading situations match the expected behavior when getting prepared for an evaluation, that is, predominantly *slow reading speed, use of from average to many supports* and *a lot of attention* dedicated to the reading activity (see Appendix L – Table L6, L12, L16, L18 – for ratings on Questions A, B, and C).

Considering Lorch's typology (1995), there seems to be a certain pattern in reading behavior when preparing oneself for an exam, be it an essay exam or an objective exam, although the authors do not differentiate essay exams from Literature exams. Interestingly, participants' reflections on their behavior demonstrate that they differ because they gathered reading situations with reading goals "*to get prepared for a test*" in one group combination, that is, Reading Behavior Pattern 8, whereas reading situations with reading goals "*to get prepared for a Literature exam*" were distributed in Reading Behavior pattern 10, commented below.

As regards reading in preparation for an exam, most evaluations tertiary students take are likely developed under the format of an essay exam. Students are also supposed to produce papers, carry out class presentations, such as seminars and lectures, and they also have assessments such as objective exams, for example, when they are expected to either remember specific vocabulary, as in multiple-choice exercises, or to recognize a certain structure, such as in true or false exercises. Davies (1995) points that there is a close relationship between reading purpose and genre, as well as reading purpose and types of reading (p.132). Thus, contrary to objective exams, essay exams demand a more general and critical knowledge from learners, on the grounds that they are expected to produce some material according to one point of view or another, from a subjective perspective, as well as to articulate such writing in a coherent way.

Indeed, Reading Behavior Pattern 9, shown in Figure 19 below, considers the classroom environment tasks as their reading goals. Once more, participants' perceptions of their reading behavior sustain the assumption that the purpose in reading defines behaviors to be adopted.

Participants appreciated *reading at an average speed, using almost no supports*, and again, with *high level of attention* (see Appendix L – Table L3, L10, L11, L17 - for Questions A, B, and C). Similarly to the previous groupings, participants may have judged their behaviors in accordance with reading purposes. Their answers from the metacognitive questionnaire corroborate their answers here because they reported reading in EFL for academic purposes to learn about the theme of class, and to get prepared for a class discussion and/or presentation.

Figure 19: Reading Behavior Pattern 9 – Academic Reading Situations

Reading Behavior Pattern 9 Academic Reading Situations	Total %	Total of Groups
ARS 3 + ARS 10 + ARS 11 + ARS 17	14,28%	4
ARS 3 + ARS 10 + ARS 11	7,14%	2
ARS 3 + ARS 11 + ARS 17	3,57%	1
ARS 3 + ARS 10 + ARS 17	7,14%	2
ARS 3 + ARS 11	3,57%	1
ARS 3 + ARS 17	32,14%	9
ARS 3 + ARS 10	3,57%	1
ARS 10 + ARS 11 + ARS 17	10,71%	3
ARS 10 + ARS 11 + ARS 17	21,42%	6
ARS 10 + ARS 11	21,42%	6
ARS 10 + ARS 17	10,71%	3
ARS 11 + ARS 17	3,57%	1

ARS 3: Read article from a scientific journal or a magazine to prepare for a presentation
ARS 10: Read a novel, a short-story, or a poem to prepare for class
ARS 11: Read an article from a scientific journal or a magazine to get prepared for class discussion
ARS 17: Read a novel, a short-story, or a poem to prepare for a presentation

The last Reading Behavior Pattern for ARRs, the pattern 10, concerning reading purpose is demonstrated in Figure 20.

Figure 20: Reading Behavior Pattern 10 – Academic Reading Situations

Reading Behavior Pattern 10 Academic Reading Situations	Total %	Total of Groups
ARS 2 + ARS 7 + ARS 14	25,00%	7
ARS 2 + ARS 7	39,28%	11
ARS 2 + ARS 14	3,57%	1
ARS 7 + ARS 14	14,28%	4

ARS 2: Read a chapter of a book to prepare for a literature exam
ARS 7: Read a novel, a short-story, or a poem to prepare for a literature exam
ARS 14: Read class notes to prepare for a literature exam

Ratings for such reading situations matched the expected behavior when getting prepared for an evaluation, that is, predominantly *slow reading speed, use of from average to many supports* and *a lot of attention* (see Appendix L – Table L2, L7, L14 - for Questions A, B, and C) dedicated to the reading activity. One last point worth

mentioning would be that literature evaluations would ask for a subjective opinion from students, whereas class presentations and research papers would ask for a more objective standpoint. However, in both assignments, learners are to produce content in which it is possible to identify their opinions, or at least, the viewpoint they decided to go for.

In the light of Paris et *al.* (1983), it could be inferred that participants seemed to have declarative knowledge on the concept of both tasks, literary and linguistics, and also procedural knowledge, since they acknowledge using specific strategies for such situations. Furthermore, participants reported adopting certain behaviors at the expense of others, such as *reading fast* in relation to the *few quantity of supports*, which may indicate their strategic knowledge on the conditions they experienced using actions that helped them achieve their goals.

4.2.2. Grouping Personal Choice Reading Situations (GPCRS) and Rating Personal Choice Reading Situations (RARS)

Data from the grouping and rating phases of Personal Choice Reading Situations (PCRS) was gathered and processed in the same way as the Academic Reading Situations were. The framework with reading situations described in the method chapter was used as the parameter for the analysis, based on the assumption that participants would group together and rate similarly reading situations that belong to the same or similar genre or reading purpose (Anderson & Armbruster, 1984; Lorch et *el.*, 1995; Narvaez et *al.*, 1999; Saint et *al.*, 2001). The Reading Behavior Typology and the four dimensions proposed by Lorch et *al.* (1995) were also taken into account. Moreover, the similarity among the genres allows the framework to be developed with a smaller number of Reading Behavior Patterns, but with a larger number of reading

combinations. Thus, in the analysis of GPCRS and RPCRS both parameters of genre and purpose are discussed together.

Results for the grouping and rating phases are expressed in percentage (%) in relation to the number of participants per phase since the objective of this part of data collection is to investigate whether or not students perceive themselves aware enough to distinguish the reading situations according to genres and purposes in reading. It is also possible that in the same grouping, there were not only the combinations of reading situations considered in the framework of this study, but also other examples. These other examples were disregarded.

There was a tendency amongst participants to distribute reading situations from 3 to 5 groups (see Appendix K) that share similar genre and reading purposes, since personal choice reading draws on a distinctive characteristic of having as the main purpose of relaxation and leisure. Having this aspect in mind, all examples of reading situations pertaining Personal Choice have as the main reading purpose to entertain oneself, even if it was not explicitly stated. For instance, PCRS 2, *Read a novel to enjoy yourself*, whereas in the majority of examples, it was more implicit, such as PCRS 18, *Read a gossip magazine to know about celebrities' lives,* and PCRS 14, *Read your horoscope in a magazine, or in the newspaper, to know about the prediction for your sign for the day/month.*

The first Reading Behavior Pattern 11 concerning Personal Choice reading is presented in Figure 21 below. The similarity in both genre, *"a novel"* and *"a fiction book"*, as literary genre, and reading purposes, to entertain oneself, for this pattern (Davies, 1995) may be suggested as transparent since a great number of participants (42,10%) in the group appreciated reading the example in a similar way. Rating for both situations included *from average to slow speed in reading*, *from average to minimum*

use of supports, but *with high levels of attention* (see Appendix M - Table M2, M11 - for ratings on Questions A, B, and C). Participants seem to have observed the segmentation of the text when deciding to group them as a pair since time spent to read a book is likely to differ from time dedicated to skim through a magazine.

Figure 21: Reading Behavior Pattern 1 – Personal Choice Reading Situations

Reading Behavior Pattern 1 Personal Choice Reading Situations	Total %	Total of Groups
PCRS 2 + PCRS 11	42,10%	8

PCRS 2: Read a novel to enjoy yourself
PCRS 11: Read a fiction book to relax

However, rating of *slow reading* does not seem to match reading carried out for entertainment, without further evaluation, intrinsic or extrinsic. On the one hand, participants' perception of their reading speed may have tended to slow down because of the language, English. Not all participants were fluent readers in the target language yet, as perhaps was the case for participants from the first semesters. Besides that, their ratings of high levels of attention may be also considered as an indication of unfamiliarity with the language and their lack of knowledge of strategic behavior (Paris et *al.*, 1983) expected for extensive reading tasks (Day & Bamford, 1998). On the other hand, the fact that participants reported approaching *a novel to enjoy yourself* , or *a fiction book to relax* in a *fairly slow reading* may also suggest that they were in no hurry to finish reading their books; rather, they could be enjoying every minute of it.

Another Reading Behavior Pattern is shown in Figure 22 below. Although it may seem as a first impression that the examples forming such reading situations do not share the same genre, according to Davies (1995), they are similar in the nature of being instructional since they provide some kind of information in mediating participants' negotiation with the real world. Besides that, they all carry the same reading style, i.e.,

either search/skim reading or search/scan reading and, not surprisingly, these combinations were rated by participants as *high reading speed, with almost no supports applied, and low levels of attention* (see Appendix M – Table M1, M9, M12, M16, M17, M21 - for Questions A, B, and C), behavior expected for types of reading such as search/skim reading and search/scan reading

Figure 22: Reading Behavior Pattern 2 – Personal Choice Reading Situations

Reading Behavior Pattern 2 Personal Choice Reading Situations	Total %	Total of Groups
PCRS 1 + PCRS 9 + PCRS 12 + PCRS 16 + PCRS 17 + PRCS 21	0%	0
PCRS 1 + PCRS 9 + PCRS 17 + PCRS 21	5,55%	1
PCRS 1+ PCRS 12 + PCRS 21	5,55%	1
PCRS 1 + PCRS 17 + PCRS 21	5,55%	1
PCRS 9 + PCRS 12	11,11%	2
PCRS 9 + PCRS 21	16,66%	3
PCRS 12 + PCRS 16 + PCRS 17 + PCRS 21	16,66%	3
PCRS 12 + PCRS 17 + PCRS 19	5,55%	1
PCRS 12 + PCRS 17	33,33%	6
PCRS 12 + PCRS 17	27,77	5

PCRS 1: Read a cookbook to find a recipe
PCRS 9:Read the advertisements in a newspaper to look for an apartment
PCRS 12:Read an online website to know about the cultural events in town
PCRS 16:Read a review on the film you want to watch to check if it's worth seeing it
PCRS 17:Read a TV guide to know what is on TV
PCRS 21: Read a cosmetic catalogue to buy yourself some products

It is worth mentioning that Davies (1995) sustains it is difficult to set limits between skim reading and scan reading types, and that distinguishing them according to the reading purpose seems to be effective. Hence, purpose in reading was apparently the parameter adopted by participants to pair up such reading situations. Either students quickly read through the text to have a general idea of it, such as reading *to know what's on TV*, or *cosmetic catalog to buy some products*; or they wanted to locate specific information, for instance, looking for adjectives when reading a *review on the film you*

want to watch to check if it is worth seeing it, or checking *an online website to know about the cultural events in town*.

This means that results for such matching indicated a connection between participants' awareness of their behavior and how to proceed strategically in such reading situations (Block, 1986, 1992; Carrell, 1989). Although the extent to which the number of participants who took part in this grouping and rating is fairly limited, it is possible to sustain from these students' introspections that their metacognition of resources available and which ones are compatible with the reading situation allows them to intentionally select and apply appropriate actions to read more efficiently.

In the same vein as previous patterns, for the next Reading Behavior Pattern, participants apparently judged their reading behavior for such reading situations bearing in mind both aspects of genre and reading purpose. Results are displayed in Figure 23 below.

In Pattern 3 of PCRS, the feature of genre is also transparent as clearly stated in the reading situations, *"a magazine"*, whether it is a thematic magazine or a female or male one. Also, reading purpose is directly described as to know or to learn about something. Indeed, the examples in this cluster sustain an informative genre, and although the main and general purpose is reading for enjoyment, it is likely that participants believed they also search/scan reading such genres, because the other purpose in reading the magazines may also be to retrieve some information from them.

Figure 23: Reading Behavior Pattern 3 – Personal Choice Reading Situations

Reading Behavior Pattern 3 Personal Choice Reading Situations	Total %	Total of Groups
PCRS 3 + PCRS 4 + PCRS 5 + PCRS 6 + PCRS 8 + PRCS 14 + PCRS 18	0%	0
PCRS 3 + PCRS 5	11,11%	2
PCRS 3+ PCRS 4	11,11%	2
PCRS 3 + PCRS 8	11,11%	2
PCRS 3 + PCRS 4 + PCRS 5	11,11%	2
PCRS 3 + PCRS 5 + PCRS 6	22,22%	4
PCRS 4 + PCRS 6 + PCRS 14 + PCRS 18	5,55%	1
PCRS 4 + PCRS 18	5,55%	1
PCRS 4 + PCRS 5 + PCRS 18	5,55%	1
PCRS 4 + PCRS 5 + PCRS 6	5,55%	1
PCRS 5 + PCRS 6 + PCRS 8 + PCRS 18	5,55%	1
PCRS 5 + PCRS 6 + PCRS 18	5,55%	1
PCRS 6 + PCRS 14	5,55%	1
PCRS 6 + PCRS 8	22,22%	4
PCRS 6 + PCRS 8 + PCRS 18	5,55%	1
PCRS 6 + PCRS 14 + PCRS 18	5,55%	1
PCRS 6 + PCRS 8 + PCRS 14 + PCRS 18	5,55%	1
PCRS 8 + PCRS 14 + PCRS 18	5,55%	1
PCRS 14 + PCRS 18	5,55%	1

PCRS 3: Read a magazine or newspaper to know about the latest news

PCRS 4: Read a theme magazine to learn about a specific topic

PCRS 5: Read a sports magazine to know about the next season

PCRS 6: Read a female magazine to learn about fashion for next season

PCRS 8: Read a travel magazine to check alternatives for your next vacation

PCRS 14: Read a your horoscope to know the predictions for your sign for the day

PCRS 18: Read a gossip magazine to know about celebrities' lives

The ratings for such reading situations demonstrate that participants believed reading them in a *fast speed with no supports applied*. Most of them reported having *from average to low degree of attention*, which seems suitable for the purposes set (see Appendix M – Table M3, M4, M5, M6, M8, M14, M18 - for ratings on Questions A, B and C). Again, students showed having awareness of their behavior when reading for fun, behavior that may be interpreted as that participants were not under pressure for evaluation of their reading product.

The fourth Reading Behavior Pattern for PCRS is presented in Figure 24 below.

Figure 24: Reading Behavior Pattern 4 – Personal Choice Reading Situations

Reading Behavior Pattern 4 Personal Choice Reading Situations	Total %	Total of Groups
PCRS 7 + PCRS 13 + PCRS 15 + PCRS 20	0,00%	0
PCRS 7 + PCRS 15	33,33%	6
PCRS 7 + PCRS 15 + PCRS 20	11,11%	2
PCRS 15 + PCRS 20	16,66%	3
PCRS 7 + PCRS 15	11,11%	2

PCRS 7: Read a poster to know about temporary job opportunities

PCRS 13: Read a folder you received at the traffic light, or at the bus stop because of traffic to kill time

PCRS 15: Read medicine instructions to learn about the side-effects of a pill you are taking

PCRS 20: Read a comic book, or the strips in the newspaper to laugh a bit

Apparently, participants reflected they do not make effort when reading these examples, and again, the argument that reading for entertainment, or more specifically to kill time, may smoothen the pressure for standards of coherence and the evaluation of the product (Lorch et *al.*, 1995). Indeed, results come hand in hand with the fact that it reduces the supports employed and the attention demanded as shown in the ratings (see Appendix M – Table M7, M13, M15, M20 - for ratings on Questions A, B, and C).

The last pattern of Reading Behavior concerning PCRS is displayed in Figure 25 below.

Figure 25: Reading Behavior Pattern 5 – Personal Choice Reading Situations

Reading Behavior Pattern 5 Personal Choice Reading Situations	Total %	Total of Groups
PCRS 10 + PCRS 19	16,66%	3

PCRS 10: Read a magazine on music to learn the ciphers of a song, or how to play a musical instrument

PCRS 19: Read technical dictionaries or encyclopaedias to learn more about a topic

For this cluster, although the examples of genre are not the same, they have in common the aspect of being technical publication, that is, *"music ciphers"*, and *"technical dictionaries and encyclopaedias",* in the sense that they aim at conveying a particular piece of information. This informative genre may require both types of

reading, a search/scan reading and/or a reflective reading (Davies, 1995). In the case of search/scan reading, it may happen because the reader may be looking for the information s/he needs, and for that, a faster reading occurs. Conversely, when s/he finds it, it is likely that the reader will dedicate more attention and time to the text to learn the message (see Appendix M – table M10, M19 – for ratings on Questions A, B, and C). Once more, reading goal for both instances, i.e., to learn something may also influence participants' perceptions of their reading behavior.

In sum, albeit it may seem obvious to expect that the same or similar genres and purposes of reading situations should be grouped together, it may happen that students' do not realize it. However, data collected in this exploratory study demonstrate that participants seem to perceive their reading behavior according to the similarities among reading situations concerning genre and reading purposes, as illustrated by the examples of patterns of reading behavior. Although results from the Grouping and Rating phases reveal a general tendency of reading behavior, it may be suggested that participants display some awareness of the process for instances of academic reading and personal choice reading as they were capable of noticing such similarities and grouping the instances together.

4.3. Research Questions

The purpose of this exploratory research was to investigate the perception that university students exhibit of their reading behavior when reading in EFL for entertainment and for school purposes, considering similar genre and reading purpose (Lorch et al., 1995). More specifically, this study also examined learners' insights of the strategies they reported using when reading in EFL. In order to gain some

understanding of students' introspections, data was analyzed and discussed to answer 3 research questions (RQs) proposed:

RQ1: What is the perception that undergraduate students show of their reading behavior when reading in personal choice reading situations for entertainment in EFL?

Answer: As a whole, participants' introspections showed a positive perspective of themselves as readers, on the grounds that they seem able to recognize genres and purposes of reading situations when reading personal choice reading situations for entertainment in EFL. Moreover, insights from the metacognitive questionnaire provided information that students seem conscious of their behavior while engaged in the reading process as they reported the amount of time they dedicated to it, the place where they read, the reasons that lead them to read. These pieces of information are suggestive of their awareness of the reading process as strategic readers that they may be considered.

RQ2: What is the perception that undergraduate students show of their reading behavior when reading in academic reading situations, for school purposes in EFL?

Answer: Conclusions drawn for the first RQ may be applied for RQ2 as well. Again, it can be inferred that participants' perceptions demonstrate that they perceive themselves as efficient readers in EFL. Once more, they are apparently capable of distinguishing genres and purposes of reading situations when reading academic reading situations for school purposes in English. In addition to that, participants' answers from the metacognitive questionnaire indicate that participants have some awareness of their behavior while engaged in the reading process because, similarly to RQ1, participants were able to elaborate on the time dedicated to reading, the place where they read, and

the justifications that make them read. Such data seem characteristic of their awareness of the reading process, and again, they may be considered strategic readers.

RQ3: What is the perception that undergraduate students show of their reading behavior concerning strategies used when reading in EFL?

Answer: Results from the Metacognitive Questionnaire and from the Rating Reading Situations phases denote that participants try to maintain a certain level of comprehension as they answered adopting several strategies to solve difficulties during reading. Their perceptions reflected some awareness in considering the genre and the purpose in reading materials and, although using certain strategies may be predictable, it can be sustained that genre and reading purposes may influence the selection of strategies too (Davies, 1995; Lorch et *al.,* 1995).

CHAPTER V

FINAL REMARKS, LIMITATIONS OF THE STUDY AND

SUGGESTIONS FOR FUTURE RESEARCH,

AND PEDAGOGICAL IMPLICATIONS

5.1. Final Remarks

Results from the Metacognitive Questionnaire indicate that participants have a positive perspective of themselves as readers in EFL, as they engage in the activity using several strategies to help them accomplish their goals. Participants seem aware of the differences in their behaviors when reading certain reading situations for specific purposes, since they answered reading a variety of genres, i.e., examples of school materials and entertainment, for academic purposes and for enjoyment according to a certain amount of time, place and reasons to read in EFL.

In the same vein, results from the grouping and rating reading situations phases apparently indicate participants' awareness of the reading process, as strategic readers in EFL as students may be considered. They perceived themselves capable of distinguishing genres and purposes among the examples of reading situations when reading academic reading situations for school purposes, and personal choice reading situations for entertainment. Moreover, it seems possible to sustain that the nature of reading situations may have influenced participants' choice of strategies to be applied in each circumstance.

5.2. Limitations of the Study and suggestions for further research

This study provides empirical support for previous studies on the perception of reading behavior that undergraduate students have of themselves when reading in EFL.

Our data extends the extensive set of examples to illustrate several ways that strategies may be applied considering genre and reading purpose of reading situations (Olshavsky, 1976; Block, 1986, 1992; Oxford, 1990; Paris, Lipson & Wixson, 1983; Paris, Wasik, & Turner, 1991; Anderson & Armbruster, 1984; Wade, Woodrow & Schraw, 1990; Pritchard, 1990; Davies, 1995; Carrell, Devine & Eskey, 1998; Tomitch, 2002, 2003, 2009; Usó-Juan & Ruiz-Madrid, 2009; Dole, Nokes & Drits, 2009; Baker & Beal, 2009). However, this study has limitations as well.

One drawback was the small number of participants who took part in this investigation, which does not allow the results to be conclusive. Although they were all students of the *Letras* course at UFSC, it was not possible to have an average number of participants per phase; thus, there were more participants from the first and the last semesters than participants from other semestres. Maybe a larger number of participants from all semesters would provide more consistent information on reading behavior, which may also allow a comparative investigation amongst beginner levels and more advanced ones.

Another limitation concerns the instruments used for data collection. Considering data gathered from the Metacognitive Questionnaire, the analysis was based on general statements reported by learners when reflecting upon their reading behavior. That means that when students place themselves far from language learning process, they might respond less accurately about their actual strategy behavior. One way of avoiding that would be to apply other instruments, such as comprehension tests, interviews, and think-aloud protocols, to triangulate data and to verify the exactness of their perception, which might allow a greater rigor in the results (Oxford, 1989; Davies, 1995; Cohen, 1998; Carrell, 1998; Aebersold and Field, 2006; Tomitch, 2003).

Regarding the use of strategies reported by participants, the analysis of the results was based exclusively on their introspections on the matter. Once more, designing and applying other instruments would allow data to be triangulated and more precise results could be reached. Moreover, contexts of reading academic material for school purposes and personal choice material for entertainment should be examined independently for more meticulous responses.

As regards the Grouping Reading Situations and the Rating Reading Situations phases, there was a limited number of combinations that were developed in the framework and that were used as parameter for data analysis, taken into account the genre and the reading purpose of the reading situations. Other combinations that participants may have grouped together were disregarded. A further investigation of these results may provide more information about reading behavior of university students concerning other aspects that may influence the reading process, such as background knowledge, age, strategy instruction, level of consciousness, to mention only a few.

5.3. Pedagogical Implications

A lot has been discussed about whether or not to teach students how to learn, that is, teaching students to become more aware of their learning processes in order to better monitor their comprehension and adjust behaviors accordingly. Most authors agree on the encouraging results that can be obtained from formal strategy instruction (Block, 1986, 1992; Oxford, 1989; Paris et *al.*, 1983; Paris et *al.*, 1991; Carrell, 1998; Cohen, 1998; Tomitch, 2002, 2009). Findings from this study corroborate previous research on examining reading behavior, in a sense that the more aware students seem to be about the process, higher the chances that they learn more.

Moreover, findings from this study also confirm the importance of developing formal training on strategies involved in all learning skills – writing, speaking, listening, and reading – since results indicate that students already possess some degree of awareness to distinguish among genre and reading purpose, in contexts of academic reading for school purposes, and of personal choice reading for entertainment. In fact, teaching programs should consider modeling and practicing strategies as a means to help students envisage how efficient and useful they can be, as learners heighten their awareness of the learning process and become more conscious of their behavior.

In line with seminal articles on strategy instruction ((Block, 1986, 1992; Paris et *al.*, 1983; Paris et *al.*, 1991; Carrell, 1998; Cohen, 1998), Oxford (1989) posits that effective strategy training should explicitly instruct students on instances of how and why they (1) use strategies; (2) evaluate the effectiveness of strategies; (3) decide whether it is appropriate to transfer a certain strategy from one situation to another. As the author recommends, strategy training programs should also be provided taking into account a comprehensive number of factors, for instance, students' current learning strategies, their goals, motivation, attitude, and personality type, learners' experience, origin, sex, age, and other background aspects that may influence their learning process.

In sum, this study can be considered a relevant point to increase our knowledge of the reading behavior awareness that learners have of the process, when they consciously recognize the learning situation, and its purpose, and consequently choose how to approach it. Hopefully, the results in this investigation may also provide other researchers with database on reading behavior in EFL.

References

Aebersold, J. & Field, M. (1997). *From reader to reading teacher*. New York: CUP.

Afferbach, P. & Cho, B. (2009). Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. In: S. Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension*. Routledge.

Anderson, T. & Armbruster, B. (1984). Studying. In: R. Barr, M. Kamil, P. Mosenthal, P. Pearson (Eds.), *Handbook of Reading Research*. Longman: New York.

Baker, L. & Brown, A. (1984). Metacognitive skills and reading. In: R. Barr, M. Kamil, P. Mosenthal, P. Pearson. (Eds), *Handbook of Reading Research*. New York: Longman.

Baker, L. & Beall, L. (2009). Metacognitive processes and reading comprehension. In: S. Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension*. Routledge.

Bernhardt, E. (1991). *Reading development in a second language. Theoretical, empirical, & classroom perspectives*. New Jersey: Ablex Publishing Corporation.

Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quartely*, *20 (3)*, p.463-494.

Block, E. (1992). See how they read: comprehension monitoring of L1 and L2 readers. *TESOL Quartely*, *26 (2)*, p.319-342.

Carrell, P. (1998). Can strategies be successfully taught? *Australian Review of Applied Linguistics, 21, (1)*, 1-20. Retrieved in November 11, 2008, from http://www.jalt-publications.org/tlt/files/98/mar/carrell.html.

Carrell, P. (1989). Metacognitive awareness and second language reading. *The Modern Language Journal, 73 (2)*, p.121-134. Retrieved in November 11, 2008, from http://www.jstor.org/pss/326568.

Carrell, P., Devine, J., & Eskey, D. (1998). *Interactive approaches to second language reading*. Cambridge: CUP.

Chamot, A. (2004). Issues in Language Learning Strategies Research and Teaching. *Eletronic Journal of Foreign Language Teaching, 4 (1).* Retrieved in August 29, 2009, from http://e-flt.nus.edu.sg/

Cohen, A. (1998). *Strategies in learning and using a second language.* New York: Longman.

Cohen, Andrew (1987). Recent uses of mentalistic data in reading strategy research. DELTA, 3 (1).

Davies, F. (1995). *Introducing reading.* London: Penguin Books.

Day, R. & Bamford, J. (1998). *Extensive reading in the second language classroom.* Cambridge: CUP.

Dole, J, Nokes, J., Dritts (2009). Cognitive strategy instruction. In: S. Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension*. Routledge.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah: Lawrence Erlbaum Associates.

Ellis, R. (1985). *Understanding Second Language Acquisition.* Oxford: OUP.

Ellis, R. (1997). *Second Language Acquisition*. Oxford: OUP.

Eysenck, M.(Ed.) (2002). The Blackwell Dictionary of Cognitive Psychology. Wiley-Blackwell.

Gagné, E., Yekovich, C., & Yekovich, F. (1993). *The cognitive psychology of school learning*. New York, USA: Harper Collins.

Kintsch, W. & van Dijk, T. (1978). Towards a model of text comprehension and production. *Psychological Review, 85*, p.263-294.

Lorch, R., Klusewitz, M. & Lorch E. (1995). Distinctions among reading situations. In R.F. Lorch & E.J. O'Brien (Eds.). *Sources of coherence in reading*. New Jersey, USA: LEA.

Long, D., Johns, C., & Morris, P. (2006). Comprehension ability in mature readers. In: M. Traxler and M. Gernsbacher, *Handbook of Psycholinguistics.* Elsevier.

Massey, D. (2009). Self-regulated comprehension. In: S. Israel & G. Duffy, *Handbook of Research on Reading Comprehension*. Routledge.

Nation, P. (2009). Reading faster. *International Journal of English Studies, 9 (2)*, p.131-144.

Navaez, D., van den Broek, P., ruiz, A. (1999). The influence of reading purpose on inference generation and comprehension in reading. *Journal of Educational Psychology*, 91 (3), p.488-496.

Nist, S. & Simpson, M. (2000). College studying. In: R. Barr, M. Kamil, P. Mosenthal, P. Pearson. (Eds), *Handbook of Reading Research*. New York: Longman.

Nuttall, C. (2000). *Teaching Reading Skills in a foreign language*. Oxford: MacMillan Heinemann.

O'Malley & Chamot, A. (1990). *Learning strategies in second language acquisition.* New York, USA: CUP.

Olshavsky, J. (1976-1977): Reading as Problem Solving: An investigation of strategies. *Reading Research Quartely, 12 (4)*, p.654-674. Retrieved in August 26, 2010, from http://www.jstor.org/stable/747446.

Oxford, R. (1994). Language learning strategies: An update. *Eric Digest*. Retrieved in January 24, 2010, from http://www.ericdigests.org/1995-2/update.htm.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.

Oxford R. (1989). Use of Language Learning Strategies: a Synthesis of studies with implications for strategy training. *System, 17 (2)*, p.235-247.

Pearson, P.D. (2009). The roots of reading comprehension instruction. In: S. Israel & G. Duffy (Eds.), *Handbook of Research on Reading Comprehension*. Routledge.

Paris, S., Lipson, M., Wixson, K. (1983): Becoming a Strategic Reader. In: *Contemporary Educational Psychology,* 8, p. 293-316.

Paris, S., Wasik, B. Turner, J. (1991). The development of strategic readers. In: R. Barr, M. Kamil, P. Mosenthal & D. Pearson (Eds.), *Handbook of Reading Research*, New York: Longman.

Pritchard, R. (1990). The effects of cultural schemata on reading processing strategies. *Reading Research Quartely, 25 (4)*, p.273-295.

Richards, J. Schmidt, J., Platt, H. (2003). Longman Dictionary of Language Teaching and Applied Linguistics. Longman.

Romainville, M. (1994). Awareness of cognitive strategies: the relationship between university students' metacognition and their performance. *Studies in Higher Education, 19 (3)*, p.359-366.

Rosenshine, B. & Meister, C. (1997). Cognitive Strategy Instruction in Reading. In: S.A. Stahl & D.A. Hayes (Eds.). In: *Instructional models in reading.*. New Jersey, USA: Lawrence Erlbaum Associates.

Saint, S., Christakis, D., Saha, S., Elmore, J., Welsh, D., Baker, P., Koepsell, T. (2001). Journal Reading Habits of Internists. Retrieved in February, 8, from http://www.springerlink.com/content/06027674v570k141/.

Smith, F. (1994). *Understanding Reading*. New Jersey: Lawrence Erlbaum Associates.

Spring, C. (1985). Comprehension and study strategies reported by university freshmen who are good and poor readers. *Instructional Science 14,* p.157-167.

Tomitch, L. (2002). Por que o aprendiz de leitura em língua estrangeira precisa do professor: o papel do professor no ensino de leitura em LE. In: M. Costa et *al.* (Eds.). *Línguas: ensino e ações.* Florianópolis: Palotti-UFSC, NUSPLE.

Tomitch, L. (2003). *The teacher's role in reading instruction in EFL.* In: I Congresso Internacional das Linguagens. URI – Erechim.

Tomitch, L. M. B. (2009). Aquisição da leitura em língua inglesa. In: D. Lima. (Ed.), *Ensino e aprendizagem de língua inglesa*. São Paulo: Parábola, 1, p. 191-201.

Urquhart, S. & Weir, C. (1998). *Reading in a second language: Process, product and practice.* New York: Longman.

Usó-Juan, E. & Rui-Madrid, M. (2009). Reading printed versus online texts. A study of EFL learners' strategic reading behavior. *International Journal of English Studies, 9 (2)*, p.59-79.

Wade, S., Trathen, W., & Schraw, G. (1990): An analysis of spontaneous study strategies. *Reading Research Quartely, 25 (2),* p. 147-166.

Appendix A – Consent Form

Termo de Consentimento
Universidade Federal de Santa Catarina
Centro de Comunicação e Expressão (CCE)
Pós-Graduação em Inglês e Literatura Correspondente (PGI)

Caro(a) Senhor(a),

O estudo e a pesquisa sobre a produção oral envolvem uma série de métodos e critérios. Dentre eles, a utilização de gravações em áudio em ambiente experimental.Tendo em vista os objetivos da minha pesquisa de mestrado, pretendo conduzir pesquisa na área de aquisição, voltada mais especificamente para a área de Leitura. Venho por meio desta pedir sua colaboração e autorização para participar deste trabalho de pesquisa que visa compreender melhor alguns dos eventos que possam levar ao incremento da leitura em L2.
Garanto que os dados fornecidos e coletados serão absolutamente sigilosos e que você não será identificado em momento algum.
Muito atenciosamente,

Fabiana Vanessa Achy de Almeida
Mestranda
almeida.fabiana@uol.com.br

Termo de compromisso

Estou de acordo com o que me foi acima mencionado e expresso aqui minha vontade em participar da pesquisa acima definida.

De acordo:

_____

Nome por extenso:

_____

Appendix B – Metacognitive Questionnaire

UFSC – CCE – DLLE

Advisor: Prof. Dr. Lêda Maria Braga Tomitch

M.A. Candidate: Fabiana Vanessa Achy de Almeida

Name: _____

Phase: _____   Age:_____

We would like to thank you for taking part in this study.

We would also like to inform you that the information provided in this questionnaire is totally confidential and the identity of the participant will be preserved.

This questionnaire is divided into two parts. The first part focuses on your reading habits in **Portuguese**. The second part focuses on your reading habits in **English**.

Please, read **carefully** each one of the alternatives and answer them as **truly** as possible.

Part A – **Reflect upon** your reading habits in **Portuguese** in order to answer questions **1-12**.

1. How much do you **like** reading in **Portuguese** as **entertainment**? Choose only **one** alternative.

a) I like reading in Portuguese a lot, and I'm always reading something (___);

b) I like reading in Portuguese a lot, but only the material that I choose to read. (___);

c) Sometimes I read in Portuguese, but I wish I had more time to read. (___);

d) Sometimes I read in Portuguese, but I don't care about reading more. (___);

e) I rarely read in Portuguese (___). Why? _____

2. What kinds of literary genre do you usually read in **Portuguese** as **entertainment**? Rank the literary genres from 1 to 8. Number **1** is equivalent to the material you read **less frequently**, while number **8** is equivalent to the material you read **more frequently**. If you don't read the material, you may leave it out.

a) newspapers (___);

b) magazines (___);

c) comic books (___);

d) eletronic magazines/newspapers (___);

e) novels (___);

f) wellness books (self-help) − e.g.: relationships, self-improvement, family concerns (___);

g) short stories (___);

h) other genres (___). For example: _____

3. How much **time** a day do you read in **Portuguese** as **entertainment**? Choose only **one** alternative.

a) less than 30 (thirty) minutes per day (___);

b) from 30 (thirty) minutes to 1 (one) hour per day (___);

c) from 1 (one) hour to 2 (two) hours per day (___);

d) more than 2 (two) hours per day (___).

4. **Where** do you usually read in **Portuguese** as **entertainment**? You can choose **more** than one alternative.

a) at home (___);

b) at work (___);

c) travelling from or going to work/home (___);

d) at the library (___);

e) other places (___). For example: _____

5. **Why** do you read in **Portuguese** as **entertainment**? Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement.

	AGREE	DISAGREE	NOT SURE
a) It's a way to relax and enjoy myself.	(___)	(___)	(___)
b) It's a way to have access to information.	(___)	(___)	(___)
c) It's a way to acquire knowledge.	(___)	(___)	(___)
d) My family has always had the habit of reading.	(___)	(___)	(___)
e) I usually read what has been recommended.	(___)	(___)	(___)
f) I read so that I can talk to my friends.	(___)	(___)	(___)

g) Other reasons. For example: _____

6. Considering the **academic texts** you read in **Portuguese**, rank the alternatives from 1 to 4. Number **1** is equivalent to the material you read **less frequently**, while

number **4** is equivalent to the material you read **more frequently.** If you don't read the material, you may leave it out.

a) journals (articles in scientific magazines/newspaper) (___);

b) chapters from books (___);

c) scientific publication online (___).Which sites?_____

d) others (___). For example: _____

7. How much do you **like** reading in **Portuguese** as **source of academic information**? Choose only **one** alternative.

a) I like reading in Portuguese a lot as source of academic information, and I'm always   reading something. (___);

b) I like reading in Portuguese a lot as source of academic information, but only material that I choose to read. (___);

c) Sometimes I read in Portuguese as source of academic information, but I wish I had more time to read. (___);

d) Sometimes I read in Portuguese as source of academic information, but I don't care about reading more. (___);

e) I rarely read in Portuguese (___). Why? _____

8. How much **time** a day do you read in **Portuguese** as **a source of academic information**?

Choose only **one** alterative.

a) less than 30 (thirty) minutes per day (___);

b) from 30 (thirty) minutes to 1 (one) hour per day (___);

c) from 1 (one) hour to 2 (two) hours per day (___);

d) more than 2 (two) hours per day (___).

9. **Where** do you usually read **academic material** in **Portuguese**? You can choose **more** than one alternative.

a) at home (___);

b) at work (___);

c) travelling from or going to work/home (___);

d) at the library (___);

e) other places (___). For example: _____

10. **Why** do you read **academic texts** in **Portuguese**? Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement.

	AGREE	DISAGREE	NOT SURE
a) It's a way to acquire academic knowledge.	(___)	(___)	(___)
b) I read to learn about what the theme of a class is	(___)	(___)	(___)
c) I read to get prepared for a class discussion or a class presentation.	(___)	(___)	(___)
d) I read only before an exam.	(___)	(___)	(___)
e) I read only the material that the professor asks us to read.	(___)	(___)	(___)

f) Other reasons. Explain:_____

11. Suppose you have some **difficulty** understanding the text in **Portuguese**, either for **entertainment** or for **academic** purposes. What do you do to **solve** the problem? Rank the alternatives from 1 to 8. Number **1** is equivalent to the strategy you use **less frequently**, while number **8** is equivalent to the strategy you use **more frequently.** If you don't read the material, you may leave it out. (There are some alternatives on the next page).

a) I don't worry that I didn't understand something and I continue reading the text. (___);

b) I re-read the paragraph. (___);

c) I look for the meaning of some words in the dictionary after reading the text. (___);

d) I look for the meaning of some words in the dictionary while reading the text. (___);

e) I write down the main ideas of the text (___);

f) I make a summary of the text. (___);

g) I highlight the main ideas in the text while reading it. (___)

h) Others. For example: _____

12. What is the **perception** you have of yourself as a **reader** in the **Portuguese** language. For example: *I believe I am an average reader in Portuguese because, for example, I have the regular habit of reading some book before going to bed and I read a weekly magazine. Also, when I don't know a word in Portuguese, I usually look it up in the dictionary. And when I don't know about the topic, I often google it on the internet.*

_____

_____

_____

Parte B – **Reflect upon** your reading habits in **English** in order to answer questions **13-24**.

13.Let's talk about your knowledge of English.

a) I study English (___)   b) I studied English (___)

  Where? _____   Where? _____

  Level: _____   Level: _____

c) I speak English as a second language. (___)

  Why? I speak English as a second language because I lived abroad. (___) How long? _____

  Why? I speak English as a second language because my parents speak English as their first language (L1)? (___)

14. How much do you **like** reading in **English**? Choose only **one** alternative.

a) I like reading in English a lot and I'm always reading something (___);

b) I like reading in English a lot, but only the material that I choose to read. (___);

c) Sometimes I read in English, but I wish I had more time to read. (___);

d) Sometimes I read in English, but I don't care about reading more. (___);

e) I only read academic material in English that is requested by the professors. (___);

f) I rarely read in English (___). Why? _____

15. What kinds of literary genre do you usually read in **English** as **entertainment**? Rank the literary genres from 1 to 8. Number **1** is equivalent to the material you read **less frequently**, while number **8** is equivalent to the material you read **more frequently**. If you don't read the material, you may leave it out. (There are some alternatives on the next page).

a) newspapers (___);

b) magazines (___);

c) comic books (___);

d) eletronic magazines/newspapers (___);

e) novels (___);

f) wellness books (self-help) – e.g.: relationships, self-improvement, family concerns (___);

g) short stories (___);

h) other genders (___). For example: _____

16. How much **time** a day do you read in **English** as **entertainment**? Choose only **one** alterative.

a) less than 30 (thirty) minutes per day (___);

b) from 30 (thirty) minutes to 1 (one) hour per day (___);

c) from 1 (one) hour to 2 (two) hours per day (___);

d) more than 2 (two) hours per day (___).

17. **Where** do you usually read in **English** as **entertainment**? You can choose **more** than one alternative.

a) at home (___);

b) at work (___);

c) travelling from or going to work/home (___);

d) at the library (___);

e) other places (___). For example: _____

18. **Why** do you read in **English** as **entertainment**? Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement. There are some alternatives on the next page.

	AGREE	DISAGREE	NOT SURE
a) It's a way to improve my vocabulary.	(___)	(___)	(___)
b) It's a way to learn about other cultures.	(___)	(___)	(___)
c) Learning the language is important to my career.	(___)	(___)	(___)
d) Most information on the internet is in English.	(___)	(___)	(___)
e) It's important to speak another language.	(___)	(___)	(___)
f) My friends speak/study Englsih.	(___)	(___)	(___)
g) I intend to live abroad.	(___)	(___)	(___)
h) Other reasons (___). Explain: _____

19. Considering the **academic texts** you read in English, rank the alternatives from 1 to 5. Number **1** is equivalent to the material you read **less frequently**, while number **5** is equivalent to the material you read **more frequently.** If you don't read the material, you may leave it out.

a) scientific journals (___);

b) chapters of books (___);

c) coursebooks (___);

d) scientific publications online (___). Sites? _____

e) others (___). For example: _____

20. How much **time** a day do you read in **English** as **a source of academic information**? Choose only **one** alterative.

a) less than 30 (thirty) minutes per day (___);

b) from 30 (thirty) minutes to 1 (one) hour per day (___);

c) from 1 (one) hour to 2 (two) hours per day (___);

d) more than 2 (two) hours per day (___).

21. **Where** do you usually read **academic material** in **English**? You can choose **more** than one alternative.

a) at home (___);

b) at work (___);

c) travelling from or going to work/home (___);

d) at the library (___);

e) other places (___). For example: _____

22. Why do you read **academic texts** in **English?** Check the alternatives and write an 'X' under the column whether you 'agree', 'disagree', or 'not sure' with the statement. There are some alternatives on the next page.

	AGREE	DISAGREE	NOT SURE
a) It's a way to improve my knowledge of the language	(___)	(___)	(___)
b) I read to learn about what the theme of a class is.	(___)	(___)	(___)
c) I read to get prepared for a class discussion or a class presentation.	(___)	(___)	(___)
d) I read to write essays or research papers.	(___)	(___)	(___)
e) I read only before an exam.	(___)	(___)	(___)
f) I read only the material the professor asks us to read.	(___)	(___)	(___)

g) Other reasons. Explain:_____

23. Suppose you have some **difficulty** understanding the text in **English**, either for **entertainment** or for **academic purpose**. What do you do to **solve** the problem? Rank the alternatives from 1 to 8. Number **1** is equivalent to the strategy you use **less frequently**, while number **8** is equivalent to the strategy you use **more frequently.** If you don't read the material, you may leave it out.

a) I don't worry that I didn't understand something and I continue reading the text. (___)

b) I re-read the paragraph. (___)

c) I look for the meaning of some words in the dictionary after reading the text. (___)

d) I look for the meaning of some words in the dictionary while reading the text. (___)

e) I write down the main ideas of the text (___)

f) I make a summary of the text. (___)

g) I highlight the main ideas in the text while reading it. (___)

h) Others. For example:_____

24. What is the **perception** you have of yourself as a **reader** in the **English** language?

For example: *I think I'm still learning the English language. Sometimes, if I don't know the vocabulary, or I don't know about the topic, I look for it in the dictionary or on the internet. And if I have time, I read the text again. In general, I think I'm a good   reader   in   English.*

_____
_____
_____
_____
_____

Appendix C – Booklet 1 – Academic Reading Situations

Instruções

Você recebeu um "booklet" e uma folha para respostas.

Cada página do "booklet" contém uma descrição de uma situação de leitura (reading situation) e uma finalidade específica (purpose) para ler tal situação. Por exemplo: *Situation 1. Read a cook book to find an interesting recipe.; Situation 2. Read an article from a scientific journal to prepare for a presentation; Situation 3: Read a novel to enjoy yourself.*

Primeiro, leia **todas** as situações de leitura do "booklet" e **reflita sobre a maneira como você lê** em cada uma das situações: o que você faz mentalmente, quais estratégias você usa (sublinhar, marcar o texto, resumir), o grau de atenção que você dá à leitura, entre outros aspectos que você achar importantes.

Depois, volte ao início do "booklet" e pegue a folha de respostas. Na folha de respostas, coloque as situações de leitura em grupos de acordo com a forma que você acha que se comporta quando lê. Se você lê de forma **semelhante** certas situações, coloque-as no **mesmo grupo**; se você lê de forma **diferente** outras situações, coloque-as em **grupos diferentes**. Por exemplo: *Leio as situações de leitura 3, 7 e 8 usando estratégias semelhantes, então vou colocá-las no mesmo grupo*.

Preste atenção para **NÃO** colocar as situações em um mesmo grupo somente porque elas são semelhantes ou porque tem a mesma finalidade. Você deve agrupá-las conforme a **maneira que você acha que você se comporta** quando lê a referida situação de leitura por causa da finalidade específica.

As situações de leitura poderão ser agrupadas em um mínimo de **2** grupos, e não mais do que **10** grupos. Uma mesma situação de leitura não poderá ser colocada em dois grupos diferente. Por exemplo: *a situação de leitura 15 não poderá estar ao mesmo tempo nos grupos 1 e 2.* Caso você desconheça alguma situação de leitura, poderá deixá-la sem agrupar. (Adapted from Lorch et *al.*, 1995).

1. Read a foreign language textbook to learn a certain topic on the target language.

Ex. Read a unit from "Language Practice Elementary", by Michael Vince, to acquire more knowledge about the use and the structure of Present Simple

3. Read an article from a scientific journal or a magazine to prepare for a presentation.

Ex. Read "Teaching main ideas: Are we really teaching?", in "Linguagem e Ensino" to prepare for a presentation

2. Read a chapter of a book to prepare for a literature exam

Ex.: Read chapter 4 on "Feminism and Literature" to learn about the literary movements because of an exam.

4. Read technical dictionaries and/or encyclopedias to write a paper (summary, essay, research paper)

Ex.: 4. Read technical dictionaries and/or encyclopedias to write a paper (summary, essay, research paper).

5. Read a lesson in a foreign language textbook to learn new vocabulary

Ex.: Read lesson 1: "Is there a post office around here?", in "Interchange" coursebook, to learn how to say the names of the places of a city. For example: post office, gas station, supermarket

6. Read an article from a scientific journal or a magazine to prepare for a test

Ex.: Read "Language Learning Styles", in "International Journal of Applied Linguistics" to study for a test

7. Read a novel, a short-story, or a poem to prepare for a literature exame

Ex.: Read "Emma", by Jane Austen, or "A Christmas Carol", by Charles Dickens, or "The Needle", by Ezra Pound to prepare for an exam

8. Read a chapter of a book to do a task

Ex.: Read chapter 7 in "Decision making in translation", edited by Mona Baker, to answer exercises for a Translation Studies class

9. Read an article from a scientific journal or a magazine to answer a task

Ex. Read "Input, interaction and output and SLA", by Rod Ellis, to complete an exercise for an Applied Linguistics class

10. Read a play, a novel, a short story, or a poem to prepare for a class

Ex. Read "Hamlet", by Shakespeare, or Sylvia Path's poems, or "Bernice bobs her hair", by F.S. Fitzgerald to prepare for a class of literature

11. Read an article from a scientific journal or magazine to get prepared for a class discussion

Ex.: Read "Translation Studies as a Science", in Revista Delta to prepare for a class discussion

12. Read the chapter of a book to study about a topic to do a test

Ex.: Read "Introduction to Systemic Function Linguistics" to learn the topic because of a test

13. Read an article from a scientific journal or magazine to research about the topic to write a paper (summary, article, research paper)

Ex.: Read "Principles of Instructed Language Learning", in System to research to write a summary or an essay

14. Read class notes to prepare for a literature exam

Ex.: Read the notes in your notebook from the class that your professor explained the "Existentialism" trend to prepare for an exam

15. Read technical dictionaries and/or encyclopedias to learn more about a topic

Ex.: Read "Longman Dictionary of Applied Linguistics and Language Teaching", by Richards, J. and Schmidt, R. to acquire more knowledge about a topic

16. Read a lesson in a foreign language textbook to acquire new vocabulary for a test

Ex.: Read lesson 9: "Do you practice sports?", in Total English coursebook to learn the new vocabulary related to sports

17. Read a play, a novel, a short story, or a poem to prepare for a presentation

Ex.: Read "A Streetcar named Desire", by Tennesse Williams, or John Keats' poems, or "Monday or Tuesday", by Virgina Wolf to prepare for a presentation

18. Read class notes to prepare for a test

Ex.: Read your notes made in class that the professor talked about Noam Chomsky's theory on language acquisition

Appendix D – Booklet 2 – Personal Choice Reading Situations

Instructions

You are receiving a booklet and an answer sheet.

Each page of this booklet contains a description of a type of reading situation and a purpose for reading the material. For example: *Situation 1. Read a cook book to find an interesting recipe.; Situation 2. Read an article from a scientific journal to prepare for a presentation; Situation 3: Read a novel to enjoy yourself.*

First, look through **all pages** of the booklet and **think about** how you read in each situation, what you do mentally, what strategies you use (underline, highlight, write summaries), the level of attention you pay, and other aspects that you may consider important.

Then, go back to the beginning of the booklet and get your answer sheet. In the answer sheet, you should classify each reading situation from a **minimum** of **(1)** and a **maximum** of **(5)**, according to the question the professor asks you. *For example: question A "What is your reading speed when you do this type of reading?". In order to classify reading situation 3: Read a cookbook to find an interesting recipe, write (1), as a minimum if your reading speed in extremely slow when reading it; write (3) if your reading speed is about average; or write (5) in case you read it extremely fast.* You should classify each reading situation before moving to the next question. The professor will give you some minutes before asking the next question.

If you are not familiar with one reading situation, you may leave it out. (Adapted from Lorch et *al.*, 1995).

1. Read a cookbook to find an interesting recipe

Ex.: Read "Cook with Jamie: My guide to making you a better cook", by Jamie Oliver, to learn how to cook an English muffin

2. Read a novel to enjoy yourself

Ex.: Read "Vision in White", by Nora Roberts to have fun

3. Read a magazine or a newspaper to know about the latest news

Ex.: Read "Veja" to learn more about the economic recession in the USA, and how it affects the other countries.

4. Read a theme magazine to learn more about a specific topic

Ex.: Read "National Geographic" to understand Darwin's evolution theory

6. Read a female magazine to learn about fashion for next season

Ex.: Read "In Style" to get familiar with the new trends for the winter

5. Read a sports magazine to know about the next season

Ex.: Read an interview with "Ronaldinho" at "Sports Illustrated"

7. Read a poster to know about temporary job opportunities

Ex.: Read the cafeteria board to look for Christmas temporary jobs

8. Read a travel magazine to check alternatives for your next vacation

Ex.: Read "Viagem e Turismo" to look for the top ten cheapest destinations fro your next vacation

9. Read the advertisements in a newspaper to look for an apartment

Ex.: Read "Folha de São Paulo" to find work or a new place to live

10. Read a magazine on music to learn the ciphers of a song, or how to play a musical instrument

Ex.: Read "The Chipher.Com ", to download the ciphers of your favorite song

11. Read a fiction book to relax

Ex.: Read "Harry Potter and the Deathly Hallows", by J.K. Rowling, to escape to a fantasy world

12. Read an online web site to know about the cultural events in town

Ex.: Read "What's going on!" to check if there is any rock concerts this week

13. Read a folder that you received at the traffic light, or at the bus stop, because of the traffic to kill time

Ex.: Read "We repair your car tires in 30 minutes" at the corner of Beira Mar Av. and Lauro Linhares St

14. Read your horoscope in a magazine, or in the newspaper, to know about the predictions for your sign for the day/month

Ex.: Read the Pixies predictions in "Marie Claire" to learn what is likely to happen in this month

15. Read the medicine instructions to learn about the side-effects of a pill you are taking

Ex.: Read the medicine instructions for "Aspirin" to know about side-effects in pregnant women

16. Read a review on the film you want to watch to check if it is worth seeing it

Ex.: Read "Movies review in Yahoo" to know what the critiques are on Jmes Bond's latest film

17. Read a TV guide to know what is on TV

Ex.: Read "Warner Channel" web site to check what is on tonight

18. Read a gossip magazine to know about celebrities' lives

Ex.: Read "Caras" to learn about Brad Pitt and Angelina Jolie latest adopted child

19. Read technical dictionaries and/or encyclopedias to learn more about a topic

Ex.: Ex.: Read "Longman Dictionary of Applied Linguistics and Language Teaching", by Richards, J. and Schmidt, R. to acquire more knowledge about a topic

20. Read a comic book, or the strips in the newspaper to laugh a bit

Ex.: Read "Garfield hates Monday", by Jim Davis, to have some fun.

E

21. Read a cosmetic
catalogue to buy yourself
some products

Ex.: Read "Avon" to buy
yourself some moisturize
cream, deodorant, and make up

Appendix E – Answer sheet – Grouping Reading Situations

UFSC – CCE – DLLE

Advisor: Prof. Dr. Lêda Maria Braga Tomitch

M.A. Candidate: Fabiana Vanessa Achy de Almeida

Name: _____

Phase: _____   Age:_____

Answer sheet

In this answer sheet, you should group the reading situations according to what you do mentally when reading them. In case you read different reading situations in a **similar** way, group them together. If you read different reading situations in **distinct** ways, put them in different groups. The reading situations should be grouped in only **ONE** group. Remember to pay attention **NOT** to put reading situations in the same group just because they contain the same reading material or the same purpose. You should group them according to the **strategies** you use when reading each situation.

You may have from at least 2 groups and no more than 10 groups. Use as many groups as you think it is necessary. If you are not familiar with one reading situation, you may leave it out.

Ask yourself questions such as:

- What do I do when I read this type of text?
- Do I read the same type of text in the same way or in different ways depending on the purpose?
- What strategy do I usually use when reading this type of text for this specific purpose? Do I underline it? Do I summarize it? Do I take note? Do I just read the text through?

Group 1	Group 2	Group 3	Group 4
Reading Situation 2	Reading Situation 10	Reading Situation 7	Reading Situation 1
Reading Situation 5	Reading Situation 12	Reading Situation 8	Reading Situation 3
Reading Situation 11	Reading Situation 16	Reading Situation 9	Reading Situation 6
Reading Situation 15	Reading Situation 17	Reading Situation 14	Reading Situation 15

Appendix F – Answer sheet – Rating Reading Situations

UFSC – CCE – DLLE

Advisor: Prof. Dr. Lêda Maria Braga Tomitch

M.A. Candidate: Fabiana Vanessa Achy de Almeida

Name: _____

Phase: _____   Age:_____

Answer sheet

In this answer sheet, you should group the reading situations according to what you do mentally when reading them. In case you read different reading situations in a **similar** way, rate them in a similar way. If you read different reading situations in **distinct** ways, rate them differently. Remember to pay attention **NOT** to rate reading situations similarly just because they contain the same reading material or the same purpose. You should rate them according to the **strategies** you use when reading each situation.

If you are not familiar with one reading situation, you may leave it out.

Ask yourself these questions

1. What is your reading speed when you do this type of reading?
2. How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?
3. How much do you pay attention to the main points when you do this type of reading?

Reading Situation 1	Reading Situation 3	Reading Situation 5
A - 3	A – 2	A - 2
B - 5	B – 3	B - 2
C - 2	C – 4	C - 1
Reading Situation 2	**Reading Situation 4**	**Reading Situation 6**
A - 1	A -	A- 5
B - 1	B -	B - 5
C - 1	C -	C - 5

Appendix G

Table G1- Reading time in English as entertainment

Question 15: Reading time in English as entertainment				
Alternatives	**1st semester**	**3rd semester**	**5th semester**	**7th semester**	**Total %**
a - 30 minutes per day	9,80	13,73	5,88	11,76	**41,18**
b - from 30 minutes to 1 hour per day	19,61	5,88	1,96	9,80	37,25
c - from 1 hour to 2 hours per day	-	3,92	1,96	9,80	15,69
d - more than 2 hours per day	-	1,96	-	3,92	5,88
Total					**100,00**

Appendix H

Table H1 - Places to read in English as entertainment

Question 16: Places to read in English as entertainment				
Alternatives	1st semester	3rd semester	5th semester	7th semester
a - at home	**28,30**	**28,30**	**9,43**	**33,96**
b - at work	7,55	7,55	5,66	18,87
c - travelling from or going to work/home	-	11,32	1,89	11,32
d - at the library	5,66	5,66	3,77	7,55

Results in percentage/per group

Appendix I

Table I1 - Reading time in English as source of academic information

Question 19: Reading time in English as source of academic information					
Alternatives	**1st semester**	**3rd semester**	**5th semester**	**7th semester**	**Total %**
a - 30 minutes per day	13,21	13,21	1,89	13,21	41,51
b - from 30 minutes to 1 hour per day	15,09	9,43	5,66	13,21	**43,40**
c - from 1 hour to 2 hours per day	1,89	-	1,89	5,66	9,43
d - more than 2 hours per day	-	1,89	-	3,77	5,66
Total					**100,00**

Appendix J

Table J1 - Places to read academic material in English

Question 20: Places to read academic material in English				
Alternatives	1st semester	3rd semester	5th semester	7th semester
a - at home	26,42	20,75	9,43	35,85
b - at work	9,43	5,66	5,66	15,09
c - travelling from or going to work/home	7,55	7,55	1,89	13,21
d - at the library	7,55	7,55	5,66	9,43

Results in percentage/per group

Appendix K

Table K1 – Tendency in Grouping Reading Situations: number of groups

Tendency in Grouping Reading Situations
Academic Reading Situations

Quantity of Groups	Total of Participants	Percentage %
1	0	0
2	1	7,14%
3	5	17,85%
4	4	14,28%
5	6	21,42%
6	8	28,57%
7	3	10,71%
8	1	7,14%

Tendency in Grouping Reading Situations
Personal Choice Reading Situations

Quantity of Groups	Total of Participants	Percentage %
1	0	0
2	1	5,26%
3	5	26,31%
4	8	42,10%
5	4	21,05%
6	2	10,52%

Appendix L – Academic Reading Situations – Questions A, B, and C

Table L1

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Student 3	3
Participants 3rd st	**ARS 1 - Question A**
Student 1	3
Student 2	2
Student 3	1
Participants 5th st	**ARS 1 - Question A**
Student 1	3
Student 2	1
Participants 7th st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Student 3	3
Student 4	3
Student 5	2
Student 6	1
Student 7	3
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 1 - Question B**
Student 1	3
Student 2	3
Student 3	2
Participants 3rd st	**ARS 1 - Question A**
Student 1	1
Student 2	2
Student 3	4
Participants 5th st	**ARS 1 - Question A**
Student 1	2
Student 2	3
Participants 7th st	**ARS 1 - Question A**
Student 1	3
Student 2	3
Student 3	2
Student 4	1
Student 5	2
Student 6	4
Student 7	2
Student 8	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 1 - Question C**
Student 1	3
Student 2	4
Student 3	4
Participants 3rd st	**ARS 1 - Question C**
Student 1	4
Student 2	5
Student 3	4
Participants 5th st	**ARS 1 - Question C**
Student 1	3
Student 2	3
Participants 7th st	**ARS 1 - Question C**
Student 1	3
Student 2	4
Student 3	4
Student 4	4
Student 5	5
Student 6	4
Student 7	3
Student 8	3

Table L2

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 2 - Question A**
Student 1	3
Student 2	2
Student 3	1
Participants 3rd st	**ARS 2 - Question A**
Student 1	2
Student 2	3
Student 3	1
Participants 5th st	**ARS 2 - Question A**
Student 1	3
Student 2	2
Participants 7th st	**ARS 2 - Question A**
Student 1	3
Student 2	2
Student 3	1
Student 4	2
Student 5	3
Student 6	1
Student 7	3
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 2 - Question B**
Student 1	1
Student 2	4
Student 3	5
Participants 3rd st	**ARS 2 - Question B**
Student 1	3
Student 2	3
Student 3	5
Participants 5th st	**ARS 2 - Question B**
Student 1	3
Student 2	5
Participants 7th st	**ARS 2 - Question B**
Student 1	1
Student 2	4
Student 3	5
Student 4	3
Student 5	3
Student 6	5
Student 7	3
Student 8	5

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 2 - Question C**
Student 1	4
Student 2	4
Student 3	5
Participants 3rd st	**ARS 2 - Question C**
Student 1	5
Student 2	4
Student 3	4
Participants 5th st	**ARS 2 - Question C**
Student 1	4
Student 2	5
Participants 7th st	**ARS 2 - Question C**
Student 1	4
Student 2	4
Student 3	5
Student 4	5
Student 5	4
Student 6	4
Student 7	4
Student 8	5

Table L3

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 3 - Question A**
Student 1	1
Student 2	2
Student 3	1
Participants 3rd st	**ARS 3 - Question A**
Student 1	5
Student 2	2
Student 3	1
Participants 5th st	**ARS 3 - Question A**
Student 1	2
Student 2	3
Participants 7th st	**ARS 3 - Question A**
Student 1	3
Student 2	2
Student 3	1
Student 4	2
Student 5	5
Student 6	1
Student 7	2
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 3 - Question B**
Student 1	3
Student 2	4
Student 3	5
Participants 3rd st	**ARS 3 - Question B**
Student 1	4
Student 2	1
Student 3	4
Participants 5th st	**ARS 3 - Question B**
Student 1	4
Student 2	2
Participants 7th st	**ARS 3 - Question B**
Student 1	3
Student 2	4
Student 3	5
Student 4	4
Student 5	1
Student 6	4
Student 7	4
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 3 - Question C**
Student 1	2
Student 2	3
Student 3	4
Participants 3rd st	**ARS 3 - Question C**
Student 1	5
Student 2	3
Student 3	3
Participants 5th st	**ARS 3 - Question C**
Student 1	4
Student 2	2
Participants 7th st	**ARS 3 - Question C**
Student 1	2
Student 2	3
Student 3	4
Student 4	5
Student 5	3
Student 6	3
Student 7	4
Student 8	2

Table L4

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 4 - Question A**
Student 1	4
Student 2	-
Student 3	2
Participants 3rd st	**ARS 4 - Question A**
Student 1	2
Student 2	5
Student 3	-
Participants 5th st	**ARS 4 - Question A**
Student 1	4
Student 2	4
Participants 7th st	**ARS 4 - Question A**
Student 1	4
Student 2	2
Student 3	4
Student 4	2
Student 5	5
Student 6	4
Student 7	4
Student 8	-

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 4 - Question B**
Student 1	4
Student 2	4
Student 3	-
Participants 3rd st	**ARS 4 - Question B**
Student 1	3
Student 2	2
Student 3	3
Participants 5th st	**ARS 4 - Question B**
Student 1	2
Student 2	2
Participants 7th st	**ARS 4 - Question B**
Student 1	4
Student 2	4
Student 3	-
Student 4	3
Student 5	2
Student 6	3
Student 7	2
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 4 - Question C**
Student 1	1
Student 2	-
Student 3	3
Participants 3rd st	**ARS 13 - Question C**
Student 1	4
Student 2	3
Student 3	-
Participants 5th st	**ARS 4 - Question C**
Student 1	4
Student 2	5
Participants 7th st	**ARS 4 - Question C**
Student 1	1
Student 2	-
Student 3	3
Student 4	4
Student 5	3
Student 6	-
Student 7	4
Student 8	5

Table L5

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 5 - Question A**
Student 1	2
Student 2	1
Student 3	5
Participants 3rd st	**ARS 5 - Question A**
Student 1	4
Student 2	5
Student 3	3
Participants 5th st	**ARS 5 - Question A**
Student 1	4
Student 2	3
Participants 7th st	**ARS 5 - Question A**
Student 1	2
Student 2	1
Student 3	5
Student 4	4
Student 5	5
Student 6	3
Student 7	4
Student 8	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 5 - Question B**
Student 1	5
Student 2	5
Student 3	3
Participants 3rd st	**ARS 5 - Question B**
Student 1	1
Student 2	1
Student 3	3
Participants 5th st	**ARS 5 - Question B**
Student 1	4
Student 2	1
Participants 7th st	**ARS 5 - Question B**
Student 1	1
Student 2	4
Student 3	1
Student 4	1
Student 5	3
Student 6	3
Student 7	5
Student 8	5

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 5 - Question C**
Student 1	1
Student 2	5
Student 3	3
Participants 3rd st	**ARS 5 - Question C**
Student 1	4
Student 2	2
Student 3	2
Participants 5th st	**ARS 5 - Question C**
Student 1	3
Student 2	1
Participants 7th st	**ARS 5 - Question C**
Student 1	1
Student 2	3
Student 3	2
Student 4	2
Student 5	4
Student 6	3
Student 7	5
Student 8	1

Table L6

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 6 - Question A**
Student 1	4
Student 2	2
Student 3	2
Participants 3rd st	**ARS 6 - Question A**
Student 1	3
Student 2	4
Student 3	2
Participants 5th st	**ARS 6 - Question A**
Student 1	3
Student 2	2
Participants 7th st	**ARS 6 - Question A**
Student 1	4
Student 2	2
Student 3	2
Student 4	3
Student 5	4
Student 6	2
Student 7	3
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 6 - Question B**
Student 1	2
Student 2	4
Student 3	4
Participants 3rd st	**ARS 6 - Question B**
Student 1	3
Student 2	2
Student 3	4
Participants 5th st	**ARS 6 - Question B**
Student 1	2
Student 2	3
Participants 7th st	**ARS 6 - Question B**
Student 1	3
Student 2	2
Student 3	4
Student 4	2
Student 5	3
Student 6	4
Student 7	4
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 6 - Question C**
Student 1	3
Student 2	4
Student 3	2
Participants 3rd st	**ARS 6 - Question C**
Student 1	5
Student 2	3
Student 3	4
Participants 5th st	**ARS 6 - Question C**
Student 1	4
Student 2	3
Participants 7th st	**ARS 6 - Question C**
Student 1	4
Student 2	3
Student 3	4
Student 4	3
Student 5	5
Student 6	2
Student 7	4
Student 8	3

Table L7

Question A: What is your reading speed when you do this type of reading?		Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 7 - Question A**	**Participants 1st st**	**ARS 7 - Question B**
Student 1	2	Student 1	2
Student 2	4	Student 2	2
Student 3	2	Student 3	1
Participants 3rd st	**ARS 7 - Question A**	**Participants 3rd st**	**ARS 7 - Question B**
Student 1	4	Student 1	1
Student 2	3	Student 2	2
Student 3	3	Student 3	5
Participants 5th st	**ARS 7 - Question A**	**Participants 5th st**	**ARS 7 - Question B**
Student 1	2	Student 1	3
Student 2	1	Student 2	5
Participants 7th st	**ARS 7 - Question A**	**Participants 7th st**	**ARS 7 - Question B**
Student 1	2	Student 1	5
Student 2	4	Student 2	3
Student 3	2	Student 3	5
Student 4	3	Student 4	2
Student 5	3	Student 5	1
Student 6	2	Student 6	1
Student 7	1	Student 7	2
Student 8	1	Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 7 - Question C**
Student 1	1
Student 2	4
Student 3	5
Participants 3rd st	**ARS 7 - Question C**
Student 1	4
Student 2	5
Student 3	5
Participants 5th st	**ARS 7 - Question C**
Student 1	4
Student 2	5
Participants 7th st	**ARS 7 - Question C**
Student 1	1
Student 2	4
Student 3	5
Student 4	4
Student 5	5
Student 6	5
Student 7	4
Student 8	5

Table L8

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 8 - Question A**
Student 1	5
Student 2	3
Student 3	3
Participants 3rd st	**ARS 8 - Question A**
Student 1	3
Student 2	5
Student 3	5
Participants 5th st	**ARS 8 - Question A**
Student 1	4
Student 2	2
Participants 7th st	**ARS 8 - Question A**
Student 1	2
Student 2	4
Student 3	5
Student 4	5
Student 5	5
Student 6	3
Student 7	3
Student 8	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 8 - Question B**
Student 1	3
Student 2	2
Student 3	3
Participants 3rd st	**ARS 8 - Question B**
Student 1	3
Student 2	1
Student 3	2
Participants 5th st	**ARS 8 - Question B**
Student 1	2
Student 2	5
Participants 7th st	**ARS 8 - Question B**
Student 1	3
Student 2	2
Student 3	3
Student 4	3
Student 5	1
Student 6	2
Student 7	2
Student 8	5

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 8 - Question C**
Student 1	3
Student 2	2
Student 3	4
Participants 3rd st	**ARS 8 - Question C**
Student 1	4
Student 2	3
Student 3	3
Participants 5th st	**ARS 8 - Question C**
Student 1	3
Student 2	5
Participants 7th st	**ARS 8 - Question C**
Student 1	3
Student 2	2
Student 3	4
Student 4	4
Student 5	3
Student 6	3
Student 7	3
Student 8	5

Table L9

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 9 - Question A**
Student 1	2
Student 2	3
Student 3	3
Participants 3rd st	**ARS 9 - Question A**
Student 1	3
Student 2	5
Student 3	2
Participants 5th st	**ARS 9 - Question A**
Student 1	4
Student 2	2
Participants 7th st	**ARS 9 - Question A**
Student 1	2
Student 2	3
Student 3	3
Student 4	3
Student 5	5
Student 6	2
Student 7	4
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 9 - Question B**
Student 1	3
Student 2	3
Student 3	5
Participants 3rd st	**ARS 9 - Question B**
Student 1	3
Student 2	1
Student 3	2
Participants 5th st	**ARS 9 - Question B**
Student 1	2
Student 2	5
Participants 7th st	**ARS 9 - Question B**
Student 1	3
Student 2	3
Student 3	5
Student 4	2
Student 5	5
Student 6	3
Student 7	2
Student 8	1

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 9 - Question C**
Student 1	3
Student 2	2
Student 3	2
Participants 3rd st	**ARS 9 - Question C**
Student 1	4
Student 2	2
Student 3	2
Participants 5th st	**ARS 9 - Question C**
Student 1	3
Student 2	4
Participants 7th st	**ARS 9 - Question C**
Student 1	3
Student 2	2
Student 3	2
Student 4	3
Student 5	4
Student 6	4
Student 7	2
Student 8	2

Table L10

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 10 - Question A**
Student 1	4
Student 2	4
Student 3	4
Participants 3rd st	**ARS 10 - Question A**
Student 1	4
Student 2	2
Student 3	3
Participants 5th st	**ARS 10 - Question A**
Student 1	4
Student 2	1
Participants 7th st	**ARS 10 - Question A**
Student 1	4
Student 2	4
Student 3	4
Student 4	4
Student 5	2
Student 6	3
Student 7	4
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 10 - Question B**
Student 1	3
Student 2	2
Student 3	2
Participants 3rd st	**ARS 10 - Question B**
Student 1	1
Student 2	3
Student 3	2
Participants 5th st	**ARS 10 - Question B**
Student 1	4
Student 2	4
Participants 7th st	**ARS 10 - Question B**
Student 1	3
Student 2	2
Student 3	2
Student 4	1
Student 5	3
Student 6	2
Student 7	4
Student 8	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 10 - Question C**
Student 1	2
Student 2	2
Student 3	5
Participants 3rd st	**ARS 10 - Question C**
Student 1	4
Student 2	5
Student 3	3
Participants 5th st	**ARS 10 - Question C**
Student 1	4
Student 2	4
Participants 7th st	**ARS 10 - Question C**
Student 1	2
Student 2	2
Student 3	5
Student 4	4
Student 5	5
Student 6	3
Student 7	4
Student 8	4

Table L11

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 11 - Question A**
Student 1	1
Student 2	5
Student 3	3
Participants 3rd st	**ARS 11 - Question A**
Student 1	3
Student 2	3
Student 3	3
Participants 5th st	**ARS 11 - Question A**
Student 1	3
Student 2	4
Participants 7th st	**ARS 11 - Question A**
Student 1	4
Student 2	3
Student 3	3
Student 4	3
Student 5	3
Student 6	3
Student 7	5
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 11 - Question B**
Student 1	5
Student 2	2
Student 3	2
Participants 3rd st	**ARS 11 - Question B**
Student 1	3
Student 2	3
Student 3	2
Participants 5th st	**ARS 11 - Question B**
Student 1	4
Student 2	3
Participants 7th st	**ARS 11 - Question B**
Student 1	5
Student 2	2
Student 3	2
Student 4	3
Student 5	3
Student 6	2
Student 7	3
Student 8	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 11 - Question C**
Student 1	4
Student 2	3
Student 3	3
Participants 3rd st	**ARS 11 - Question C**
Student 1	4
Student 2	4
Student 3	3
Participants 5th st	**ARS 11 - Question C**
Student 1	4
Student 2	2
Participants 7th st	**ARS 11 - Question C**
Student 1	2
Student 2	4
Student 3	3
Student 4	4
Student 5	4
Student 6	4
Student 7	3
Student 8	3

Table L12

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 12 - Question A**
Student 1	2
Student 2	3
Student 3	2
Participants 3rd st	**ARS 12 - Question A**
Student 1	1
Student 2	4
Student 3	2
Participants 5th st	**ARS 12 - Question A**
Student 1	4
Student 2	2
Participants 7th st	**ARS 12 - Question A**
Student 1	4
Student 2	2
Student 3	1
Student 4	4
Student 5	2
Student 6	2
Student 7	3
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 12 - Question B**
Student 1	4
Student 2	4
Student 3	3
Participants 3rd st	**ARS 12 - Question B**
Student 1	4
Student 2	2
Student 3	4
Participants 5th st	**ARS 12 - Question B**
Student 1	5
Student 2	2
Participants 7th st	**ARS 12 - Question B**
Student 1	4
Student 2	4
Student 3	3
Student 4	4
Student 5	2
Student 6	4
Student 7	5
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 12 - Question C**
Student 1	3
Student 2	4
Student 3	3
Participants 3rd st	**ARS 12 - Question C**
Student 1	5
Student 2	3
Student 3	4
Participants 5th st	**ARS 12 - Question C**
Student 1	3
Student 2	5
Participants 7th st	**ARS 12 - Question C**
Student 1	3
Student 2	4
Student 3	3
Student 4	5
Student 5	3
Student 6	4
Student 7	5
Student 8	3

Table L13

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 13 - Question A**
Student 1	3
Student 2	4
Student 3	2
Participants 3rd st	**ARS 13 - Question A**
Student 1	3
Student 2	2
Student 3	1
Participants 5th st	**ARS 13 - Question A**
Student 1	3
Student 2	4
Participants 7th st	**ARS 13 - Question A**
Student 1	3
Student 2	4
Student 3	2
Student 4	3
Student 5	2
Student 6	1
Student 7	3
Student 8	4

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 13 - Question B**
Student 1	2
Student 2	2
Student 3	5
Participants 3rd st	**ARS 13 - Question B**
Student 1	4
Student 2	3
Student 3	5
Participants 5th st	**ARS 13 - Question B**
Student 1	4
Student 2	2
Participants 7th st	**ARS 13 - Question B**
Student 1	4
Student 2	2
Student 3	5
Student 4	3
Student 5	4
Student 6	5
Student 7	2
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 13 - Question C**
Student 1	3
Student 2	4
Student 3	3
Participants 3rd st	**ARS 13 - Question C**
Student 1	5
Student 2	4
Student 3	5
Participants 5th st	**ARS 13 - Question C**
Student 1	4
Student 2	3
Participants 7th st	**ARS 13 - Question C**
Student 1	3
Student 2	4
Student 3	3
Student 4	5
Student 5	4
Student 6	5
Student 7	4
Student 8	3

Table L14

Question A: What is your reading speed when you do this type of reading?

Participants 1st st	ARS 14 - Question A
Student 1	2
Student 2	4
Student 3	5
Participants 3rd st	**ARS 14 - Question A**
Student 1	3
Student 2	4
Student 3	5
Participants 5th st	**ARS 14 - Question A**
Student 1	4
Student 2	2
Participants 7th st	**ARS 14 - Question A**
Student 1	2
Student 2	4
Student 3	5
Student 4	4
Student 5	3
Student 6	5
Student 7	4
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?

Participants 1st st	ARS 14 - Question B
Student 1	2
Student 2	3
Student 3	4
Participants 3rd st	**ARS 14 - Question B**
Student 1	1
Student 2	2
Student 3	1
Participants 5th st	**ARS 14 - Question B**
Student 1	3
Student 2	1
Participants 7th st	**ARS 14 - Question B**
Student 1	1
Student 2	3
Student 3	1
Student 4	2
Student 5	1
Student 6	4
Student 7	3
Student 8	2

Question C: How much do you pay attention when you do this type of reading?

Participants 1st st	ARS 14 - Question C
Student 1	1
Student 2	2
Student 3	1
Participants 3rd st	**ARS 12 - Question C**
Student 1	5
Student 2	4
Student 3	1
Participants 5th st	**ARS 14 - Question C**
Student 1	4
Student 2	3
Participants 7th st	**ARS 14 - Question C**
Student 1	3
Student 2	4
Student 3	1
Student 4	4
Student 5	5
Student 6	1
Student 7	2
Student 8	1

Table L15

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 15 - Question A**
Student 1	1
Student 2	3
Student 3	4
Participants 3rd st	**ARS 15 - Question A**
Student 1	3
Student 2	4
Student 3	-
Participants 5th st	**ARS 15 - Question A**
Student 1	4
Student 2	4
Participants 7th st	**ARS 15 - Question A**
Student 1	4
Student 2	4
Student 3	-
Student 4	4
Student 5	3
Student 6	4
Student 7	3
Student 8	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 15 - Question B**
Student 1	4
Student 2	2
Student 3	3
Participants 3rd st	**ARS 15 - Question B**
Student 1	2
Student 2	1
Student 3	-
Participants 5th st	**ARS 15 - Question B**
Student 1	2
Student 2	1
Participants 7th st	**ARS 15 - Question B**
Student 1	-
Student 2	2
Student 3	1
Student 4	2
Student 5	1
Student 6	3
Student 7	2
Student 8	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 15 - Question C**
Student 1	3
Student 2	2
Student 3	3
Participants 3rd st	**ARS 15 - Question C**
Student 1	4
Student 2	2
Student 3	-
Participants 5th st	**ARS 15 - Question C**
Student 1	3
Student 2	2
Participants 7th st	**ARS 15 - Question C**
Student 1	3
Student 2	2
Student 3	3
Student 4	4
Student 5	2
Student 6	3
Student 7	2
Student 8	-

Table L16

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 16 - Question A**
Student 1	2
Student 2	2
Student 3	5
Participants 3rd st	**ARS 16 - Question A**
Student 1	4
Student 2	5
Student 3	3
Participants 5th st	**ARS 16 - Question A**
Student 1	3
Student 2	3
Participants 7th st	**ARS 16 - Question A**
Student 1	3
Student 2	3
Student 3	3
Student 4	5
Student 5	4
Student 6	5
Student 7	2
Student 8	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 16 - Question B**
Student 1	2
Student 2	5
Student 3	3
Participants 3rd st	**ARS 16 - Question B**
Student 1	1
Student 2	1
Student 3	2
Participants 5th st	**ARS 16 - Question B**
Student 1	3
Student 2	1
Participants 7th st	**ARS 16 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	3
Student 5	2
Student 6	3
Student 7	4
Student 8	5

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 16 - Question C**
Student 1	2
Student 2	4
Student 3	3
Participants 3rd st	**ARS 16 - Question C**
Student 1	4
Student 2	3
Student 3	2
Participants 5th st	**ARS 16 - Question C**
Student 1	4
Student 2	3
Participants 7th st	**ARS 16 - Question C**
Student 1	2
Student 2	4
Student 3	3
Student 4	4
Student 5	3
Student 6	2
Student 7	4
Student 8	3

Table L17

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 17 - Question A**
Student 1	4
Student 2	3
Student 3	3
Participants 3rd st	**ARS 17 - Question A**
Student 1	3
Student 2	2
Student 3	2
Participants 5th st	**ARS 17 - Question A**
Student 1	3
Student 2	4
Participants 7th st	**ARS 17 - Question A**
Student 1	3
Student 2	3
Student 3	3
Student 4	3
Student 5	4
Student 6	2
Student 7	2
Student 8	4

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 17 - Question B**
Student 1	2
Student 2	3
Student 3	2
Participants 3rd st	**ARS 17 - Question B**
Student 1	2
Student 2	3
Student 3	3
Participants 5th st	**ARS 17 - Question B**
Student 1	3
Student 2	3
Participants 7th st	**ARS 17 - Question B**
Student 1	3
Student 2	3
Student 3	3
Student 4	3
Student 5	3
Student 6	2
Student 7	2
Student 8	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 17 - Question C**
Student 1	3
Student 2	4
Student 3	4
Participants 3rd st	**ARS 17 - Question C**
Student 1	5
Student 2	3
Student 3	4
Participants 5th st	**ARS 17 - Question C**
Student 1	4
Student 2	5
Participants 7th st	**ARS 17 - Question C**
Student 1	3
Student 2	3
Student 3	4
Student 4	4
Student 5	4
Student 6	4
Student 7	5
Student 8	5

Table L18

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**ARS 18 - Question A**
Student 1	3
Student 2	3
Student 3	5
Participants 3rd st	**ARS 18 - Question A**
Student 1	3
Student 2	5
Student 3	5
Participants 5th st	**ARS 18 - Question A**
Student 1	4
Student 2	3
Participants 7th st	**ARS 18 - Question A**
Student 1	3
Student 2	4
Student 3	5
Student 4	5
Student 5	5
Student 6	3
Student 7	3
Student 8	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**ARS 18 - Question B**
Student 1	3
Student 2	3
Student 3	1
Participants 3rd st	**ARS 18 - Question B**
Student 1	1
Student 2	1
Student 3	2
Participants 5th st	**ARS 18 - Question B**
Student 1	1
Student 2	2
Participants 7th st	**ARS 18 - Question B**
Student 1	1
Student 2	2
Student 3	2
Student 4	1
Student 5	1
Student 6	1
Student 7	3
Student 8	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**ARS 18 - Question C**
Student 1	1
Student 2	4
Student 3	1
Participants 3rd st	**ARS 18 - Question C**
Student 1	5
Student 2	2
Student 3	5
Participants 5th st	**ARS 18 - Question C**
Student 1	3
Student 2	2
Participants 7th st	**ARS 18 - Question C**
Student 1	1
Student 2	4
Student 3	1
Student 4	5
Student 5	2
Student 6	5
Student 7	3
Student 8	2

Appendix M – Personal Choice Reading Situations – Questions A, B, and C

Table M1

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 1 - Question A**
Student 1	-
Student 2	3
Participants 3rd st	**PCRS 1 - Question A**
Student 1	-
Student 2	4
Student 3	-
Participants 5th st	**PCRS 1 - Question A**
Student 1	3
Participants 7th st	**PCRS 1 - Question A**
Student 1	3
Student 2	3
Student 3	3
Student 4	4

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 1 - Question B**
Student 1	-
Student 2	5
Participants 3rd st	**PCRS 1 - Question B**
Student 1	-
Student 2	1
Student 3	-
Participants 5th st	**PCRS 1 - Question B**
Student 1	1
Participants 7th st	**PCRS 1 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	-

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 1 - Question C**
Student 1	-
Student 2	1
Participants 3rd st	**PCRS 1 - Question C**
Student 1	-
Student 2	3
Student 3	-
Participants 5th st	**PCRS 1 - Question C**
Student 1	2
Participants 7th st	**PCRS 1 - Question C**
Student 1	-
Student 2	1
Student 3	3
Student 4	2

Table M2

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 2 - Question A**
Student 1	2
Student 2	2
Participants 3rd st	**PCRS 2 - Question A**
Student 1	3
Student 2	3
Student 3	3
Participants 5th st	**PCRS 2 - Question A**
Student 1	2
Participants 7th st	**PCRS 2 - Question A**
Student 1	2
Student 2	2
Student 3	3
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 2 - Question B**
Student 1	2
Student 2	1
Participants 3rd st	**PCRS 2 - Question B**
Student 1	5
Student 2	1
Student 3	3
Participants 5th st	**PCRS 2 - Question B**
Student 1	3
Participants 7th st	**PCRS 2 - Question B**
Student 1	1
Student 2	1
Student 3	3
Student 4	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 2 - Question C**
Student 1	5
Student 2	2
Participants 3rd st	**PCRS 2 - Question C**
Student 1	5
Student 2	5
Student 3	4
Participants 5th st	**PCRS 2 - Question C**
Student 1	3
Participants 7th st	**PCRS 2 - Question C**
Student 1	5
Student 2	5
Student 3	3
Student 4	4

Table M3

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 3 - Question A**
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 3 - Question A**
Student 1	3
Student 2	4
Student 3	3
Participants 5th st	**PCRS 3 - Question A**
Student 1	1
Participants 7th st	**PCRS 3 - Question A**
Student 1	3
Student 2	3
Student 3	3
Student 4	4

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 3 - Question B**
Student 1	1
Student 2	2
Participants 3rd st	**PCRS 3 - Question B**
Student 1	2
Student 2	1
Student 3	1
Participants 5th st	**PCRS 3 - Question B**
Student 1	2
Participants 7th st	**PCRS 3 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 3 - Question C**
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 3 - Question C**
Student 1	3
Student 2	5
Student 3	3
Participants 5th st	**PCRS 3 - Question C**
Student 1	2
Participants 7th st	**PCRS 3 - Question C**
Student 1	3
Student 2	3
Student 3	3
Student 4	5

Table M4

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 4 - Question A**
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 4 - Question A**
Student 1	2
Student 2	4
Student 3	4
Participants 5th st	**PCRS 4 - Question A**
Student 1	3
Participants 7th st	**PCRS 4 - Question A**
Student 1	4
Student 2	4
Student 3	4
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 4 - Question B**
Student 1	3
Student 2	3
Participants 3rd st	**PCRS 4 - Question B**
Student 1	4
Student 2	2
Student 3	3
Participants 5th st	**PCRS 4 - Question B**
Student 1	3
Participants 7th st	**PCRS 4 - Question B**
Student 1	3
Student 2	3
Student 3	3
Student 4	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 4 - Question C**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 4 - Question C**
Student 1	2
Student 2	4
Student 3	4
Participants 5th st	**PCRS 4 - Question C**
Student 1	2
Participants 7th st	**PCRS 4 - Question C**
Student 1	5
Student 2	5
Student 3	4
Student 4	4

Table M5

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 5 - Question A**
Student 1	-
Student 2	3
Participants 3rd st	**PCRS 5 - Question A**
Student 1	5
Student 2	-
Student 3	-
Participants 5th st	**PCRS 5 - Question A**
Student 1	-
Participants 7th st	**PCRS 5 - Question A**
Student 1	3
Student 2	3
Student 3	5
Student 4	-

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 5 - Question B**
Student 1	3
Student 2	2
Participants 3rd st	**PCRS 5 - Question B**
Student 1	-
Student 2	1
Student 3	-
Participants 5th st	**PCRS 5 - Question B**
Student 1	1
Participants 7th st	**PCRS 5 - Question B**
Student 1	-
Student 2	1
Student 3	2
Student 4	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 5 - Question C**
Student 1	-
Student 2	4
Participants 3rd st	**PCRS 5 - Question C**
Student 1	-
Student 2	-
Student 3	1
Participants 5th st	**PCRS 5 - Question C**
Student 1	1
Participants 7th st	**PCRS 5 - Question C**
Student 1	5
Student 2	5
Student 3	4
Student 4	4

Table M6

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 6 - Question A**
Student 1	-
Student 2	3
Participants 3rd st	**PCRS 6 - Question A**
Student 1	5
Student 2	-
Student 3	-
Participants 5th st	**PCRS 6 - Question A**
Student 1	-
Participants 7th st	**PCRS 6 - Question A**
Student 1	-
Student 2	-
Student 3	3
Student 4	5

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 6 - Question B**
Student 1	-
Student 2	2
Participants 3rd st	**PCRS 6 - Question B**
Student 1	1
Student 2	-
Student 3	-
Participants 5th st	**PCRS 6 - Question B**
Student 1	1
Participants 7th st	**PCRS 6 - Question B**
Student 1	-
Student 2	-
Student 3	1
Student 4	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 6 - Question C**
Student 1	-
Student 2	4
Participants 3rd st	**PCRS 6 - Question C**
Student 1	-
Student 2	-
Student 3	1
Participants 5th st	**PCRS 6 - Question C**
Student 1	1
Participants 7th st	**PCRS 6 - Question C**
Student 1	-
Student 2	1
Student 3	4
Student 4	-

Table M7

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 7 - Question A**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 7 - Question A**
Student 1	5
Student 2	5
Student 3	-
Participants 5th st	**PCRS 7 - Question A**
Student 1	1
Participants 7th st	**PCRS 7 - Question A**
Student 1	5
Student 2	5
Student 3	5
Student 4	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 7 - Question B**
Student 1	1
Student 2	1
Participants 3rd st	**PCRS 7 - Question B**
Student 1	1
Student 2	1
Student 3	1
Participants 5th st	**PCRS 7 - Question B**
Student 1	-
Participants 7th st	**PCRS 7 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	1

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 7 - Question C**
Student 1	2
Student 2	5
Participants 3rd st	**PCRS 7 - Question C**
Student 1	1
Student 2	2
Student 3	-
Participants 5th st	**PCRS 7 - Question C**
Student 1	2
Participants 7th st	**PCRS 7 - Question C**
Student 1	2
Student 2	2
Student 3	1
Student 4	-

Table M8

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 8 - Question A**
Student 1	-
Student 2	4
Participants 3rd st	**PCRS 8 - Question A**
Student 1	3
Student 2	2
Student 3	-
Participants 5th st	**PCRS 8 - Question A**
Student 1	-
Participants 7th st	**PCRS 8 - Question A**
Student 1	-
Student 2	4
Student 3	3
Student 4	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 8 - Question B**
Student 1	-
Student 2	3
Participants 3rd st	**PCRS 8 - Question B**
Student 1	2
Student 2	3
Student 3	-
Participants 5th st	**PCRS 8 - Question B**
Student 1	1
Participants 7th st	**PCRS 8 - Question B**
Student 1	3
Student 2	2
Student 3	3
Student 4	-

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 8 - Question C**
Student 1	-
Student 2	4
Participants 3rd st	**PCRS 8 - Question C**
Student 1	4
Student 2	3
Student 3	-
Participants 5th st	**PCRS 8 - Question C**
Student 1	1
Participants 7th st	**PCRS 8 - Question C**
Student 1	-
Student 2	4
Student 3	4
Student 4	3

Table M9

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 9 - Question A**
Student 1	-
Student 2	5
Participants 3rd st	**PCRS 9 - Question A**
Student 1	3
Student 2	4
Student 3	-
Participants 5th st	**PCRS 9 - Question A**
Student 1	-
Participants 7th st	**PCRS 9 - Question A**
Student 1	-
Student 2	5
Student 3	4
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 9 - Question B**
Student 1	-
Student 2	3
Participants 3rd st	**PCRS 9 - Question B**
Student 1	2
Student 2	3
Student 3	-
Participants 5th st	**PCRS 9 - Question B**
Student 1	1
Participants 7th st	**PCRS 9 - Question B**
Student 1	3
Student 2	3
Student 3	1
Student 4	-

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 9 - Question C**
Student 1	-
Student 2	5
Participants 3rd st	**PCRS 9 - Question C**
Student 1	4
Student 2	3
Student 3	-
Participants 5th st	**PCRS 9 - Question C**
Student 1	1
Participants 7th st	**PCRS 9 - Question C**
Student 1	-
Student 2	4
Student 3	5
Student 4	3

Table M10

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 10 - Question A**
Student 1	-
Student 2	5
Participants 3rd st	**PCRS 10 - Question A**
Student 1	2
Student 2	-
Student 3	1
Participants 5th st	**PCRS 10 - Question A**
Student 1	-
Participants 7th st	**PCRS 10 - Question A**
Student 1	-
Student 2	5
Student 3	1
Student 4	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 10 - Question B**
Student 1	-
Student 2	4
Participants 3rd st	**PCRS 10 - Question B**
Student 1	5
Student 2	-
Student 3	2
Participants 5th st	**PCRS 10 - Question B**
Student 1	-
Participants 7th st	**PCRS 10 - Question B**
Student 1	-
Student 2	4
Student 3	5
Student 4	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 10 - Question C**
Student 1	-
Student 2	1
Participants 3rd st	**PCRS 10 - Question C**
Student 1	5
Student 2	-
Student 3	-
Participants 5th st	**PCRS 10 - Question C**
Student 1	-
Participants 7th st	**PCRS 10 - Question C**
Student 1	-
Student 2	-
Student 3	1
Student 4	5

Table M11

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 11 - Question A**
Student 1	3
Student 2	1
Participants 3rd st	**PCRS 11 - Question A**
Student 1	2
Student 2	3
Student 3	1
Participants 5th st	**PCRS 11 - Question A**
Student 1	1
Participants 7th st	**PCRS 11 - Question A**
Student 1	3
Student 2	3
Student 3	1
Student 4	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 11 - Question B**
Student 1	3
Student 2	1
Participants 3rd st	**PCRS 11 - Question B**
Student 1	4
Student 2	3
Student 3	3
Participants 5th st	**PCRS 11 - Question B**
Student 1	5
Participants 7th st	**PCRS 11 - Question B**
Student 1	3
Student 2	3
Student 3	3
Student 4	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 11 - Question C**
Student 1	5
Student 2	1
Participants 3rd st	**PCRS 11 - Question C**
Student 1	4
Student 2	4
Student 3	5
Participants 5th st	**PCRS 11 - Question C**
Student 1	3
Participants 7th st	**PCRS 11 - Question C**
Student 1	4
Student 2	4
Student 3	4
Student 4	4

Table M12

Question A: What is your reading speed when you do this type of reading?

Participants 1st st	PCRS 12 - Question A
Student 1	5
Student 2	2
Participants 3rd st	**PCRS 12 - Question A**
Student 1	3
Student 2	4
Student 3	4
Participants 5th st	**PCRS 12 - Question A**
Student 1	5
Participants 7th st	**PCRS 12 - Question A**
Student 1	5
Student 2	5
Student 3	4
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?

Participants 1st st	PCRS 12 - Question B
Student 1	2
Student 2	2
Participants 3rd st	**PCRS 12 - Question B**
Student 1	3
Student 2	1
Student 3	1
Participants 5th st	**PCRS 12 - Question B**
Student 1	1
Participants 7th st	**PCRS 12 - Question B**
Student 1	1
Student 2	1
Student 3	2
Student 4	2

Question C: How much do you pay attention when you do this type of reading?

Participants 1st st	PCRS 12 - Question C
Student 1	2
Student 2	3
Participants 3rd st	**PCRS 12 - Question C**
Student 1	3
Student 2	1
Student 3	2
Participants 5th st	**PCRS 12 - Question C**
Student 1	2
Participants 7th st	**PCRS 12 - Question C**
Student 1	2
Student 2	3
Student 3	2
Student 4	3

Table M13

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 13 - Question A**
Student 1	5
Student 2	3
Participants 3rd st	**PCRS 13 - Question A**
Student 1	3
Student 2	5
Student 3	3
Participants 5th st	**PCRS 13 - Question A**
Student 1	3
Participants 7th st	**PCRS 13 - Question A**
Student 1	3
Student 2	3
Student 3	3
Student 4	5

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 13 - Question B**
Student 1	1
Student 2	1
Participants 3rd st	**PCRS 13 - Question B**
Student 1	1
Student 2	1
Student 3	1
Participants 5th st	**PCRS 13 - Question B**
Student 1	1
Participants 7th st	**PCRS 13 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	1

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 13 - Question C**
Student 1	1
Student 2	1
Participants 3rd st	**PCRS 13 - Question C**
Student 1	2
Student 2	1
Student 3	1
Participants 5th st	**PCRS 13 - Question C**
Student 1	2
Participants 7th st	**PCRS 13 - Question C**
Student 1	2
Student 2	3
Student 3	2
Student 4	3

Table M14

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 14 - Question A**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 14 - Question A**
Student 1	4
Student 2	2
Student 3	3
Participants 5th st	**PCRS 14 - Question A**
Student 1	3
Participants 7th st	**PCRS 14 - Question A**
Student 1	5
Student 2	4
Student 3	3
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 14 - Question B**
Student 1	1
Student 2	4
Participants 3rd st	**PCRS 14 - Question B**
Student 1	1
Student 2	1
Student 3	1
Participants 5th st	**PCRS 14 - Question B**
Student 1	1
Participants 7th st	**PCRS 14 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	1

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 14 - Question C**
Student 1	2
Student 2	5
Participants 3rd st	**PCRS 14 - Question C**
Student 1	2
Student 2	2
Student 3	2
Participants 5th st	**PCRS 14 - Question C**
Student 1	2
Participants 7th st	**PCRS 14 - Question C**
Student 1	2
Student 2	2
Student 3	2
Student 4	2

Table M15

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 15 - Question A**
Student 1	2
Student 2	2
Participants 3rd st	**PCRS 15 - Question A**
Student 1	2
Student 2	2
Student 3	1
Participants 5th st	**PCRS 15 - Question A**
Student 1	1
Participants 7th st	**PCRS 15 - Question A**
Student 1	2
Student 2	2
Student 3	2
Student 4	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 15 - Question B**
Student 1	4
Student 2	1
Participants 3rd st	**PCRS 15 - Question B**
Student 1	5
Student 2	3
Student 3	3
Participants 5th st	**PCRS 15 - Question B**
Student 1	-
Participants 7th st	**PCRS 15 - Question B**
Student 1	3
Student 2	3
Student 3	3
Student 4	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 15 - Question C**
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 15 - Question C**
Student 1	5
Student 2	5
Student 3	3
Participants 5th st	**PCRS 15 - Question C**
Student 1	-
Participants 7th st	**PCRS 15 - Question C**
Student 1	3
Student 2	3
Student 3	5
Student 4	5

Table M16

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 16 - Question A**
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 16 - Question A**
Student 1	2
Student 2	3
Student 3	2
Participants 5th st	**PCRS 16 - Question A**
Student 1	2
Participants 7th st	**PCRS 16 - Question A**
Student 1	3
Student 2	3
Student 3	2
Student 4	5

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 16 - Question B**
Student 1	2
Student 2	2
Participants 3rd st	**PCRS 16 - Question B**
Student 1	2
Student 2	3
Student 3	2
Participants 5th st	**PCRS 16 - Question B**
Student 1	2
Participants 7th st	**PCRS 16 - Question B**
Student 1	2
Student 2	2
Student 3	2
Student 4	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 16 - Question C**
Student 1	3
Student 2	3
Participants 3rd st	**PCRS 16 - Question C**
Student 1	4
Student 2	3
Student 3	3
Participants 5th st	**PCRS 16 - Question C**
Student 1	2
Participants 7th st	**PCRS 16 - Question C**
Student 1	3
Student 2	3
Student 3	3
Student 4	3

Table M17

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 17 - Question A**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 17 - Question A**
Student 1	2
Student 2	5
Student 3	-
Participants 5th st	**PCRS 17 - Question A**
Student 1	5
Participants 7th st	**PCRS 17 - Question A**
Student 1	5
Student 2	5
Student 3	5
Student 4	2

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 17 - Question B**
Student 1	1
Student 2	3
Participants 3rd st	**PCRS 17 - Question B**
Student 1	2
Student 2	1
Student 3	-
Participants 5th st	**PCRS 17 - Question B**
Student 1	1
Participants 7th st	**PCRS 17 - Question B**
Student 1	1
Student 2	1
Student 3	2
Student 4	3

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 17 - Question C**
Student 1	2
Student 2	5
Participants 3rd st	**PCRS 17 - Question C**
Student 1	3
Student 2	2
Student 3	-
Participants 5th st	**PCRS 17 - Question C**
Student 1	2
Participants 7th st	**PCRS 17 - Question C**
Student 1	2
Student 2	2
Student 3	3
Student 4	5

Table M18

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 18 - Question A**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 18 - Question A**
Student 1	4
Student 2	3
Student 3	-
Participants 5th st	**PCRS 18 - Question A**
Student 1	4
Participants 7th st	**PCRS 18 - Question A**
Student 1	5
Student 2	5
Student 3	4
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 18 - Question B**
Student 1	1
Student 2	5
Participants 3rd st	**PCRS 18 - Question B**
Student 1	1
Student 2	2
Student 3	-
Participants 5th st	**PCRS 18 - Question B**
Student 1	1
Participants 7th st	**PCRS 18 - Question B**
Student 1	1
Student 2	5
Student 3	1
Student 4	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 18 - Question C**
Student 1	2
Student 2	5
Participants 3rd st	**PCRS 18 - Question C**
Student 1	1
Student 2	2
Student 3	-
Participants 5th st	**PCRS 18 - Question C**
Student 1	3
Participants 7th st	**PCRS 18 - Question C**
Student 1	2
Student 2	1
Student 3	2
Student 4	5

Table M19

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 19 - Question A**
Student 1	2
Student 2	3
Participants 3rd st	**PCRS 19 - Question A**
Student 1	2
Student 2	1
Student 3	1
Participants 5th st	**PCRS 19 - Question A**
Student 1	1
Participants 7th st	**PCRS 19 - Question A**
Student 1	2
Student 2	2
Student 3	1
Student 4	1

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 19 - Question B**
Student 1	4
Student 2	1
Participants 3rd st	**PCRS 19 - Question B**
Student 1	4
Student 2	4
Student 3	4
Participants 5th st	**PCRS 19 - Question B**
Student 1	5
Participants 7th st	**PCRS 19 - Question B**
Student 1	4
Student 2	4
Student 3	4
Student 4	4

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 19 - Question C**
Student 1	4
Student 2	3
Participants 3rd st	**PCRS 19 - Question C**
Student 1	3
Student 2	5
Student 3	4
Participants 5th st	**PCRS 19 - Question C**
Student 1	4
Participants 7th st	**PCRS 19 - Question C**
Student 1	4
Student 2	4
Student 3	4
Student 4	3

Table M20

Question A: What is your reading speed when you do this type of reading?

Participants 1st st	PCRS 20 - Question A
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 20 - Question A**
Student 1	3
Student 2	4
Student 3	2
Participants 5th st	**PCRS 20 - Question A**
Student 1	5
Participants 7th st	**PCRS 20 - Question A**
Student 1	5
Student 2	5
Student 3	4
Student 4	3

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?

Participants 1st st	PCRS 20 - Question B
Student 1	1
Student 2	5
Participants 3rd st	**PCRS 20 - Question B**
Student 1	3
Student 2	2
Student 3	1
Participants 5th st	**PCRS 20 - Question B**
Student 1	2
Participants 7th st	**PCRS 20 - Question B**
Student 1	1
Student 2	2
Student 3	3
Student 4	2

Question C: How much do you pay attention when you do this type of reading?

Participants 1st st	PCRS 20 - Question C
Student 1	3
Student 2	5
Participants 3rd st	**PCRS 20 - Question C**
Student 1	3
Student 2	3
Student 3	4
Participants 5th st	**PCRS 20 - Question C**
Student 1	3
Participants 7th st	**PCRS 20 - Question C**
Student 1	3
Student 2	3
Student 3	3
Student 4	3

Table M21

Question A: What is your reading speed when you do this type of reading?	
Participants 1st st	**PCRS 21 - Question A**
Student 1	5
Student 2	5
Participants 3rd st	**PCRS 21 - Question A**
Student 1	3
Student 2	5
Student 3	-
Participants 5th st	**PCRS 21 - Question A**
Student 1	3
Participants 7th st	**PCRS 21 - Question A**
Student 1	3
Student 2	3
Student 3	5
Student 4	5

Question B: How much do use "supports" (ex.: outlining, highlighting, note-taking, rereading) when you do this type of reading?	
Participants 1st st	**PCRS 21 - Question B**
Student 1	1
Student 2	1
Participants 3rd st	**PCRS 21 - Question B**
Student 1	3
Student 2	1
Student 3	-
Participants 5th st	**PCRS 21 - Question B**
Student 1	2
Participants 7th st	**PCRS 21 - Question B**
Student 1	1
Student 2	1
Student 3	1
Student 4	2

Question C: How much do you pay attention when you do this type of reading?	
Participants 1st st	**PCRS 21 - Question C**
Student 1	2
Student 2	5
Participants 3rd st	**PCRS 21 - Question C**
Student 1	3
Student 2	1
Student 3	-
Participants 5th st	**PCRS 21 - Question C**
Student 1	2
Participants 7th st	**PCRS 21 - Question C**
Student 1	2
Student 2	5
Student 3	3
Student 4	1

Livros Grátis

(http://www.livrosgratis.com.br)

Milhares de Livros para Download:

Baixar livros de Administração
Baixar livros de Agronomia
Baixar livros de Arquitetura
Baixar livros de Artes
Baixar livros de Astronomia
Baixar livros de Biologia Geral
Baixar livros de Ciência da Computação
Baixar livros de Ciência da Informação
Baixar livros de Ciência Política
Baixar livros de Ciências da Saúde
Baixar livros de Comunicação
Baixar livros do Conselho Nacional de Educação - CNE
Baixar livros de Defesa civil
Baixar livros de Direito
Baixar livros de Direitos humanos
Baixar livros de Economia
Baixar livros de Economia Doméstica
Baixar livros de Educação
Baixar livros de Educação - Trânsito
Baixar livros de Educação Física
Baixar livros de Engenharia Aeroespacial
Baixar livros de Farmácia
Baixar livros de Filosofia
Baixar livros de Física
Baixar livros de Geociências
Baixar livros de Geografia
Baixar livros de História
Baixar livros de Línguas