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CORRESPONDENTE**

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**THE TEACHING AND LEARNING OF READING AT UERN
LETRAS/COURSE: THE USE OF READING STRATEGIES
CONCERNING THE DEVELOPMENT OF EFL READERS**

Dissertação submetida ao Programa de Pós-Graduação em Inglês da Universidade Federal de Santa Catarina para a obtenção do Grau de Mestre em Letras: Inglês e Literatura Correspondente

Orientadora: Prof^ª. Doutora Lêda Maria Braga Tomitch

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To my mother
Antônia, my wife
Das Neves, my daughter
Amanda, and to my son
Augusto with tenderness
and gratitude.

“Every act of comprehension involves one’s knowledge of the world”.
Richard C. Anderson et al (1977, as cited in Aebersold & Field, 1997).

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ABSTRACT

THE TEACHING AND LEARNING OF READING AT *UERN* *LETRAS*/COURSE: THE USE OF READING STRATEGIES CONCERNING THE DEVELOPMENT OF EFL READERS.

Antonio Gomes Diniz

Universidade Federal de Santa Catarina-UFSC
2012

Supervising Professor: Lêda Maria Braga Tomitch, Ph.D.

This present qualitative research aimed at investigating and analyzing the use of reading strategies to the teaching and learning of reading at UERN *Letras* Course. The study is derived from the researchers' intent to comprehend the use of strategies for the development of readers at a university context. The study is based on the premise that meaning is constructed during reading and the use of reading strategies helps in this endeavor. Studies have underpinned the view that the use of reading strategies organized into pre-reading, while-reading and post-reading stages are indispensable instruments to help readers make connections between the knowledge they already have in their memory with the new subjects found in the text (Carrell & Eisterhold, 1998; Doff, 1988; Aebersold & Field, 1997; Grabe & Stoller, 2001; Tomitch, 2009). The method applied included data collection from five (05) EFL teachers and thirty-five (35) students from *Letras* Course who were attending the sixth, seventh and eighth semesters. These participants answered open questionnaires on the use of reading strategies. The results, in general, showed that teachers tended to privilege the reading strategies from the during-reading and pre-reading phases and less from the post-reading phase. Results also have showed that teachers in this study were aware of their roles as teachers and of the importance of strategies to improve reading skills, since they signalized the strategies *the use of knowledge of the world* and *silent reading* as effective reading strategies that can help readers to enhance their reading. In addition, the results indicated

that students tended to signalize the strategies *the use of knowledge of the world, analysis of the unknown words* and *silent reading* as helpful for them to learn reading comprehension in L2, showing that they were aware of their active roles as readers. The present study showed that the use of reading strategies is promising in reading and a bridge to construct reading in L2. Therefore, English teachers may need to bear this in mind whenever they plan their reading classes (Oxford, 1989; Davies, 1995; Aebersold & Field, 1997; Urquhart & Weir, 1998; Grabe & Stoller, 2001; Tomitch, 1991, 2009).

Keywords: Reading. Reading Strategies. Teaching and Learning of Reading. Reading Comprehension.

RESUMO

O ENSINO E APRENDIZAGEM DE LEITURA NO CURSO DE LETRAS NA UERN: O USO DE ESTRATÉGIAS DE LEITURA NO DESENVOLVIMENTO DE LEITORES DE INGLÊS COMO LÍNGUA ESTRANGEIRA (LE)

Antonio Gomes Diniz

Universidade Federal de Santa Catarina-UFSC
2012

Professora Orientadora: Doutora Lêda Maria Braga Tomitch

Esta pesquisa qualitativa buscou investigar e analisar o uso de estratégias de leitura para o ensino e aprendizagem de leitura no Curso de Letras na UERN. Este estudo é derivado da intenção do pesquisador de compreender melhor o uso de estratégias para o desenvolvimento de leitores em um contexto universitário. O estudo é fundamentado na premissa de que o significado é construído durante a leitura e o uso de estratégias de leitura ajuda neste empenho. Estudos têm respaldado a visão de que o uso de estratégias de leitura organizado em pré-leitura, durante-leitura e pós-leitura é um instrumento indispensável para ajudar os leitores a fazer conexões com o conhecimento que eles já têm armazenado em suas mentes, bem como com os novos assuntos encontrados no texto (Carrell & Eisterhold, 1988; Doff, 1988; Aebersold & Field, 1997; Grabe & Stoller, 2001; Tomitch, 2009). A metodologia aplicada incluiu coleta de dados de cinco professores (05) e trinta e cinco (35) estudantes de Inglês do Curso de Letras de uma universidade frequentando o sexto, sétimo e oitavo períodos. Estes participantes responderam a questionários abertos acerca do uso de estratégias de leitura. Os resultados da pesquisa mostraram que os professores tendem a enfatizar o uso de estratégias da pré-leitura e durante-leitura e usam menos estratégias da fase de pós-leitura. Os resultados também mostraram que os professores neste estudo eram conscientes de seu papel enquanto professores e da importância de estratégias para melhorar a habilidade de leitura de seus leitores, uma vez que eles

ressaltam as estratégias: *o uso de conhecimento de mundo e leitura silenciosa* como estratégias eficientes que podem ajudar os leitores a melhorar sua leitura. Além disso, os resultados mostraram que os estudantes tendem a destacar as estratégias: *uso de conhecimento de mundo, análise das palavras desconhecidas e leitura silenciosa* como relevantes para eles aprenderem compreensão de leitura na LE, mostrando que eles estavam conscientes de seu papel enquanto leitores. O presente estudo mostrou que o uso de estratégias de leitura é promissor e serve como ponte para construir a leitura na LE. Portanto, professores de língua estrangeira talvez necessitem de ter isto em mente sempre que eles planejarem aulas de leitura (Oxford, 1989; Davies, 1995; Aebersold & Field, 1997; Urquhart & Weir, 1998; Grabe & Stoller, 2001; Tomitch, 1991, 2009).

Palavras-chave: Leitura. Estratégias de Leitura. Ensino e Aprendizagem de Leitura. Compreensão de Leitura.

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CHAPTER I INTRODUCTION

Since the 80's, with the rise of the interactive approaches, there has been a growing interest in the use of reading strategies in the teaching and learning of reading comprehension, with the claim that reading strategies play an essential role in the process of learning a foreign language (Oxford, 1989; Cohen, 1998; Aebersold & Field, 1997; Harmer, 1998; Nunan, 1999; Grabe & Stoller, 2001; Janzen, 2002). Reading strategies have been proposed as instruments to lead learners to pursue an active role in reading, and these active procedures can help students to develop language skills, as for instance, reading, speaking, listening and writing. Aebersold and Field (1997) have claimed that reading strategies are the instruments that make a bridge between the learner and the text. That is, these reading strategies can actually facilitate the learning of reading through the interaction between the reader and the text, and therefore, EFL learners may achieve significant reading comprehension in L2.

The advantage of reading strategies to the teaching and learning of reading comprehension is well accepted today. It is a consensus in the area nowadays that reading strategies actually promote interaction, generate comprehension during reading, and provide students with scaffoldings (Tomitch, 2009). Hence, the use of reading strategies is necessary and can be implemented in the reading classes, so that it can help in the development of learners.

Therefore, bearing these premises in mind, a piece of research under the theme of the use of reading strategies in the teaching and learning of English was conducted. With this intent, the current chapter provides readers with an overview of reading strategies for the teaching and learning of reading comprehension, and presents the following themes: context of investigation, the objectives of the study, the research questions of the study, significance of the study, and the structure of the thesis.

1.1 - Context of Investigation

Decades ago, the teaching of reading was considered a passive skill because students had to memorize long lists of words and master grammatical rules, which was a heavy burden to them (Rivers, 1987, as cited in Richards & Rodgers, 2001). However, with the advent of the

interactionist view of language, in which reading is conceived and learned through interaction, the reading skill has been acknowledged as a powerful ability to learn (Aebersold & Field, 1997; Richards & Rodgers, 2001). Thus, the teaching of reading is considered a prominent skill and reading can be taught since the basic level of the target language. In this sense, readers can express great joy when they comprehend a text, even a short one, both at the literal and at the inferential level. In addition, students can be in contact with reading since the beginning of the course because the more they are exposed to written discourse, the more they will be able to master and reach proficiency in reading comprehension (Cates & Swaffar, 1979, as cited in Taglieber, 1988).

With the purpose to teach and to learn reading comprehension, it can be pointed out that reading strategies have been recognized as powerful procedures to be used in the classroom in order to conduct EFL learners to read satisfactorily. Reading strategies in the reading field area have been presented as indispensable procedures in order to make students more conscious of their roles during reading (Block, 1986; Oxford, 1989; Cohen, 1998). In this sense, Oxford (1989) has found that the use of reading strategies by teachers and students can facilitate the interaction in the classroom and help towards text comprehension. Therefore, the use of reading strategies can pave the way to reading comprehension, and also lead students to be more confident when dealing with text comprehension.

The use of reading instructions can promote in EFL students the wish to attain the necessary skills that lead them to get conscious of their acts during reading. Reading strategies can conduct readers to ponder the texts they read, contribute to the development of critical thinking, and empower students to generate critical reading (Aebersold & Field, 1997; Tomitch, 2000, 2009). Reading strategies have been considered indispensable instruments in the academic context, that is, in the classroom. In this sense, they can bring significant influence to the process of teaching and learning of reading comprehension, and provide students with active procedures, so that they can achieve successful reading (Oxford, 2001). Therefore, teachers can strive to encourage students to engage in the use of reading strategies in order for them to get motivated, to read, and to think critically. Hence, the practice of reading strategies is defensible because these instructions help elevate students' level of the target language.

The present study originated from the researcher's thorough questionings about the issues that could better facilitate the interaction

and learning during the reading classes, and therefore, could help undergraduate students to improve reading comprehension. The researcher observed that the development of a reading class can be underpinned by an interactive approach to reading (Aebbersold & Field, 1997; Carrell, Devine & Eskey, 1998; Tomitch, 2000). According to the interactive approach, reading is generated from the intercommunication between the two essential elements: the reader and the text. The readers are not blank slate, since they have potential experience in language. In this sense, they need to be aware of how to use the strategies for their reading improvement. Therefore, in order for reading comprehension to occur, it is also necessary the use of reading strategies, as already mentioned before.

Previous studies on reading strategies have showed that readers who have been educated in making use of reading strategies during reading have presented positive results in relation to reading comprehension in L2 (Nunan, 1999). Therefore, most researchers agree that reading strategies have a considerable impact on the teaching and learning of reading. In this sense, the use of reading strategies has the incumbency to turn the learners into strategic. It is important that EFL learners can learn how to be strategic learners, since this factor will enable them to go further in their studies in L2 reading (Grabe, 2002).

1.2 - The objectives of the Study

1.2.1 General objective:

Considering the importance of reading strategies to the teaching and learning of English as a foreign language, as well as the importance of teachers' and students' roles in the classroom, the main purpose of the current piece of research is to investigate the teaching and learning of reading by EFL teachers and students of the *Letras* course in a state university in *Rio Grande de Norte* state, in relation to the use of reading strategies.

1.2.2 Specific objectives:

1. To investigate which reading strategies EFL teachers perceive as efficient to lead their students to achieve reading comprehension.
2. To identify which reading strategies EFL students believe to be significant and useful to help them to reach reading comprehension.
3. To examine the way undergraduate EFL students from sixth,

seventh, and eighth semesters evaluate their own reading in L1 and L2 in terms of difficulties.

1.3 - The Research Questions of the Study

This researcher's intent is to find answers that help understand how reading strategies are used in the reading classes in order to lead students to reach reading comprehension. In light of this, the present piece of research is framed to find answers for the following research questions:

1. What reading strategies do EFL teachers from *UERN Letras* Course report using with their students?
2. What are the reading strategies that undergraduate students from the sixth, seventh and eighth semesters consider helpful for reading comprehension in L2?
3. How do undergraduate EFL students from the sixth, seventh and eighth semesters of the *Letras* Course perceive their own reading competence in L1 and L2?

1.4 - Significance of the Study

The present piece of research is expected to contribute to the teaching and learning of reading comprehension. In the reading field, the study on reading strategies can help readers reflect and be more conscious of the importance of reading strategies in the reading classes. In this sense, mapping and analyzing the most used reading strategies to teach reading comprehension can help learners to know how to enhance their reading skills. In light of this, getting access to the most used reading strategies in the reading classes can serve as inspiration for the teachers and students.

In addition, the *Letras* Course investigated is an undergraduate course which aims at qualifying students to be EFL teachers and be able to share the knowledge of reading strategies with their future students. In this sense, this study is relevant since it permits to open discussion on the teaching and learning of reading in L2. Conducting a research in the use of reading strategies by EFL teachers and students in a university context is indispensable, since the reading strategies serve to improve the teaching and learning of reading comprehension. The EFL teachers can heighten their awareness in relation to the teaching of reading. In sum, the present study has significance since it attempts to bring some knowledge that can help explain how teachers assist the use of reading

strategies to teach reading comprehension and what reading strategies students see as important to help them to improve reading comprehension.

1.5 - Structure of the Thesis

This dissertation is organized into five main chapters. The first chapter presented information on the context of investigation, the study and the significance of the study. The second chapter presents the relevant literature in the area of reading comprehension. The third chapter establishes the proper methodology applied to this study. The fourth chapter analyzes and discusses the collected data. Finally, the fifth chapter presents the limitations of the study, suggestions for further research, and presents the conclusions showing the implications of reading strategies for the teaching of reading comprehension in reading. In the next chapter, the researcher's intent is to bring the significant works that were consulted in order to underpin and investigate the research problem. The consulted works attempt to clarify and support the findings from the present study.

CHAPTER II

REVIEW OF THE LITERATURE

The present review of the literature focuses on the presentation of foundational reading theories, which will serve as the theoretical basis for the study. The chapter is organized in five parts: (1) the first section attempts to bring the main models of reading and their implications for the teaching of reading; (2) the second section attempts to bring the conception of reading for this thesis and to discuss reading comprehension; (3) the third section brings the literature on the importance of the use of reading strategies to reach a desired level of comprehension; (4) the fourth section seeks to discuss previous studies on reading strategies; (5) and finally, the fifth section seeks to discuss teachers' roles towards reading comprehension.

2.1 - The Main Models of Reading

Researchers have proposed the models of reading as an attempt to describe the processes that occur in the readers' mind when they fix their eyes on the written symbols until comprehension is reached. In this sense, reading models are considered metaphors that help explain the active processes during reading (Samuels & Kamil, 1998). As an attempt to establish a concept for model, Davies (1995) characterizes model as a "formalized, usually visually represented theory of what goes on in the eyes and the mind when readers are comprehending or (miscomprehending) text" (p. 57). She defines a model as a "systematic set of guesses or predictions about a hidden process, which are then subjected to 'testing' through experimental studies" (p. 57). In her words, models of reading, besides describing the reading process, may also serve as directions to teachers whenever they formulate policies devoted to the teaching of reading. Nevertheless, the models proposed have some limitations since each of them can not embrace all the verges in reading. In sum, they need to be analyzed by the English as Foreign Language (hereafter EFL) teachers in order to withdraw the relevant parts to the teaching of reading in L2 (Aebersold & Field, 1997).

In addition, reading models have been considered significant since they influence the teaching of reading and, somehow, they can serve as a source of inspiration to the reading teachers. In this sense, knowledge of reading models is paramount for the teaching of reading in a foreign language, since these theories may help in the delineation of

a reading program. There are many reading models that attempt to explicit the process of reading. Nevertheless, for the sake of this thesis, three main reading models will be briefly reviewed: bottom-up, top-down and interactive.

2.1.1 - The Bottom-up Model

The Bottom-up Model, proposed by Gough (1972, as cited in Samuels & Kamil, 1998), assumes that meaning is basically derived from visual stimulus. This model of reading describes the reading process as “eyes look, letters are identified and after ‘sounded out’, words are allocated to grammatical class and sentence structures, and finally, sentences are understood” (Davies, 1995, p.58). Thus, these mentioned features suggest that the text and its contents are the main points and sources for the reader’s comprehension.

The bottom-up model presents limitations, as it does not give emphasis to the readers’ use of expectations and prior knowledge to understand the text. In addition, this model puts a heavy burden on students since they have to start from the letters, connect the letters to form the words, and then put the words in sentences. This model has been used to explain the behavior of beginning readers, since they do not have sufficient knowledge of the language, they need to go from letters, words, to sentences, then to meaning, whereas for more proficient readers, this process of reading is more automatic, they will only pass through bottom-up processes when unknown words are encountered.

The underlying assumption of the model is that mastering the meaning of the words may be sufficient to reach comprehension (Eskey & Grabe, 1998). In sum, the bottom-up model is based on “phonics device” and privileges the decoding of letters. It demands learners to have knowledge about “phonological units” (phonemes), structural units (clauses, phrases, sentences), and grammar (function words and structure words). Therefore, the view of reading of having as final stage the utterances of words is often criticized by the researchers. For this reason, the bottom-up model is considered the model of the “reading aloud process”, since readers are required first to read the words aloud and this emphasis on uttering the words may impede learners to access reading comprehension (Urquhart & Weir, 1998, p. 40).

2.1.2 - The Top-down Model

The top-down model (Goodman, 1969, as cited in Samuels & Kamil, 1998) views reading as a psycholinguistic guessing game, since it involves thought and language. In Goodman's view, efficient reading will depend on the capacity of the readers to make predictions (guesses) about the words in the text. In this sense, the reading process "includes thinking and meaning at a very early stage, and the processing sequence proceeds from predictions about meaning to attention to progressively smaller units" (Davies, 1995, p. 58). The top-down model advocates that the reader is the unique source of meaning and it sees the text as something that confirms the reader's hypotheses and guesses. It can "bring hypotheses to bear on the text, and use the text data to confirm or deny the hypotheses" (Urquhart & Weir, 1998, p. 42).

The top-down model is reader-driven, since readers are seen to bring their expectations to the text (Urquhart & Weir, 1998). In this light, it is more appropriate to explain the behavior of fluent readers, that is, the readers who already have automatic knowledge of the reading process, since it takes into consideration the fact that "readers bring a great deal of knowledge, expectations and assumptions, and questions to the text" (Aebersold & Field, 1997, p. 18). The model may not be applicable when the text is totally new to the reader, since in this case, the reader may not be able to anticipate the meaning of the words. Beginners may have restrictions while predicting due to their limited linguistic knowledge. These learners ought to comprehend the text literally first in order to apply their prior knowledge and check expectations (Carrell, Devine & Eskey, 1998). In sum, the model sees reading as a "psycholinguistics guessing game", since the main role of the readers is to focus on predictions and put scarce "attention to visual decoding" (Davies, 1995, p. 61).

The top-down model has some constraints. One clear limitation of the model is that it puts a heavy burden on readers, mainly in anticipating and predicting, and on prior knowledge. This factor can impede readers to reach comprehension of the text, since they will stop on words and stay a long time predicting. In this sense, the model views anticipation of the meaning of the words as crucial in the reading process. However, if the readers are L2 beginners, they can not predict all the unknown words in a text, as well as, the readers in L2 who have little background knowledge cannot make good predictions (Samuels & Kamil, 1988; Davies, 1995).

Goodman's top-down model has largely influenced teaching

methodologies in both L1 and L2. The model has attempted to explain how readers who have a low level in reading attempt to abstract meaning from the texts. Nevertheless, the top-down model can not make explicit how fluent readers can develop familiarity through texts (Samuels & Kamil, 1988; Manzo & Manzo, 1990).

2.1.3 - The Interactive Model

The interactive model, postulated by Rumelhart (1977), is considered an alternative to bottom-up and top-down models. For him, bottom-up and top-down processes can coexist, allowing interaction among the processes during reading. In addition, the interactive model incorporates the possibility of “parallel processing” (Davies, 1995, p.63), that is, the processes may happen simultaneously and between several sources of information. Since Rumelhart (1977) sees reading as a “process of understanding written language, and reading is at once a perceptual and a cognitive process” (p. 573), the interactive model is able to describe and make explicit the processes that readers should follow in order to construct reading (Manzo & Manzo, 1990).

According to Samuels and Kamil (1998), the interactive model of the reading process can incorporate “information contained in higher stages of processing to influence the analysis which occurs at lower stage of processing” (p. 27). They acknowledge that the interactive model can account for higher order processes (e.g. inferential comprehension) and low level processing (e.g. letter identification), since there may be an interaction among them. Contrary to the bottom-up and top-down models, which are linear models, the interactive model does not impose directions for processing, and readers can draw on several sources of information such as “visual, orthographic, lexical, semantic, syntactic and schematic” in order to comprehend texts (Davies, 1995, p. 64).

Eskey (1998) endorses Rumelhart’s interactive view, since it highlights the role of prior knowledge in helping readers comprehend the text. The interactive model can embrace different levels of processing and encourage readers to use the strategies towards reading comprehension. In addition, it enables learners to practice and gain automaticity in reading. Therefore, teachers should be aware of its importance, especially when planning their reading classes.

Rumelhart (1984, as cited in Davies, 1995) gave more emphasis to “the role of the semantic level of processing” (p. 66). He has

proposed the “schema theory” that focuses on the comprehension of higher level processes. As Rumelhart observes, “a schema is considered to be the smallest unit of knowledge and provides readers with a frame for understanding the world they are in, including reading the world of the text” (p. 66). In this perspective, schema theory advocates that to be able to understand written information, readers have to activate their prior knowledge. In this sense, prior knowledge is understood as being composed of a great quantity of smaller units, each known as a “schema”, that take part in the readers’ repertoire. Therefore, background knowledge actually plays a vital role in the reading process, since it can help a lot in order to construct comprehension and gain automaticity in reading (Urquhart & Weir, 1998).

Having the aforementioned models briefly explained, one question may remain: what is the best model for teaching reading? The answer is that none of them can account for “the complex range of reading behaviours which are observable in different contexts” (Davies, 1995, p. 82). Although researchers agree that there is no best model, the interactive model has been prominent and has potential processes to incorporate the teaching of reading for both L1 and L2 learners. The teaching of reading in L2 can consider the interactive model, since it incorporates linguistic knowledge, “readers’ background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about reading” (Aebersold & Field, 1997, p. 18).

For what has been said, and considering that reading is a complex cognitive process of construction of meaning (Tomitch, 2008), the present thesis is in favor of the interactive model since it offers multiple opportunities for the learners to construct reading, rather than endure stuck only on decoding from the written pages or stuck on guessing. It is important to highlight that all the models of reading discussed here in this study, to a certain extent, have contributed to the teaching and learning of reading.

2.2 - The Thesis’ Conception of Reading

The present study attempts to conceptualize reading as a complex cognitive process in which comprehension is a process of construction, not a final product (Tomitch, 2008). In this sense, reading is a process of interaction in which meaning is formed. In addition, Aebersold and Field (1997) state that “the interaction between the text and the reader is what constitutes actual reading” (p. 15). They have argued that the text and the reader are indispensable for the reading process to begin, and

also that an interaction between these two physical components is a decisive feature to lead to comprehension in L2 reading. Thus, interaction is a major factor in reading since it derives reading through the combination of these two mentioned components.

Drawing on reading comprehension, Tomitch (1991) states that reading comprehension in L2 occurs when there is interaction between the reader and the text, and this interaction has a positive effect in terms of enabling readers to activate their knowledge of the world. In her words, “readers bring in their knowledge of the world, or the schemata stored in their memory, trying to match this knowledge to the new information which comes from the text” (p. 29). Thus, text comprehension is a result of these processes interwoven by the text, and the reader.

In this line of argument, and following the interactive model, reading can be conceived as an active process in which meaning is constructed based on readers’ experience, and on the text rather than meaning being present only in the text (Maes, 1999). Thus, reading deals with comprehension and it means that readers extract meanings from what they read in a text according to their prior knowledge and the schemata¹ that they have activated to construct meaning of that specific text. Therefore, the reader’s interpretation is what brings meaning to the text and readers have comprehended a text when they find a “mental home”. It refers to learners being able to recall what they have read previously (Tomitch, 1991, p. 29). Reading also involves adjustment of schemata, and the development of efficient use of reading strategies in order to contribute to help readers in the construction of meaning.

2.3 - The Importance of Reading Strategies

With the advent of the methods for the teaching of foreign languages, strategies were then developed, incorporated and adapted in order to facilitate the teaching and learning of languages. Urquhart and Weir (1998) state that in the area of psychology strategies were created to analyze how organisms reached their goals and, in the reading field area, the term strategy has been quoted, and used pedagogically related to the reading field, so that the strategies could be consciously applied to solve problems, that is, problems that may appear during the act of reading. In an attempt to find a definition for strategy, Davies (1995)

¹ Rumelhart (1981, p. 4) defines schemata as “the truly building blocks of cognition”. Schemata are employed in order to help readers comprehend the reading process.

states that “strategy refers to behaviour that is deliberate and conscious or whether it can include behaviour more or less unconscious” (p. 50). In addition, strategies are connected with planned ideas and involve a deliberate action in order to solve problems. Reading strategies can be used in the context of a classroom in order to facilitate the development of reading comprehension in L2. Therefore, students can be exposed to reading strategies, and learn to select the ones that help them to improve their reading. Table 1 below presents some examples of reading strategies.

Table 01

Reading Strategies

N.	READING STRATEGIES
01	Skimming
02	Scanning
03	Reading aloud
04	Use of context to infer the meaning of unknown words
05	Use text features (subheadings, transitions, etc.)
06	Use title(s) to infer what information might follow
07	Use world knowledge
08	Analyze unfamiliar words
09	Identify the grammatical functions of words
10	Guess about the meaning of the text
11	Monitor comprehension
12	Keep the purpose for reading the text in mind
13	Adjust strategies to the purpose for reading
14	Identify or infer main ideas
15	Understand the relationships between the parts of a text
16	Distinguish main ideas from minor ideas
17	Tolerate ambiguity in a text(at least temporary)
18	Paraphrase, use context to build meaning and aid comprehension
19	The use of context to build meaning and help in the comprehension
20	Elaboration of summaries

Sources: (Davies, 1995; Aebersold & Field, 1997)

Considering what has been expressed, reading strategies are relevant since they can help learners to become strategic readers. In addition, reading strategies can help teachers to deal with the teaching of

reading and also can help students in order for them to develop their reading proficiency. Thus, the use of reading strategies is important since it can help learners to improve their reading comprehension.

2.3.1 - Reading Strategies: Definition and Examples

There has been a lot of inconsistency among the researchers in order to conceptualize and to find the differences between skills and strategies. Although there are differences between reading skills and reading strategies, some writers such as, Nuttall and Grabe refer to “skills and strategies as if they were interchangeably” (Urquhart & Weir, 1998, p. 96).

In this thesis, a distinction is made between these two terms: skills and strategies. As for clarification, the term skills had its roots on behavioral ashes and they were “equated with habits such as recognizing the sentences or meaning” (Afflerbach, Pearson & Paris, 2008, p.366). In this sense, “a reading skill can be described roughly as a cognitive ability which a person is able to use when interacting with written texts” (Urquhart & Weir, 1998, p. 88). Thus, reading skills are more automatized and the processes can operate fast and subconsciously. In sum, reading skills have close linking with automaticity, and it means that readers have reached an advanced level of L2 reading.

Contrary to reading skills, Urquhart and Weir (1998, p. 97) conceptualize reading strategies as planned and “conscious procedures²” that readers adopt in order to solve a problem in the text. In this sense, Pritchard (1990, as cited in Urquhart & Weir, 1998) conceives of strategies as planned operations that readers engage in spontaneously, in order to comprehend the texts they are reading. Reading strategies also refer to readers’ awareness in relation to planning, organizing, and controlling procedures in order to understand the text. Thus, they are used by efficient readers in order to comprehend texts in an advantageous way. The reading strategies are regarded as useful and efficient instruments to lead readers to have a better reading comprehension of the texts. Therefore, following Tomitch (2002), “the term skill refers to more automatic reading processes like decoding and lexical access, whereas the term strategies concerns the processes like deciding to reread a text for clarification and extracting salient points to

² Conscious procedures mean that learners are aware of the importance of reading strategies and they use them in order to accomplish efficient reading comprehension.

summarize the text” (p. 03).

2.3.2 - The Benefits of Strategy Use

The benefits of learning and reading strategies are of great relevance to the teaching and learning of reading comprehension. Strategy use is a theme that has been largely approached in the reading field area, both by national scholars, as for example Taglieber (1988); Tomitch (1991, 2002), and by international scholars, such as Oxford (1989); Davies (1995); Aebersold and Field (1997); Cohen (1998); Nunan (1999); Grabe and Stoller (2001), among many others. These mentioned authors posit that strategies are important instruments that teachers and readers can make use of. They facilitate students' reading comprehension and lead them to be strategic readers. The use of reading strategies in a university context with L2 learners is accepted and recognized as helpful to develop reading comprehension, so that students may become independent readers. Thus, the teaching and learning of reading in L2 with the use of strategies can be significant to the development of L2 readers, since they will be more conscious of their decisions and will be aware to select and use the appropriate reading strategy, depending on the purpose of reading.

In the reading field, three main characteristics are crucial in order to help students deal with learning strategies for the development of reading: “Students have to comprehend strategies, understand when and where the strategy can be used, and evaluate their use of the strategy so that they can monitor and improve their comprehension” (Winograd & Hare, 1988, as cited in Dole, Nokes & Drits, 2009, p. 364). Indeed, if students are involved in the use of learning reading strategies, they will be able to reach a good level of comprehension in reading. Taglieber (1988) posits that students can be educated in the use of learning strategies, so that at the end of a reading course the students can be able to gain their independence in reading. Hence, in order to reach competence in text comprehension, students can be acquainted with several learning strategies, so that the learning of reading is facilitated.

Davies (1995) acknowledges that reading strategies are instruments that help readers to enhance the process of learning to read in L2 and they can considerably facilitate the process of understanding texts, since readers can reread the texts and activate their background knowledge until the texts become clear to them, as for example:

regression and rereading, reading aloud, use of context to infer the meaning of unknown words, the formulation of questions, a preliminary review and analysis of the reading text, use of background information, underlining and colour coding; monitoring one's reading pace; and checking and revising initial interpretations (p.10).

For Paris, Lipson and Wixon (1983), students can be educated to use reading strategies in their benefit early in their studies. In this way, they tend to form a solid basis and will feel secure to face the challenges that appear during the process of learning to read. These reading strategies can help learners to advance in their reading comprehension, and also lead them to organize and plan their knowledge of a foreign language.

As already mentioned in the prior paragraphs, strategy use is relevant to the learning of reading in L2, since learners are offered a chance to incorporate from the beginning the ideas present in the text. Thus, the use of reading strategies helps learners to control their reading, to monitor the reading processes, to utilize textual information, and to use their background knowledge (Davies, 1995).

2.4 - Previous Studies on Reading Strategies

Block (1986) has conducted a study on reading strategies in L2 and investigated the comprehension strategies used by EFL learners. She compared the comprehension strategies used by L2 students to those of native students. The research suggests that the comprehension strategies used by L2 learners differ from the comprehension strategies used by native learners. In addition, the study has shown that good readers are better able to monitor their comprehension strategies than poor readers, since good readers know how to adjust their strategies to the type of the text they are reading. Hence, the results have shown that the use of strategies helped students to make progress toward reading comprehension.

Seeking for answers to reading problems students and teachers have faced in schools, Maes (1999) investigated the concept of reading and the use of reading strategies in *Florianópolis*' municipal schools. The study has shown that teachers were not aware of the importance of reading strategies to teach reading comprehension. Concerning the

students' profile in relation to reading strategies, the results have showed that, somehow, students do not actually use reading strategies in order to understand texts. In addition, the reading classes served as means of teaching only grammar and vocabulary, and EFL teachers ignored the term strategy. They only gave some hints (e.g. translation of some unknown words) to students in order to facilitate comprehension.

Drawing on the use of strategy, Nóbrega (2002) conducted a study which dealt with analyzing the teachers' instructional procedures in the teaching of reading in state schools. Results have shown that teachers had a tendency to adopt a teacher-centered procedure, in which the text seemed to be the main source of knowledge. In addition, teachers were inclined to apply more passive reading activities, as for instance, reading aloud, and the translation of isolated words. Therefore, the classes were devoted to activities which emphasize comprehension at the literal level. However, eight out of twenty teachers interviewed seemed to have been more aware of the teaching of reading strategies. Results have also indicated that most of the students claimed that they only understood texts through translation, and that the major purpose of reading in English had to do with the acquisition of vocabulary knowledge, and to learn how to pronounce words correctly.

Having presented the aforementioned studies, it is worth highlighting that reading strategies are actually relevant, since they help teachers to organize their reading class. In light of this marked assumption, Oxford (1990) says that the students who employ reading strategies are more prepared to obtain reading comprehension from texts. Corroborating this finding, Davies (1995) states that reading strategies can facilitate the process of learning L2 reading, and therefore, teachers can take the use of reading strategies into account whenever they think of planning their reading lessons.

2.5 - The Teacher's Role in Reading Instruction

This section intends to discuss the issues of the teachers' and students' role³ in relation to the teaching and learning of reading comprehension. One of the EFL teachers role is to provide students with appropriate use of reading strategies, so that they are instructed to comprehend texts in a meaningful way (Aebersold & Field, 1997;). The reading strategies can serve as frames for students to construct their

³ Role is conceived as the attributes and actions that people plan and follow in order to reach a pre established objective.

knowledge of reading comprehension, and may lead them to monitor their reading procedures in the classroom. In this sense, EFL teachers can bring to the reading classes the instruments that will conduct the learners to obtain improvements in reading. Teachers can show the way and provide learners with the tools. The students, possessing these instruments, can advance in order to gain improvement and scaffoldings. Thus, one of the teachers' role is to lead students to have a long life reading, and be efficient readers.

Drawing on teachers' role in reading instruction in EFL, Tomitch (2002) says that "the EFL reading teacher has an important role to play in helping readers to optimize the knowledge they already have in the L2 and succeed in reading" (p. 5). In this line of argument, the teachers' incumbency is to supply their students with reading strategies in order to lead them to monitor their reading comprehension. In this sense, EFL teachers can guide students to make use of reading strategies, and lead students to use reading strategies and take benefits from them. In addition, teachers can stimulate their students to reflect on their own reading strategies for learning and using a second language. Hence, teachers can also promote in their students the habit of using reading strategies in the learning of a foreign language (L2), trying to compensate for possible linguistic deficiencies, as for instance, start reading short texts, capturing the main idea of the texts, sharing these ideas or words with their partners during a reading class or a group study.

The purpose of the present lines is just to offer some discussion on how EFL teachers can teach their learners the use of reading strategies. Although it may seem a recipe, the intention is not that. A teacher can teach the use of reading strategies to their learners in an interactive way. Interaction in reading may presuppose that the teachers, before the act of teaching reading, make learners know some reading strategies that can be used preferably in three moments: pre-reading, during reading and post reading, as explained below. The teacher can also work in the sense of providing learners with tools by displaying the reading strategies found in the literature of the reading field and highlighting to readers that the focus of the reading classes is on comprehension. In addition, teachers can clarify to their learners that reading is considered a communicative act and this can imply that learners can interact with the texts in order to construct meaning by using reading strategies.

First, teachers can teach learners to use reading strategies from the pre-reading phase, since it is the phase in which learners are required

to activate their prior knowledge, that is, the existing knowledge that learners already have. In this phase, learners can be taught to use reading strategies as follows: scanning, skimming, prediction, previewing or raise a discussion, to mention a few possibilities. Thus these strategies can help learners access and activate their relevant schemata during reading. The questions of comprehension can serve as a guide.

Second, the teachers can make students monitor their reading and establish an objective for the reading situation, so that students can feel encouraged to keep in the text. There are some strategies for this phase, as for instance, silent reading, rereading in order to bring clarification, analyzing the structure of the text, stimulating discussions between the ideas present in the text with the background knowledge (example of questions: What...?, Where...?, How...?) and use of context to construct meaning.

Third, the teachers can retake students to the texts and guide them to critical reading (a possible question could be: Is that really true what the texts intend to say?). It is important to highlight that it is teachers' responsibility to work with critical reading. The teachers can also lead students to work in pairs or trios, asking them to discuss and summarize the ideas from the texts and share with colleagues what they have comprehended. Therefore, the instruction that teachers work with is crucial in order to conduct learners to recall the subjects from the texts. In the third phase, teachers can use the reading strategies, as for instance, construction of paraphrases, elaboration of summaries and essays (Doff, 1988; Manzo & Manzo, 1990; Aebersold & Field, 1997; Tomitch, 2009).

Discussing on the interactive model to second language reading, Eskey and Grabe (1998) have pointed out that teachers have a prominent role towards instructing students to read. The author says:

It is the teacher who must stimulate interest in reading, who must project his or her enthusiasm for books, and who must help students to see that reading can be of real value to them. It is also the teacher who must choose, or edit, or modify, or even, in some circumstances, create appropriate materials for students with varied needs and purposes to read in challenging but not overwhelming amounts and in a sequence of increasing difficulty which will lead to improvement, but not to frustration. Bringing students and appropriate materials together is a

very large part of the reading teacher's job (p.229).

As can be seen, it is evident that the teachers' one role is to stimulate students to gain interest in reading in order to improve their text comprehension. In this sense, EFL teachers may be compared to a midwife since they have the role of making learners awake to reading through the use of the necessary instruments, so that students learn how to accomplish reading comprehension. Thus, teachers can show students the more appropriate way to follow, and this road may be paved with reading strategies. Teachers can show and open the way, but students may enter and walk in it. Hence, it seems reasonable to suggest that teachers may consider the reading strategies as essential instruments that will make students improve their knowledge towards viewing the world differently, and improving themselves as human beings.

In addition, EFL teachers can bring to their reading classes appropriate authentic materials, so that students get motivated and see that the texts they are reading are of real value for them. In this light, Eskey and Grabe (1998, p. 228) have claimed that teachers can also instruct their students to gain interest in reading, so that students learn to read, that is, the more students have contact with texts, more improvement in reading comprehension they will learn since students "learn to read by reading, not by doing exercises" (p. 228). Hence, the teachers' role can be of 'provoking' in students the habit of reading, be it reading for pleasure, be it for necessity, or for academic studies.

Regarding the teacher's role in relation to the development of reading ability in a foreign language, Eskey and Grabe (1998) observe that there are three essential features that teachers may consider in order to develop students' reading skills. First, the quantity of reading the course offers may influence students to improve their reading in L2, and to comprehend texts. Second, the material to teach L2 reading can be carefully planned, so that what students read can fulfill their needs and interests. Third, the regular judgment of the teacher can be of great importance since it is the teacher who commands and determines the quantity of texts students are supposed to read. In sum, teachers can have a decisive point in relation to know their students in order to establish guidelines to teach and measure students' development in reading comprehension.

EFL teachers can guide students to enhance reading comprehension by using the reading strategies inserted in the three distinctive moments. The reading class can be divided in three moments,

and these moments are relevant since each of them has a specific function during reading comprehension. First, pre-reading has the purpose of producing a general outline of the text, activate or construct prior knowledge and to define the reading goals. This may involve reading titles, headings, skimming, and scanning. Second, the while-reading moment has to do with careful reading, trying to answer questions and highlighting important points. The third, post-reading moment, has the function to improve the learning about the text, making an outline, a summary, and critical commentaries on the text. The third phase has to do with conducting readers to discuss and to contrast the true value of the subjects found in the texts and analyze if the subjects of the texts are valuable for them. The discussion and comparison can happen in a way that teachers lead their learners to the point or work they intend to do. Thus, post-reading phase is the phase that can be devoted to instigate critical reading (Aebersold & Field, 1997; Tomitch, 2009).

Having discussed the aforementioned ideas, it is important to highlight that teachers actually play an important role in the teaching of reading comprehension. This role can include the guiding of students to make use of the reading strategies, so that they become able to achieve their independence, and achieve successful reading comprehension.

Considering the discussion hitherto, the review of the literature has provided this researcher with tools to answer the proposed research questions of the study. In addition, the review has brought some evidence that instruction on strategy use has a prominent impact on reading comprehension. In addition, it is through the rationale of the studies presented here that the researcher can attempt to trace ways in order to obtain the necessary data in this investigation and analyze them in the light of relevant literature.

CHAPTER III METHOD

In this chapter, the method of the study is presented. Also the materials used to conduct the research and the procedures implemented to collect data for the study are presented. The study aimed at (1) describing and analyzing the reading strategies that EFL teachers at a *Letras* Course at a state university in *Rio Grande do Norte* state view as effective, and also (2) to investigate how students in the present Course see their own reading in L1 and L2. Therefore, the next paragraphs discuss the following themes: the research, the participants, the main data collection, and the pilot study.

The research carried out is qualitative in nature because it seeks to investigate the use of reading strategies to teach and learn English and it also sought to determine the quality of the use of reading strategies that English teachers apply in their classroom. The study has interpretative features since it firstly intends to comprehend a phenomenon in the context of the classroom, systematizing interactions in a language in use context, as well as describing procedures used by English teachers and learners in their language classrooms (Seliger & Shohamy, 1989). Second, it is interpretative because it intends to understand a situation and point out some changes. Therefore, questionnaires were applied to both students and teachers in order to collect information about the use of reading strategies. Some of their English classes were also observed in order to complement the data from the questionnaires in relation to the use of reading strategies in the classroom.

With the intent to attain and match the mentioned objectives of the study and the mentioned research questions, questionnaires and classes observation were implemented. Questionnaires were used in order to obtain data from the teachers and students. The teachers' questionnaire aimed at verifying what reading strategies they used in their reading classes in order to lead students to reading comprehension. The students' questionnaire aimed at checking what reading strategies they consider significant to reach text comprehension. Finally, class observation was implemented in order to complement the data from the teachers' questionnaire.

3.1 - Participants

In this research, the participants were five English teachers and thirty-five students from the *Letras* Course at *UERN*, which is a state university in *Rio Grande do Norte* state. They were from two *Campi* – *Campus of Açu* and *Campus of Mossoró*. The former is located in the city of *Açu* and the latter in the city of *Mossoró*, both cities located in *Rio Grande do Norte* state.

3.1.1 - English Teachers

Five English teachers from the *Letras* Course were invited to take part in the research. From the five, two were from *Campus of Açu*, and the other three English teachers were from *Campus of Mossoró*. In the *Campus of Açu*, one teacher taught at the fifth semester and the other at the seventh semester. In the *Campus of Mossoró*, one teacher taught at the sixth semester, one at the seventh semester, and another one at the eighth semester. The teachers had at least one year of teaching experience and the criteria to select them were that they taught in the final semesters of the *Letras* Course and were accessible to contribute with the study.

In relation to the English teachers, the researcher's intent is to characterize the main reading strategies most employed by the English teachers in relation to the three phases in reading instruction: pre-reading, while-reading and post-reading.

3.1.2 - English Students

Twelve undergraduate students from *Campus of Açu* who were studying at the seventh semester and twenty-three students from *Campus of Mossoró* who were respectively attending the sixth, seventh and eighth semesters of the *Letras* Course participated in the research. The students came from two surrounding cities, *Açu* and *Mossoró*. These students have studied the English language since the first semester of the *Letras* Course and, therefore, are expected to have an intermediate level of English, as stated by the University. The students' age ranges from 19 to 29 years old. The *Letras* Course in the *Campus of Açu* is offered only at night and the majority of the students work all day long.

The aforementioned students have English as the main component of the “*Grade Curricular*” of the *Letras* Course since the

first semester of the Course and they have four English classes per week. Some teachers adopt a book that serves as blueprint to teach the four basic skills.

3.2 - The *Letras* Course

Annually, the *Letras*- English language Course from *Campus* of *Açu* receives students from many neighboring cities and usually these students come from public and private schools, and enter the *Letras* Course with an elementary level of English. The *Letras* Course comprehends an eight-semester undergraduate course which aims at qualifying students to be able to teach English at primary and secondary schools and at the university level. According to the general structure of the Course, students who are studying at the sixth semester are expected to have a good command of the English language, that is, good performance of the four basic skills, and be at an intermediate level.

3.3 - Questionnaires

According to Dörnyei (2003), questionnaires are the most used instruments to assemble data in research since they are practical and relevant enabling the researcher to save time and get the relevant data that is needed. For this study, questionnaires were chosen, mainly, for two reasons. First, questionnaires permit the researcher to converge information in a rapid way and with content. Second, questionnaires were chosen because they could help the investigator to obtain information on the way teachers and students behaved in dealing with the reading skill and the use of reading strategies that they used in order to comprehend texts. To this extent, they were a useful and precise way to obtain steady and valid information. Another reason why questionnaires are relevant is that they allow the investigator to write organized questions, consequently leading him/her to retrieve data that will enable them to achieve their objective. In addition, questionnaires were considered applicable to get a large amount of data with many respondents and to collect reliable data related to the use of reading strategies English teachers and students use in the classroom.

The second part of the questionnaires mentions the reading strategies presented below in table 1. The choice of strategies was grounded on two main sources, Aebersold and Field (1997, p.16) and Davies (1995, p.10).

3.3.1 - Teachers' questionnaire

The teachers' questionnaire (see appendix A) was composed of two parts. In the first part, the questionnaire comprised five (05) questions and teachers were asked to answer questions related to their general personal information. The objective of this first part was to identify the following features: (1) the amount of time the teachers have been teaching English and city where they work in; (2) their level of schooling; (3) the course or area where they majored in; (4) the title and (5) the institution where they have attended their post-graduation studies.

The second part of the teachers' questionnaire was organized in twelve (12) specific questions related to the process of teaching of reading comprehension in L2. The aim of the second part was to characterize the way teachers employ reading strategies to their EFL students, that is to say, the way teachers use to systematize their reading classes. In addition, the teachers' questionnaire aimed at identifying what reading strategies teachers use in the three main steps devoted to teach reading comprehension. To reach such a goal, the researcher made available for teachers to choose the reading strategies present in the aforementioned table 1 of this chapter. In this perspective, the questions were directed to verify what reading strategies teachers use to develop in their reading classes, and which ones they regard as efficient to lead students to comprehend texts in English.

As regards the questionnaires, the researcher had questionnaires from five (05) English teachers and questionnaires from four (4) classrooms. The reason why this happened was that the students from the fifth semester in the *Campus* of *Açu* were the same that the researcher applied the pilot study, when they were in the fourth semester and had another English teacher.

3.3.2 - Students' questionnaire

The students' questionnaire (see appendix B), was also composed of two parts. The first part comprised five (05) questions and students were asked to answer questions related to their personal information. Thus, the aim of this first part was to identify students' profile in relation to reading. The attributes were the following: identification; city where students live in; the amount of time students have been studying English; campus where they study; the Course and semester they are in.

In relation to the second part of the students' questionnaire, it was systematized in fifteen (15) questions. The aim of this second part was to verify how students view their own reading in L1 and L2, and what reading strategies the students regard as useful and effective in the process of learning reading comprehension and comprehended texts in English. Therefore, students were offered a list of reading strategies (see table 1 in the aforementioned chapter), and were asked to choose the reading strategies they considered significant to lead them to reading comprehension.

3.3.3 - Classroom Observation

Five classes of five EFL English teachers were observed, teachers from *Campus* of *Açu* and three teachers from *Campus* of *Mossoró*. Classes were observed during four weeks, and in the third week the questionnaire was applied to teachers and students. The questionnaires were applied as follows. First, permission was asked to the teachers. The researcher explained that he was carrying out a study on reading strategies, he was there to apply questionnaire with the objective of getting information of the way teachers employ reading strategies in their classes, and also observe five (05) English classes. The researcher explained that to the teachers, and they all agreed. In addition, the five English teachers signed the Consent Form. Second, each classroom was visited according to the arranged schedule, and the researcher communicated the objectives of the research to the students and teachers, and told them that the researcher was there just to observe the class and did not want to intervene in the teachers' classes.

During the class observations, the researcher focused on how the teachers managed their reading classes and the use of reading strategies that the teachers employed in their classroom. In addition, the researcher based the observation on the movements, as for instance, the reading instructions that the teachers developed in the classroom to teach reading skill to their students. Finally, notes focused on teachers' behavior, that is to say, the way EFL teachers use reading strategies to teach reading comprehension.

3.4 - Procedures

Some procedures were considered crucial to assemble the necessary information to the research. Teachers were asked to read the Consent Form - *Consentimento Livre e Esclarecido* (CLE) first (as

required by the Ethics Committee), which is included in Appendix C, and to sign it if they agreed with the terms. All of them agreed to participate in the study and, therefore, signed the Consent Form.

Second, the questionnaire was then applied to the EFL English teachers who were teaching English at the sixth, seventh and eighth semesters of the *Letras* Course in both *Campi*, *Açu* and *Mossoró*. The questionnaire was applied individually to each of the five EFL teachers. Four teachers answered the questionnaire in the presence of the researcher and took about an entire class (fifty minutes) to answer it. One of the teachers asked to answer the questionnaire at home and the teacher took about twenty days to return it back to the researcher.

Third, the students' questionnaire was completed by a total of thirty-five students (35), individually; twelve (12) EFL students from the seventh semester of the *Letras* Course in the *Campus* of *Açu*, ten (10) EFL students from the sixth semester, seven (07) from the seventh and six (06) from the eighth semester of the *Letras* Course in the *Campus* of *Mossoró*.

Regarding the students, the aforementioned procedures were as follows: first, the participants (students) were invited to take part in this research, when they were informed that the time allocated would be of one class of fifty minutes. Second, the researcher asked students to read the Consent Form (see Appendix D) first. Since they agreed and did not have any questions, they started to answer the questionnaire. The students took approximately an entire class time to answer it. After applying the questionnaires, as already mentioned, the five English classes were observed so that more strategies to teach reading could be collected.

3.5 - The Pilot Study

The pilot study was conducted in December, 2010 at UERN *Campus* of *Açu*, with a group of students from the fourth semester of the *Letras* Course. The researcher informed teachers and students that he was there to apply a questionnaire to them. The students and the teacher signed the Consent Letter and then answered the questionnaire, which was written in their own language. Students took about fifteen minutes to answer the questionnaire. The teacher took the questionnaire to answer at home, and the questionnaire was received back in three days.

The pilot study shed light on the following aspects:

1- The questionnaire showed that it was necessary to add questions in order to access students' profile as readers.

2- The pilot study gave insights in the sense of including class observation in the data collection phase with the objective of providing complementary data for analysis.

The present chapter explained how the data were generated and analyzed. In addition, it explained the ways that were paved in order to prepare the instruments to get the data. In the next chapter, the researcher will present the results of the study and the discussion.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter aims at presenting, analyzing and discussing the results of this study in light of the relevant literature. The findings obtained during the investigation are categorized and systematized into three main sections: (1) the first part brings the data derived from the teachers' questionnaires; (2) the second part presents the data generated by means of the students' questionnaires; (3) the third part attempts to provide answers to the proposed research questions. In addition, the researcher will focus on the answers that match the objectives of the present piece of research, that is, the analysis and discussion of the reading strategies. In a nutshell, the collected data was condensed and analyzed into categories, and these categories were formed taking into account the information present in both questionnaires.

4.1 - Teachers' Questionnaire

Five (05) EFL teachers at a state university participated in the study. As already mentioned, two participants were from *Campus of Açu*, and the other three belong to *Campus of Mossoró*. In addition, some categories were created to help systematize and condense the data from the teachers' questionnaire.

4.1.1 - Teachers' Academic Background. (Há quanto tempo você ensina Inglês?).

Data from the questionnaire revealed that most of the researched EFL teachers have been teaching English language at the university for more than ten years (2 teachers – 23 years/ 2 teachers – 15 years / 1 teacher – 4 years). This result may indicate that these teachers have experience in the teaching English, and may be able to orient and lead their students to improve their reading comprehension in the target language (see Appendix E).

From these five EFL teachers, all of them have undergraduation in *Letras* Course, three of them Portuguese-English and two of them just English, from federal and state universities. Two of them hold the title of Master, two hold the title of Major in English Teaching, and one is taking Masters. These results show that these teachers seek to qualify themselves to their professional carrier, be it taking a major course,

masters or doctoral course (see Appendix E). These courses may provide these inservice teachers with knowledge and opportunities of learning, that can, in a way, contribute significantly to the development of preservice teachers at *UERN Letras* Course. As Sailors (2009) observed, teachers can be qualified to teach their preservice program students to acquire an enduring learning.

4.1.2 - EFL Teachers' Conception of Reading. (Como você concebe a leitura? O que é leitura para você?).

The results obtained from the study have shown that three out of five EFL teachers conceive reading as an interactive process towards the construction of meaning. In their words, these processes involve the reader, the writer and the text. One out of five teachers views it as complex, mental and individual. The other teacher observed that reading is relevant in all fields. These answers have showed that teachers are aware of their conception of reading, since these results, in general, may corroborate the findings in Tomitch (2008) who conceives reading as cognitive complex process of meaning construction and reading comprehension is the final component. (see table 02 below):

Table 2

The EFL teachers' conception of reading

EFL TEACHERS	THE TEACHERS' CONCEPTION OF READING
Teacher A	Importante em todas as áreas. Na aprendizagem do Inglês, fundamental como parte desse processo.
Teacher B	Uma atividade complexa, física e mental, e individual.
Teacher C	Ler é um processo interativo de construção de significados. A leitura está relacionada ao olhar, à experiência, à interpretação, à decodificação de signos, à compreensão e elaboração do pensamento.
Teacher D	Meio de interação com o texto escrito, construção de sentidos através da troca de informações c/ o texto.
Teacher E	É um processo de interação que envolve leitor, escritor e texto. Processo por meio do qual o leitor necessita de ativar seus conhecimentos de mundo a fim de facilitar a interação com o texto e seu produtor.

As already observed before, reading is seen, in this study, as a complex cognitive process of meaning construction, and it seems fair to conclude that these teachers' conception of reading largely match the conception of reading of the present study. Most of them conceive reading as an interaction with the involvement of three major components: the reader, the text and the writer. The interactive view of reading can influence and inform the teachers' practice in the classroom helping them to plan and design their reading classes underpinned by the interactive view of reading. Following the interactive view, EFL teachers may manage their reading classes in order to involve learners during the process of reading. This involvement may occur by engaging students in the use of reading strategies.

As signalled by the results, these teachers' conception of reading may corroborate with Rumelhart's view (1977, as cited in Aebersold & Field, 1997, p. 5), since they said that reading also involves the students' prior knowledge. The interactive conception of reading may be a support for teachers since it can help them to incorporate the knowledge of the world in their teaching, so that they can help students activate their earlier knowledge and facilitate the interaction with the reader, writer, and the text.

4.1.3 - Approaches in which teachers base themselves. (Em qual das abordagens de leitura abaixo você se fundamenta para planejar suas aulas de leitura?).

The results obtained from the study have shown that the five investigated EFL teachers said that they have their reading classes planned according to the interactive view of reading (see table 03 below):

Table 3*Approaches to Reading*

TEACHERS	APPROACH	JUSTIFICATION
Teacher A	A leitura é construída (processo) pela interação entre leitor e texto	-----DID NOT JUSTIFY-----
Teacher B	A leitura é construída (processo) pela interação entre leitor e texto	A partir da leitura de teóricos como Goodman e Kleiman, construí a minha visão de leitura. Acredito que ela envolve não somente as pistas linguísticas do texto, mas também o conhecimento prévio e o conhecimento estratégico do leitor.
Teacher C	A leitura é construída (processo) pela interação entre leitor e texto	O texto existe para ser lido. A leitura é o momento fundante (sempre recorrente) do processo.
Teacher D	A leitura é construída (processo) pela interação entre leitor e texto	O leitor utiliza o seu conhecimento de mundo, confrontando-o com as informações que encontra no texto para compreender os significados propostos pelo autor.
Teacher E	A leitura é construída (processo) pela interação entre leitor e texto	Como já foi elucidado no item anterior, entendemos leitura como um processo interativo. Portanto, o planejamento de aulas de leitura deve levar em consideração esse aspecto. E mais: o desenvolvimento das aulas deve propiciar a interação entre todos os envolvidos.

According to the mentioned results, three out of the five investigated EFL teachers said that they consider the interactive approach to the teaching of reading. This approach is important since it incorporates the necessary components to help low level and high level processes of learners of L2 reading. In addition, it is worth highlighting that the interactive approach accounts for the students' background knowledge, and their strategic knowledge. These mentioned results

corroborate with the assumption that an interactive approach to reading involves background knowledge, expectations, linguistic knowledge and knowledge of the world (Eskey & Grabe, 1998; Tomitch, 2009).

4.1.4 - Materials that EFL teachers use to teach reading. (Quais materiais e/ou livro(s) didático(s) você geralmente utiliza para ensinar leitura em língua inglesa?).

The results obtained from the research have shown that the five EFL teachers adopt textbooks and/or use handouts (see Appendix F) that approach the content to be taught in English. The results also revealed that the EFL teachers attempt to bring authentic texts, materials to their reading classes, simplified readers and short stories.

The results also show that EFL teachers adopt textbooks that integrate the four basic skills. As Richards and Rodgers (2001) observe, despite new technologies, textbooks can always have their value since they may serve as sources for students do their proposed reading activities either in their homes or in their classrooms in order to overcome difficulties in the learning of reading in a foreign language. The investigated teachers also bring to class handouts, articles from the internet, and other supplementary materials that can help them in the implementation and management of the reading classes. As McDonough and Shaw (1993, p. 02) observe, textbooks are of great relevance to the teaching of reading, and therefore, should be implemented in the “curriculum”, since they “can contribute greatly to a course syllabus”.

4.1.5 - The amount of time allocated by EFL teachers to teach reading. (Quanto tempo da aula de Inglês você reserva para a leitura?).

The results obtained from this study have revealed that three out of five EFL teachers devoted twenty (20) minutes for the reading class. One teacher said that s/he did not allot a specified quantity of time. The other has said that the time allocated would vary in accordance with the pre established objectives of the reading classes (see Appendix F).

The length of time directed to the teaching of reading is a factor that actually influences the learning of reading comprehension. The results from this study indicate that students may have little exposure to reading comprehension skills, since twenty minutes is a very short time. Reis (2005, as cited in Lima, 2009), in her doctoral dissertation on learning to teach reading, observed that time is a major factor

concerning the learning of reading in L2, since it promotes readers to read and reread the texts, especially academic texts, in which the reader is required to have a good comprehension of the text.

4.1.6 - Reading Strategies that EFL teachers use to develop reading in their classroom. (Assinale as estratégias de leitura que você costuma desenvolver em sala de aula).

The results obtained from the study have shown that the five investigated EFL teachers use *prediction, the use of knowledge of the world to help in text comprehension, and identification and inference of the main ideas from the text* as the most employed reading strategies to work with reading comprehension. These reading strategies can be inserted in the pre-reading phase, and while-reading phases (see Appendix G). The results obtained from the study have indicated that some reading strategies, which are also employed by the teachers, appear in the second place. They are as follows: *scanning, silent reading, the use of features of the text (title, subtitle, and so forth) to preview its subjects, analysis of the unknown words to deduce their meaning by the context, and the use of context to build meaning and help in comprehension.* These reading strategies can be incorporated in the pre-reading and while-reading phases, since they can be helpful to take students to analyze the text, and to help them read it.

In relation to the function of the reading strategies, *prediction* has the function of previewing the content of the text from the title. This reading strategy can be inserted in the pre-reading phase and can be employed to activate students' prior knowledge and take them to the reality of the text. The other reading strategy teachers have selected is *scanning*. This reading strategy has the function of reading with a specific purpose or searching information (Davies, 1995).

Another cited strategy is *silent reading*, and it can be inserted in the while-reading phase and its function is to maintain students in the text. The strategy *the use of features from the text (title, subtitle, etc.) to predict its content* has the function of taking the students to preview the text. The third, *the use of the knowledge of the world*, has the function of helping in text comprehension. The fourth, *analyze the unknown words* has the function of helping students to deduce the meaning from context. The fifth, *identification and inference of the main ideas of the text*, can be inserted in the during-reading phase and it has the function of taking students to identify the main ideas in the text. The sixth, *the use of context to build meaning and help in the comprehension*, has the

function of making students extract meaning from the text. The seventh, *skimming*, has the function of helping students do a superficial reading. The eighth, *reading aloud*, has the function of making students improve their pronunciation; however, it may be inappropriate to teach reading comprehension, since the focus is moved to pronouncing each word. The ninth, *reading to extract meaning*, has the function of making students comprehend the text. The tenth, *monitoring of the comprehension*, has the function of helping students to keep track of their comprehension as they are reading. The eleventh, and last strategy, *elaboration of summaries*, has the function of making students condense what was read.

The results of the present study have indicated that the investigated EFL teachers tend to employ a variety of reading strategies including more reading strategies from the during-reading, pre-reading phase, and less from the post-reading phase. The pre-reading procedures can bring important tools, and these pre-reading strategies can be regarded as headmost towards the management of reading classes. In addition, the pre-reading strategies are fundamental since they might serve as platform, as motivation, so that students can be brought to the text, and therefore, to text comprehension. As researchers such as Eskey and Grabe (1998) and Tomitch (2009) observe, the reading comprehension classes can be more complete with the employment of the reading strategies that are inserted into the three moments: pre-reading, during-reading and post-reading.

These EFL teachers' attitude towards the use of reading strategies shows that they have value in accordance to recent research in reading and the concept of reading defended here. In this sense, the teachers use reading strategies to take students to the texts. Nevertheless, this researcher has observed that, probably due to the limited time allotted to reading comprehension, some reading strategies were not used. Due to the time limitation, some reading strategies from the post-reading phases tended to be abandoned to the second place during the reading class.

Table 04 below is an attempt to categorize the reading strategies the teachers reported using in their reading classes. In this categorization, the researcher attempted to display the reading strategies considering the most common uses, not excluding other possibilities. The results have also showed that the use of reading strategies from the pre-reading and while-reading phases, to a certain extent, is beneficial in the sense that the learners have been encouraged to make relations between their existing knowledge with the ones found in the texts. This is considerably relevant because the readers can use the reading

strategies to generate meaning and based on their prior knowledge and they can reread the texts in order to clarify some doubts they may have.

Table 4

Categories of Reading Strategies that Teachers Reported using in their Reading Classes.

READING STRATEGIES	Pre-reading	During reading	Post-reading
Skimming - Leitura superficial, por alto.	x		
Scanning - Leitura com o objetivo específico de buscar uma informação	x	x	
Predição - Prever o conteúdo do texto a partir do título	x		
Leitura silenciosa		x	
Leitura em voz alta		x	
Uso de características do texto (título, subtítulo, etc.) para prever seu conteúdo	x		
Uso do título para inferir qual informação deve seguir	x		
Uso de conhecimento de mundo para auxiliar na compreensão do texto	x	x	
Análise de palavras não conhecidas para deduzir seu significado pelo contexto		x	
Identificação da classe gramatical das palavras			x
Identificar a função gramatical das palavras			x
Leitura para extrair significado		x	
Adivinhação do significado do texto	x		
Buscar paralelismos			x
Monitoramento da compreensão	x	x	
Manutenção do propósito de leitura do texto na mente durante a leitura		x	
Ajuste das estratégias para o propósito de leitura	x	x	
Identificação e inferência das ideias principais do texto		x	
Busca de relações entre as partes do texto		x	

Distinção entre ideias principais e ideias secundárias		x	
Tolerância de ambiguidade no texto (pelo menos temporariamente)		x	
Construção de paráfrases		x	x
Uso do contexto para construir significados e ajudar na compreensão		x	
Elaboração de resumos		x	x
Elaboração de resenhas		x	x

Results have shown that the EFL teachers in this study focused their attention mainly in the use of while-reading activities. These results are corroborated with data obtained during classroom observation, in which teachers tended to privilege the use of reading strategies of the while-reading phase. As observed in the reading literature, classes can be more profitable if the three reading phases are incorporated. Research shows that the more students use reading strategies merged into the three moments, the more they accelerate their learning in reading, and will heighten their awareness of reading strategies (Doff, 1988; Aebersold & Field 1997; Tomitch 2009).

4.1.7 - Effective Reading Strategy. (Das estratégias elencadas por você, quais delas você considera mais eficientes para os estudantes compreenderem textos em língua inglesa? Poderia justificar as suas escolhas, por favor?).

Results obtained from the aforementioned question have shown that three out of the five investigated EFL teachers have pointed out *the use of knowledge of the world* and two out of the five teachers have selected *silent reading* and also *elaboration of summaries* as efficient reading strategies in order to help students to deal with reading comprehension (see Table 05 below):

Table 5*Reading strategies teachers highlight as efficient*

EFL TEACHERS	READING STRATEGIES	JUSTIFICATION
Teacher A	=Leitura silenciosa =Monitoramento da compreensão	- Para uma melhor interação e concentração do leitor para com o conteúdo lido. - Para um melhor entendimento e interação, sobre o texto, de alunos/professor/texto.
Teacher B	=Predição, uso do conhecimento de mundo =Skimming, elaboração de resumo	- Ajudam o aluno a antecipar o que vem no texto, tornando a leitura mais fluida. - Pois trabalham a compreensão da idéia central do texto e ajudam o aluno a separar o central do periférico.
Teacher C	=Leitura silenciosa	- Estando a sós com o texto, o aluno está mais confiante e pode testar a construção de seus próprios significados/interpretações, e desenvolver seus próprios argumentos.
Teacher D	= Uso do conhecimento de mundo (entre outros)	- Pois é um procedimento que motiva o aluno a buscar o sentido, já que é um conhecimento que ele já possui e, com isso, ele sente mais confiança.
Teacher E	=Uso de conhecimento de mundo = A elaboração de resumo	- Ao fazer uso da estratégia de número 1 (acima), o(a) professor promove, em sala de aula, a interdisciplinaridade e, portanto, contribui para a elevação do nível de conhecimentos dos alunos. O professor(a), no caso, traz para o mundo sala de aula o mundo real que nos cerca. - Por sua vez, é uma maneira de reforçar os conhecimentos em estudo e, ao mesmo tempo, de aperfeiçoar a habilidade da escrita.

The teachers in this study highlighted *the use of knowledge of the world* as the most effective reading strategy to teach reading comprehension. In their words, this reading strategy can be efficient since it makes reading more fluid. In addition, it can help the teachers to bring the knowledge of the world the learners already have and join it with the new one. As Tomitch (2009) observes, the use of knowledge of the world is important since it provides readers with a framework to read, comprehend and later recall the text.

Two out of five teachers have expressed that the strategy *silent reading* is also efficient since it can provide readers with a significant interconnection among the ideas in the text, and also helps students to concentrate on the subjects present in the text. Thus, it can facilitate reading comprehension of the text, and help students when they are 'alone' with the text; as a result, students can become more confident, and obtain necessary scaffoldings in the construction of their own meaning and textual comprehension. Reading silently can be effective in the sense that it leads students to retrieve and retain the necessary information. When students read silently, they focus on their texts, and therefore, ponder the meaning of the text. Therefore, silent reading assembles important factors towards text comprehension and enables readers to conduct and to form their arguments in relation to what is being read (Doff, 1988).

The present results indicate that the reading strategies *the use of knowledge of the world* and *silent reading* can be considered as efficient ways the management of reading comprehension classes. Aebersold and Field (1997) have observed that these reading strategies can be employed by teachers in order to help students to construct meaning from texts, since they promote interaction between the students and the text.

4.1.8 - How EFL teachers plan their reading classes. (Acerca da organização da sua aula de leitura. (a) Você inclui a fase de pré-leitura, fase de leitura e a fase de pós-leitura? (b) Qual é a importância de cada uma das três fases? (c) Que tipo de estratégias de leitura você desenvolve em cada uma das três fases?).

In answer to the mentioned question, results have shown that four out of the five investigated EFL teachers include the three reading phases in their reading classes. They have said that the three have their relevance. In their words, the pre-reading phase is helpful since it can

take students to familiarize with the subjects in the text, activate students' prior knowledge, and can ascend learners' interests in reading. Second, the while-reading phase can be useful since it maintains the learners in the text, and involves the learners towards extracting meanings. Third, the post-reading phase is significant since it can examine what students have learned from the text, and offer them the chance to express it (see table 06 below):

The present results seem to suggest that teachers also include the strategies *skimming* and *scanning* and *silent reading* during the while-reading phase. Research has showed that these mentioned reading strategies have been effective, since they enable learners to be connected with the text in order to choose what part they can recall. As Grabe (2009) states, reading strategies are important in the development of readers and they have to be incorporated in a reading class with the objective to engage learners to learn to combine multiple reading strategies in order to lead them to comprehension. In this sense, students can generate a reasonable thinking if they are able to combine various reading strategies with this intent. Therefore, "the strategic reader integrates information, summarizes the main points, builds a coherent interpretation of the text, and critically evaluates that text information" (p. 196). Thus, these reading strategies indeed have considerable influence in the teaching and learning of reading comprehension.

Table 6

How teachers plan their reading classes

TEACHERS	INCLUDE THE PHASES	THE RELEVANCE OF EACH PHASE	THE READING STRATEGIES DEVELOPED IN EACH PHASE
Teacher A	As três	A Pré-leitura para já familiarizar o aluno com o que vai ser lido, leitura para absorver o conteúdo, vocabulário, Pós-leitura, conversação e checar a compreensão do que foi lido e o conhecimento de	Pré-leitura – discussão, perguntas. Leitura – silenciosa ou não, skimming, scanning. Pós-leitura – discussão, pair work, group work.

		<p>mondo.</p>	
Teacher B	<p>Sim, procuro fazer uma atividade antes para ativar o conhecimento prévio, uma voltada para o sentido do texto (leitura) e uma para a língua ou discussão (pós-leitura).</p>	<p>Da primeira, ativar o conhecimento prévio, preparar o aluno para o tema abordado no texto. A segunda testa a compreensão do texto e a terceira desenvolve competências lingüísticas.</p>	<p>1-predição, uso do conhecimento prévio, uso de marcas tipográficas. 2-scanning, skimming, análise de palavras desconhecidas. 3-identificação de classe gramatical/função gramatical de palavras, elaboração de resumos.</p>
Teacher C	<p>Sim</p>	<p>Pré-leitura: pode-se discutir o tema proposto pelo texto e checar o conhecimento prévio dos alunos; fase de leitura: desenvolvimento e prática das habilidades em si;</p>	<p>3) Pode-se verificar a ampliação do conhecimento e habilidades. Pré-leitura: predição, uso do conhecimento de mundo. Leitura: leitura silenciosa, em voz alta, identificação das idéias principais; Pós-leitura: debates, elaboração de resumos.</p>
Teacher D	<p>Sempre que essas fases se fizerem necessárias.</p>	<p>1ª: direcionar o conhecimento do aluno p/ o tema do texto. 2ª: envolver o aluno na construção dos sentidos do texto. 3ª: emitir julgamentos, formar opiniões.</p>	<p>1ª – perguntar sobre o tema (orais) em conversa informal. 2ª – propor a busca por informações e pela compreensão global. 3ª: Questionar o aluno acerca de sua opinião sobre o texto.</p>

Teacher E		<p>Por meio da pré-leitura, procuramos despertar no aprendiz o interesse pela leitura que virá a seguir. Além disso, é também um instrumento por meio do qual podemos trabalhar a interdisciplinaridade. Na leitura, temos a oportunidade de praticar esta habilidade. A pós-leitura, por sua vez, oferece aos estudantes a oportunidade de discutir oralmente e por escrito aspectos enfocados na leitura.</p>	
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Four out of five EFL teachers said that they include in their classes the three reading stages, and recognize them as prominent in the teaching of reading comprehension. The researcher has observed that teachers tended to employ the reading strategies as follows: *discussion, questions, prediction, the use of prior knowledge*, in their classes. These mentioned reading strategies to teach text comprehension actually make a tenable difference in the teaching of reading in L2, and therefore, teachers have attempted to bring these ideas in order to reflect on their practice in their classes. The use of these pre-reading strategies plays an important role of bringing students to unravel reading comprehension, since they lead students to activate their important schemata on the subjects of the text (Carrell & Eisterhold, 1998).

4.1.9 - The type of texts EFL teachers apply to their students. (Que tipo de texto você costuma selecionar para aplicar com seus alunos? Outro(s)? Qual(is)?).

The results have shown that the investigated EFL teachers have chosen *articles from newspapers, advertisements, and academic*

articles, as the most employed genres⁴ in their reading classes (see Appendix H).

Considering that individuals are different and that this difference may have implications in the styles of learning to read, teachers can bring many different texts to the classroom. In bringing several types of genres to the classroom the students are offered the chance to do different types of reading, which is considered important to help them to enhance their reading comprehension. Although the great majority of the teachers have chosen the mentioned genres, the researchers suggest that teachers may bring to the reading classes literary texts, mainly unabridged version, since literary texts can involve readers in order to improve their reading comprehension and add their existing knowledge.

4.1.10 - Extensive Reading. (Você costuma solicitar aos seus alunos a leitura extra-classe de artigos e/ou livros dos teóricos de referência na área de leitura? Poderia justificar a sua resposta, por favor?).

The results have shown that three out of the five EFL teachers said that they did not require students to do extra-class readings, since extra-class reading is required in other disciplines, and the learners seem unmotivated to read scientific texts. The two teachers who said that they include extra-class reading, justify by saying that they may enhance students' vocabulary and oral skills. See table below for a summary:

⁴ As for this study, the term genre is defined as a particular type of writing, as for example, academic article, novel, tale, epic poem, fable, scientific fiction, e-mail, and so forth (Wallace, 1997).

Table 7

Readings students are required to do outside the classroom.

EFL TEACHERS	INCLUDE EXTRA-CLASS READING	JUSTIFICATION
Teacher A	Sim	Para desenvolver (aquisição) o vocabulário e para até contribuir para uma melhor desenvoltura da habilidade oral
Teacher B	Não nas disciplinas de língua	Eles lêem na disciplina de leitura e produção textual. Nas de língua, como o foco não é este e o tempo é curto, não utilizo esses teóricos em sala ou extra-classe.
Teacher C	Sim	A quantidade e variedade dos textos existentes no método utilizado são quase sempre insuficientes. É preciso recorrer a textos que estejam mais diretamente ligados à experiência/vivência e interesse dos alunos.
Teacher D	Não nesta disciplina, especificamente,	quando muito, os alunos lêem os textos do livro didático, fazem os exercícios propostos e praticam a compreensão oral ouvindo o áudio.
Teacher E	Não	Talvez por não ter sido despertado ainda

Extra-class readings may be necessary for EFL learners to be prepared to act in their professional life, as teachers. Renandya and Jacobs (2002, p.298) observe that requiring learners to extra class reading can be of great value for them, since it helps learners to heighten their language knowledge, such as, “spelling, vocabulary, grammar, and text structure”, and help them to increase “knowledge of the world”.

Besides, preservice EFL teachers programs have the incumbency to prepare the students to have a qualified formation, and therefore, extra readings can supply certain lack of reading that the textbook may appear to present. Extra readings can support students in their academic and professional career (Sailors, 2009). Therefore, the habit of asking EFL students to do extra readings at home really functions as a source of inspiration in order to heighten their use of reading strategies and enhance their reading comprehension.

4.1.11- Teachers orient their students to make use of learning reading strategies. (Você costuma orientar seus alunos quanto ao uso de estratégias de leitura em Inglês? Poderia justificar sua resposta, por favor?).

Results have shown that four out of five EFL teachers said that they orient their learners in how to employ reading strategies in their readings. In their words, this recommendation on the use of strategies can actually help learners to retain information from the texts, and can help them in the process of reading (see table 08 below):

Table 8

Teachers orient learners to use reading strategies in their readings.

EFL TEACHERS	ANSWERS	JUSTIFICATION
Teacher A	Sim	em aulas de Inglês Instrumental. Porque essa disciplina requer uma compreensão de textos por leitores que não falam um idioma estrangeiro.
Teacher B	As vezes sim, mas outras esqueço	Mas, normalmente falo de predição, scanning e skimming, e de inferir o significado pelo contexto.
Teacher C	Sim	como forma de ajudá-los a desenvolver formas mais eficazes de compreensão e retenção das informações contidas no texto.
Teacher D	Sim	A cada aula surge oportunidades para comentar ou explicar um tipo específico de estratégia que é utilizada.

Teacher E	Sim	O conhecimento dessas estratégias ajuda os estudantes no processo de leitura.

As Renandya and Jacobs (2002) observe, EFL learners who have been oriented to make use of reading strategies during extra class readings have presented better development in performing reading comprehension.

Assuming that reading is an interactive process, EFL teachers can integrate, adapt, and orient the EFL learners' different needs (Nunan, 1999). In this sense, Oxford (1990) says that learners who are oriented to develop strategy use during the reading classes are more motivated in relation to the learning of reading. In her words, learning strategies are relevant, since they can permit "learners to become more self-directed" (p. 9). In addition, Aebersold and Field (1997) say that "successful readers" (p.16) make a lot of use of reading strategies. Thus, students being able to make use of appropriate reading strategies can support the process of learning text comprehension.

4.1.12- Teachers' appraisal of students' motivation in relation to reading. (Como você avalia o desempenho e a motivação dos seus alunos em relação ao trabalho com a leitura em língua inglesa?).

The results have shown that three out of five EFL teachers evaluate their students' motivation in relation to reading as satisfactory, although learners may feel unmotivated to read long texts, and sometimes their prior interests are on oral skills. One out of five teachers evaluates students' motivation to read as weak, since s/he says that students read scarcely. See table 09 below for a summary.

Table 9***Teachers' Appraisal of EFL students in relation to the learning of reading.***

EFL TEACHERS	EVALUATION
Teacher A	Bom. Nas aulas de conversação (habilidade comunicativa) o interesse maior é nas habilidades oral e auditiva.
Teacher B	acho que, se trabalhado os temas do texto, escolhendo temas que despertem a atenção deles e dêem margem para discussão, os alunos normalmente se engajam com entusiasmo nas atividades, mas se desmotivam com textos longos.
Teacher C	De maneira geral, eles se encontram em um estágio no qual conseguem realizar leituras eficientes e satisfatórias, dependendo da complexidade do texto. Sua motivação parece vir do tema, e às vezes do tipo de estratégia utilizada.
Teacher D	Apesar da ênfase nas habilidades orais, é na leitura que os alunos apresentam um melhor desempenho. Quanto à motivação, esta depende muito do gênero ou do tema proposto.
Teacher E	Infelizmente, não corresponde a nossas expectativas. Os alunos, em geral, leem pouco.

These mentioned results can reflect that EFL learners should be aware of their responsibility in order to learn reading. Since reading is not a passive ability, learners have to be engaged in the correct strategy use in order to construct meaning. As Aebersold and Field (1997) and also Oxford (1990) have observed, students have to be taught about their roles during the reading classes. In this sense, they will know that their main role, at minimum, is to focus their attention on the proposed readings, make questions to the teacher anytime they need, and above all, make use of the learning strategies in order to interact and construct meanings from the readings.

4.1.13 - How EFL teachers mediate the reading process of their students. (Você costuma intervir diretamente durante o processo de leitura do seu aluno? Como? Em qual(is) momento(s)?).

Results from the study have shown that two out of five EFL teachers said that they intervene in their students' reading process, but when required. In their words, they intervene mainly in checking the students' pronunciation. Three out of five teachers said that they rarely intervene in their students reading process, only when working with pronunciation activities (see table 10 below):

Table 10

EFL teachers' mediation of their students' reading process.

EFL TEACHERS	THE MOMENTS
Teacher A	Sim, mas apenas quando solicitado para esclarecer algo que o aluno não entenda ou encontre dificuldades.
Teacher B	Não, nem na leitura silenciosa nem na em voz alta
Teacher C	Geralmente, quando praticamos a leitura em voz alta (pronúncia, significados) e na fase de pós-leitura, durante as conversas sobre o tema.
Teacher D	Fornecendo pistas ou possibilidades p/ a (re) construção dos significados, bem como solicitando que o aluno peça ajuda aos colegas, pedindo opiniões.
Teacher E	Às vezes. Quando há deslizes relevantes quanto à pronúncia, peço para outro ler ou mostra a pronúncia adequada.

These results have shown that two teachers, when required, mediate their students' reading process, especially when they are working with pronunciation activities. In their words, they use to mediate their students' reading process, mainly when students face difficulties in dealing with reading comprehension. Compared to the literature of the reading field, it says that teachers can monitor their students learning of reading, mainly providing students with support during the first moments of reading, and then, when students are ready to go by themselves, teachers can take off the scaffoldings (Tomitch, 2009). The reading class can be organized, so that every instruction to students can be based on strategy, feedback, and scaffoldings (Pressley

et al., 1992, as cited in Raphael, George et al, Weber & Nies, 2009). Therefore, teachers make interventions during reading classes in order to enhance students' knowledge of reading comprehension.

4.2 - Students' Questionnaire

4.2.1 - Description of the *Letras* Course and the participants

Most of the students only had contact with the English language in their primary and secondary school time. From the thirty-five investigated students ten are men and twenty-five are women. Students who are studying at the last phases of the course, as for instance, sixth, seventh and eighth semesters are expected to have a good knowledge of the English language related to the four basic skills, and be at an intermediate level.

4.2.2 - Students' Profile

Data from the students' questionnaire (see Appendix I) revealed that most of the researched EFL students have been dedicating six to ten hours per week to do their readings in English. Fourteen out of thirty-five said that have been dedicating one to five hours devoted to reading in L2. In addition, six out of thirty-five students said the have read approximately two hours per week.

This result may indicate that these students have been careful in allocating certain amount of time to read in the target language. This is a relevant aspect since it may conduct students to obtain great improvement in their reading comprehension in L2. In addition, it has shown that the students, in general, are aware of their responsibility as EFL learners, since they have dedicated quite a good time devoted to reading in L2. The results largely have shown that these students are engaged in the *Letras* course, since they are preservice teachers and need to be prepared to act as professionals in the future. On the other hand, some students answered that they almost never read in L2, which they should. As Grabe and Stoller (2001) have observed, the texts read in the classroom are usually quite limited, and therefore, learners need to reserve an amount of time to devote to extra-class reading. EFL students, mainly those who have achieved an intermediate level of language feel the necessity to advance in their readings by doing extra class readings and readings in the classroom (Aebersold & Field, 1997).

Concerning the quantity of books and/or articles that students

read, the results from the students' questionnaire have shown that twenty-two out of thirty-five EFL learners have read between one to three books and/or articles in the latest ten months (see Appendix I). This result indicates that students have devoted a reasonable quantity of time to read in the target language. This shows that students are interested in learning, and then, teachers can give support by providing them the suitable materials and feedback (Grabe & Stoller, 2001)

4.2.3 - The reading process and its essential components to develop efficient reading (Como você define o processo de leitura? Na sua opinião, que elementos/critérios são necessários para uma leitura eficiente?).

The EFL students in this study have said that the reading process is slow and continuous, and they point out fundamental components in order to have an efficient reading. They are: *ample background knowledge* and *reading strategies*. The researcher brings here some fragments of the students' answers, in which the researcher based the comments. Please see the passages below:

“O defino como um processo lento, de entendimento e apreensão do que foi lido. Para uma leitura eficiente, é necessário um background amplo no qual se refere à vocabulário a conhecimento de mundo”

“Estratégias de leitura são importantes porem a única que uso é a de ligar uma musica baixa enquanto leio num quarto trancada”.

“Um processo de aperfeiçoamento continuo. Domínio de vocabulário e diversidade textual”.

As participants point out, the reading process is continuous since it has constant changes of levels, from beginner readers to proficient ones. It is also continuous since the more students read, the more they will become able to process the information rapidly. In addition, the reading process is constant since it goes beyond the process of decoding, and students need to comprehend the message by the issuer. Slow reading is also necessary since students deal with academic texts, and then, they also need to be aware of the details in that text, and therefore, more time may be devoted to reading (Nation, 2009).

In order to have efficient reading, students have pointed out two components *background knowledge*, and *reading strategies* as efficient features that can help them to have an efficient reading in L2. First, ample background knowledge of the students can be useful in order to

heighten efficacy in reading. Students have highlighted that reading strategies have relevance towards the improvement of reading comprehension in L2. Thus, in the students' view, reading strategies are considered as efficient factors that can contribute substantially for the development of text comprehension (Aerbersold & Field, 1997; Grabe & Stoller, 2001; Tomitch, 2009).

4.2.4 - How students understand reading classes in English language. (Como costumam ser as aulas de leitura em língua inglesa?).

Students appraisal to the reading classes is that, in their words, the reading classes in L2 are not emphasized and speaking activities are overemphasized. Please see the quotations below:

“Habitualmente a leitura não costuma ser enfatizada nas aulas de língua inglesa e, quando isso ocorre é sempre o aluno no papel do leitor e o professor encarregado de corrigir a pronúncia”.

“As aulas geralmente não são muito proveitosas pois pouco é cobrado dos alunos em questão de leitura extra-classe”.

“Geralmente são bem legais, com a exposição de amplo vocabulário e a mistura com as atividades de speaking”.

From the results obtained in this study, in general, the students seem to see their reading classes as lacking in quantity, that is, amount of readings done, and also in terms of the contents that are developed. Indeed, this *status quo* can influence the quality of the reading classes, since the students do not have sufficient time to be in contact with reading. As Eskey and Grabe (1988) observed, reading classes can be constant in the target language, since students feel more encouraged to learn to read by practicing the act itself, that is, the students can be engaged in the practice of reading. Therefore, reading can be present in every reading class, and then, it can be used to support students in the development of their knowledge of the English language.

In addition, some students have said that the reading classes are good. In their words, the teachers emphasize vocabulary, speaking and reading aloud. It is evident that the learners enjoy these mentioned activities. These results tend to suggest that the reading classes are more devoted for the teaching of pronunciation. As Aerbersold and Field (1997) and Tomitch (2009) recommend, reading aloud activities are indicated to work on pronunciation, and, in this case, teachers should be careful in their choice of texts which should include those suitable for

this end such as poetry and songs, to mention a few possibilities. Therefore, if teachers intend to have students enhance their reading comprehension, they can invest in organizing their reading classes following the reading strategies from the three fundamental moments, focussing on comprehension itself.

4.2.5 - How EFL students see reading in L1 and L2. (Você acha diferente ler em Português e em Inglês? Por quê?).

The results obtained from the study have shown that twenty-four out of thirty-five participants see reading in L1 differently from reading in L2. The researcher has brought here some fragments. See the extracts below:

“Sim. A leitura na L1, de certo modo é mais rápida, pois os falantes já dominam todo o vocabulário. A leitura em L2 é um pouco mais lenta, pois além da necessidade de compreensão do texto como um todo, o aluno ainda tem que lidar com o vocabulário novo, para isso ele vai ao dicionário e volta ao texto, e esse processo retarda a compreensão geral”.

“Sim. Em português já temos maior conhecimento da língua, principalmente de vocabulário, diferente da L1, que precisamos de mais tempo para conhecer a língua. Diferente e complicado pelo fato de não sabermos algumas palavras na língua inglesa”.

From the results obtained, the investigated EFL students have said that reading in L1 differs from reading in L2. In their words, the differences incorporate some aspects, as for instance, reading in L1 can be more rapid and automatic. These differences occur, since students have a significant domain of the vocabulary in L1, and consequently students do not need to make considerable use of dictionary.

Thus, these results tend to corroborate with the assertions found in Grabe and Stoller (2002), who observed that reading in L1 is different from reading in L2, since L2 readers tend to “have weaker linguistic skills and a more limited vocabulary than do L1 readers”(p. 189).

4.2.6 - The types of text students read. (Escolha os tipos de textos que você mais gosta de ler:).

The results obtained from the present study have shown that twenty-seven out of thirty-five EFL learners prefer *novel* as the type of

text they like to read best. The result may imply that the genre novel can influence the students' reading comprehension. Therefore, different types of texts can be presented in the reading classes, and teachers can access students' preferences by a survey that aims at accessing their favorite genre (Davies, 1995), so that it can be included in the class plan (see Appendix I).

4.2.7 - How students like the texts EFL teachers work in the reading classes. (Você gosta dos textos que o seu professor trabalha em sala de aula? Por quê?).

The results obtained from the students' questionnaire have shown that the students partially liked the texts their teachers work with during reading. The results tend to suggest that the investigated learners have a rather negative idea in relation to the texts that the teachers apply (see extracts below):

“As vezes. Porque alguns textos são muito complicados de ler, entender e discutir”.

“Alguns sim, outros não. Por serem textos que não chamam a atenção, não interessam”.

“Poucos textos são bons. Muitos são repetitivos e alguns são simples demais para uma sala em estagio avançado do curso”.

These results may indicate that the classes are heterogeneous, that is, there are students with different levels of learning. Therefore, these results tend to show that teachers need to establish the reading objectives before designing their reading classes, and this plan can involve the type of texts they will work with their students. Therefore, teachers may attempt to focus on the selection of texts, so that they can match students' interest.

4.2.8 - Extra-class reading (O professor de Inglês costuma solicitar leitura extra-classe de teóricos de referência na área de leitura? Poderia justificar a sua resposta, por favor?).

The results have shown that some teachers use to require their learners to do extra-class reading. Extra-class reading is greatly significant, since the learners will have the chance to heighten their knowledge on vocabulary, as well as reading comprehension. In order to illustrate, the researcher brings here some passages in which the

investigated students express their opinion. See the fragments below:

“Sim. Alguns solicitam para fazer trabalhos, provas seminários”.

“Alguns professores sempre cobram uma obra em língua inglesa de importantes teóricos, porém isso nunca passa de uma obra por semestre”.

“Não, isso é muito raro. Geralmente só trabalhamos o reading em sala, só somos solicitados a ler no idioma pelos professores de literatura”.

The results obtained from this study have shown evidences that students eventually accomplish readings at home. In their words, reading is worked in the reading classes, and they are more required to read extra class in the Literature classes. The students also have said the practice of extensive reading is still limited. As Aebersold and Field (1997) recommend, the students can be aware of their extra reading practice, so that their reading can be enhanced.

4.2.9 - The reading strategies students consider essential to comprehend texts. (Das estratégias de leitura a seguir, qual ou quais aquelas que você considera relevante(s) para compreender textos em Inglês?).

The results obtained from the research indicate that the strategies *the use of knowledge of the world, analysis of the unknown words to deduce their meaning* and *silent reading* are considered by the students as the most significant ones in order to comprehend texts in L2 (see Appendix J).

The results reflect that students tend to have knowledge of the use of reading strategies, since they have indicated the use of reading strategies as valuable, and that the use of these reading strategies can bring significant benefits to the students since they can lead them to have a better development in dealing with text comprehension as signaled in the literature (Grabe & Stoller, 2002; Tomitch, 2009).

4.2.10 - How students evaluate their participation in the reading classes. (Como você avalia sua participação nas aulas de leitura em Inglês?).

The results from the students' questionnaire have shown that most consider their participation in relation to reading as active.

Nevertheless, some students said that they only participate when required to do so. Please see extracts below:

“Regular. Devia ser mais participativa porém faço apenas o exigido pelo professor”.

“Quando solicitado a participar da leitura, contribuo, e busco ser fiel a pronúncia, quando desconheço a palavra peço a ajuda do professor. Além disso, no que refere-se à interpretação, faço uso das estratégias supracitadas”.

“Ativa. Quando requisitada, participo ativamente das leituras”.

“Uma passiva participação pois os alunos que tem um bom domínio de discussão oral é que são solicitados a fazer as leituras em voz alta, ficando os demais apenas acompanhando em silêncio”.

From the results obtained, it can be seen that the students' participation in the reading classes are more devoted to the practice of pronunciation, an activity they seem to enjoy.

Some EFL students said that they have passive participation since those who have a broader domain of English are more required to do the readings aloud, and the other students are impeded to have full participation. The results tend to suggest students seemed unmotivated in relation to the reading classes since the interaction seems to be concentrated on those students who are fluent in the target language. This scenario may change if the focus on the reading classes move from reading aloud to reading to comprehend.

4.2.11 - Relevant Strategies that students employ when they read at home. (Quando você lê em casa, você verifica referências do livro, sumário do livro e notas na capa? Você considera esses procedimentos importantes? Por quê?).

The results obtained from the study have shown that most students recognize the importance of these procedures: verify the references of the book, table of contents, note on the cover of the books. Although students recognize them as important, some of them do not strive to use these reading strategies (see extracts below).

“Até acho importante, mas sinceramente não o faço”.

“Quando é um texto acadêmico, sim. Porque é algo que posso usar quando preciso de uma base teórica em meus próprios textos”.

“Raramente leio, somente quando o título me interessa”.

“Sim. Pois isto aumenta o conhecimento e a compreensão do que iremos ler.

“Sim, porque são informações extra que nos levam a buscar mais informações, ou ainda nos apresentam o que virá em seguida, como um esclarecimento ou leitura prévia”.

From the results obtained, some students have said that receiving orientation on how to use reading strategies is an important procedure. In their words, it will help them to do a preview of the books and/or articles they are about to read, to check references of the book, table of contents and notes on the cover of the book. As Grabe and Stoller (2001) observe, these strategies are relevant since they can help to identify styles, themes, about the text. In this sense, using these procedures can preclude learners from having to read the books without a purpose. In addition, these procedures are indispensable, since they may foster pre information about the books they are about to read, and contribute to the reader to form an opinion about the book before reading it.

The results can be an indicator that EFL students from *Letras* Course consider relevant the reading strategies that help them look forward to what comes in the book. These findings can corroborate those of Nunan (1999), who found that skilled readers normally use the strategy of previewing what is to come in the text, as for instance, analyzing the table of contents of the books.

4.2.12 - Features that EFL students particularly consider relevant in the reading classes. (Comente sobre o que você considera relevante nas aulas de leitura em Inglês?).

Results obtained from the students' questionnaire have indicated that learners consider relevant the interaction that teachers can promote in class and the use of reading strategies (See extracts below):

“Antes de qualquer coisa, a participação ativa dos alunos”.

“Diversidade textual além do uso correto das estratégias escolhidas acima”.

“Acredito que o uso de estratégias deve ser preservado, por auxiliarem o processo de leitura”.

“A interação que o professor pode promover entre a leitura e o aluno. É importante o debate e o reconhecimento que realmente o texto (leitura) teve uma função e foi eficiente”.

“Ler é sempre importante, pois algo é sempre acrescentado quando um novo texto é lido, então podemos aproveitar alguma coisa de toda a leitura que fazemos”.

Interaction can lead to permanent active participation in dealing with the text. As Pearson (2009) observes, the features of an active participation also have to do with reciprocal reading interaction. This can involve students’ active participation with their responsibilities in the reading classes. Active participation also refers to students being responsible for their learning. Therefore, it is worth mentioning that some students recognize that both teachers and students are responsible for the learning of reading in a foreign language.

4.3. Responding to the Research Questions of the Study

The present section is aimed at answering the research questions of the present study. They will be answered taking into consideration the information from the teachers’ and students’ questionnaire discussed here.

4.3.1 - What reading strategies do EFL teachers from *UERN Letras* Course report using with their students?

The reading strategies that the investigated EFL teachers from *UERN Letras* Course report using all of them with the emphasis on the most used which are the following: *prediction*, *the use of knowledge of the world*, and *identification and inference of the main ideas from the text*. The present results have revealed that teachers, in this study, tend to employ more reading strategies from the during-reading and pre-reading phases and less from the post-reading phase.

Results have also shown that the EFL teachers are aware of their roles as teachers, since they signalized the strategies: *the use of knowledge of the world* and *silent reading* as the promising reading strategies. These reading strategies can help readers to bridge their existing knowledge with the one in the text, so that meaning is constructed. In addition, results also indicate that, in general, students are unmotivated to reading, especially long texts. Therefore, reading strategies can help learners to be more encouraged to do readings in L2.

From the results obtained in this study, it is suggested that there is a need for the investigated teachers to systematize their reading classes in a way that match all the reading phases. The post reading phase

cannot be regarded as less used, since this part is important for students in order for them to present what they have learned from the texts, connecting back with information from their own reality, and also share with their partners the ideas found in the texts.

4.3.2 - What are the reading strategies that undergraduate students from the sixth, seventh and eighth semesters consider helpful for learning reading comprehension in L2?

The results obtained from the students' questionnaire can indicate that the great majority of the students point out the strategies *the use of knowledge of the world, analysis of the unknown words* and *silent reading* as helpful for them to learn reading comprehension in L2.

These results from the undergraduate learners tend to suggest that EFL learners consider the aforementioned reading strategies as important, since they can serve as a stairway to reach reading comprehension in the target language. The literature of the reading field endorses the current results and support that students can also be responsible for their learning, and reading strategies have the function to help them on this purpose.

The present results tend to indicate that the EFL students use most the reading strategies from the pre-reading and while-reading phases. This fact can hinder EFL readers of accessing reading comprehension, since the reading strategies from the post-reading phase tend to be omitted. Therefore, these findings may corroborate Grabe and Stoller (2001), for whom reading strategies can be included in the reading classes as a continuing part of the class, since in an academic context students are always required to do careful readings. The reading strategies, especially from the post-reading phase, will help readers to promote careful reading.

4.3.3 How do undergraduate students from the sixth, seventh and eighth semesters of the *Letras* course see their own reading in L1 and L2?

The thirty-five undergraduate EFL students have perceived reading in L1 as more rapid to understand. The learners have said that they have more familiarity with the orthographic symbols in L1, and therefore, the processes can occur automatically, and thus faster in L1. In addition, the students have said that since they already have domain of the vocabulary in L1, the text is understandable, and they do not face

vocabulary limitations. Third, the students have said that the use of reading strategies in L1 is not necessary since they can comprehend the texts from the first reading.

By its turn, the thirty-five students have said that reading in L2 is slower. First, this can happen since the learners need to reread all the text again, and it demands more time, and consequently delays reading in L2. Second, students said that low vocabulary is a constraint in reading in L2 since they have to consult the unknown words in the dictionary, and it consumes an amount of time. Third, students said that the use of reading strategies is more helpful in reading in L2.

In sum, the present chapter has attempted to focus on the presentation and discussion of the results of the present study, and also strived to respond the research questions proposed. In the next chapter, the researcher will provide readers with a summary of what was learned. Also, the final reflections, limitations of the study, directions for future studies and pedagogical implications will be presented.

CHAPTER V

FINAL CONSIDERATIONS, LIMITATIONS AND IMPLICATIONS

In this final chapter, the main following topics are presented: final reflections, limitations of the study, suggestions for further studies, and pedagogical implications.

5.1 - Final Reflections

Since the present research had as main objective to investigate the reading strategies that teachers and students use during reading, as well as how students see their reading in L1 and L2, it is reasonable to say the present thesis permits to open discussion on the use of reading strategies to teach reading comprehension.

5.1.1 - The reading strategies the EFL teachers engage in the reading classes

Considering the results obtained from the five (05) investigated EFL teachers, the findings have pointed out that the majority of them tend to privilege the reading strategies from the pre-reading and while reading parts, and tend to use less strategy from the post-reading phase. In addition, the reading classes seem to stop on the while-reading moment. Results from the questionnaire have also indicated that teachers tend to reserve just twenty (20) minutes for the reading classes, which can be considered a considerable scarce time.

Another factor that is marked in the reading classes is reading aloud since the teachers seemed to privilege refining the students' pronunciation. According to Doff (1988), the practice of reading aloud in the reading classes cannot be the teachers' main concern, especially for beginner students. The teachers' prime intent may be to involve learners to comprehend the texts, that is, they may prioritize reading comprehension, and if they see that it is necessary for students to read aloud, this procedure can come at the end of the reading class.

Reading strategies employed by the teachers can influence significantly the process of learning reading comprehension. According to Doff (1988), the before reading activities serve as a foundation for students to focus on the text while they read. Hence, teachers can use many pre-reading strategies in order to draw students' attention towards

texts. The attitude of the teachers in the present study towards the use of reading strategies is positive since they recognize the importance of them and corroborate with the idea that each reading strategy is essential in the development of text comprehension. In this light, the results have evidenced that teachers know the value of the three reading phases: pre-reading, while-reading, and post-reading phase. However, they tend to use less strategies from the post-reading phase. As discussed in this study, the use of reading strategies during the three moments is vital to the teaching of reading comprehension.

5.1.2 - The reading strategies that undergraduate EFL students consider helpful for learning reading comprehension in L2

Results from students' questionnaire have indicated that the majority of the EFL learners consider *the use of knowledge of the world*, *analysis of the unknown words to deduce their meaning* and *silent reading* as the most useful in order to comprehend texts in L2. These mentioned reading strategies are important since they can guide the learners to obtain reading comprehension in the foreign language. In addition, these results can help learners to get conscious of their role during reading, and therefore, these reading strategies can actually engage the learners in the process of learning reading comprehension (Aebersold & Field, 1997).

Also, the results have pointed out that students consider reading strategies as important tools in order to make them aware of the importance of reading. The results also have indicated that the students consider reading in the classroom and at home as powerful mechanisms to conduct them to improve reading.

In relation to the reading classes, the results have pointed out that students would like to have more contact with reading, be it in the classroom or at home.

Results obtained have shown that students from *Letras* course see reading in L1 as less difficult to comprehend since they already have gained automaticity, and therefore, unknown words are easily recognized by the context. As for L2 reading, although it shares the same code system, the students have said that reading in L2 is more difficult, since it has some constraints such as their low domain of vocabulary in the target language.

Findings have also shown that students' attitude towards reading in L2 is positive, and they recognize the value of reading strategies in the process of learning to read in a foreign language.

5.2 - Limitations of the Study

The present study includes the following limitations:

- 1- Students' and teachers from beginning semesters could have also been included so that a more complete picture of the use of reading strategies at a university context could have been obtained.
- 2- The current study could be more precise if higher number of reading classes had been observed since more information could be noted in relation to the use of reading strategies.

5.3 - Suggestions for Further Research

Dealing with reading strategies, it is important to highlight that there may be a need to investigate the reading strategies that learners use in developmental terms, that is, a study could be carried out in which the researcher could have more time to conduct a longitudinal study, observing the strategies that teachers and students use during an entire university term. Another study could investigate how efficient the reading strategies are in order to lead students to reading comprehension. And finally, it would be interesting to see the relationship between the use of different reading strategies and working memory capacity. In this sense, it would be nice to see to what extent the use of reading strategies influences working memory during reading comprehension.

5.4 - Pedagogical Implications

The current paragraphs are intended to report the implications of the findings to the EFL classroom. In this sense, the findings have indicated that teachers tend to use less strategy from the post-reading phase.

EFL teachers may need to consider the three steps during the teaching of reading comprehension. Aebersold and Field (1997), Doff (1988) and Tomitch (2009) propose the use of reading strategies being employed in three distinct moments, as already mentioned before: pre-reading, while-reading and post-reading. An ideal reading class can contain the reading strategies in these three moments. In sum, strategies from the pre-reading phase take students to the text, while-reading phase maintain students in the text, and strategies from the post-reading phase enable students to foster critical thinking and return to the world with new concepts in mind.

The present results also show that the teachers report using these reading strategies, since they consider them relevant and efficient to teach reading comprehension in L2. They mention *silent reading*, *prediction* and *the use of knowledge of the world*, as the strategies most often used. These reading strategies are important because they may help EFL learners to be more confident and heighten the learners' interpretation, so that they can develop their own arguments in the process of learning text comprehension. Thus, the teachers say that these strategies are significant instruments to conduct students to have reading comprehension, to motivate the students to seek for a sense in the text, and also enable them to feel more confident once they will recognize in the text the previous subjects they already have in mind.

Having discussed that, this study is relevant in the sense that it has contributed to explain how students and teachers make use of reading strategies to the teaching and learning of reading comprehension in their reality. In addition, this present study on reading strategies is important, since people may reflect more in relation to the teaching of reading in a university context. It also may permit people to discuss, seeing ahead the issues of reading strategies in order to provide students with the tools to learn reading to their professional carrier, as well as for their improvement, so that they can act in the society as citizens.

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APPENDICES

APPENDIX A – THE TEACHERS' QUESTIONNAIRE

UNIVERSIDADE FEDERAL DE SANTA CATARINA-UFSC

CENTRO DE COMUNICAÇÃO E EXPRESSÃO – CCE

PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA
CORRESPONDENTE

ORIENTADORA: PROF. DR^a. LÊDA MARIA BRAGA TOMITCH

MESTRANDO: ANTONIO GOMES DINIZ

QUESTIONÁRIO DIRIGIDO AOS PROFESSORES DE INGLÊS DA UERN

O presente questionário é destinado a professores de Inglês do Curso de Letras/Inglês da Universidade do Estado do Rio Grande do Norte-UERN. Este questionário é parte integrante da minha pesquisa de Mestrado, cujo objetivo é descrever e analisar estratégias de leitura empregadas pelos professores de língua inglesa. O estudo visa também caracterizar estratégias de leitura em sala de aula do Curso de Letras/Inglês e analisar a função de cada uma delas, testando quais estratégias podem ser possivelmente consideradas mais eficientes para o ensino de leitura em Inglês.

Caro(a) professor(a), gostaria que você me ajudasse respondendo as seguintes perguntas acerca do uso de estratégias de leitura. Esta pesquisa é conduzida por Antonio Gomes Diniz, estudante do Mestrado em Letras/Inglês da Universidade Federal de Santa Catarina – UFSC, sob a supervisão da Professora Doutora Lêda Maria Braga Tomitch. Assim, esta pesquisa busca entender como os professores de Inglês empregam estratégias de leitura para seus alunos. Portanto, este questionário não é um exame. Eu só quero que você contribua para a pesquisa de uso de estratégias de leitura em língua inglesa. Por favor, escreva respostas sinceras e isso garantirá o sucesso da pesquisa. Esclareço que sua identidade será preservada. Muito agradecido por sua ajuda.

I - Perguntas gerais

01. Há quanto tempo você ensina Inglês? _____ Cidade onde trabalha: _____

02. Sua graduação: Bacharelado () Licenciatura ()

03. Área/curso: _____

04. Sua pós-graduação: () Especialista () Mestre () Doutor () Pós-doutor

05. Em qual instituição de ensino superior você cursou sua pós-graduação? _____

II - Questões acerca de leitura

01. Como você concebe a leitura? O que é leitura para você?

02. Em qual das abordagens de leitura abaixo você se fundamenta para planejar suas aulas de leitura?

a) () A leitura é um processo serial, linear, sequencial e o sentido está no texto.

b) () A leitura é um processo de alocação de significados ao texto e o sentido está na mente do leitor.

c) () A leitura é construída (processo) pela interação entre leitor e texto.

d) () Outra(s): _____

Justifique sua escolha. _____

03. Quais materiais e/ou livro(s) didático(s) você geralmente utiliza para ensinar leitura em língua inglesa? _____

04. Quanto tempo da aula de Inglês você reserva para a leitura?

() Dez minutos

() Quarenta minutos

- Vinte minutos Cinquenta minutos
 Trinta minutos Nenhum momento
 Outra situação: _____

05. Assinale as estratégias de, ou em função da leitura que você costuma desenvolver em sala de aula.

- (a) Skimming - Leitura superficial, por alto.
 (b) Scanning - Leitura com o objetivo específico de buscar uma informação.
 (c) Predição - Prever o conteúdo do texto a partir do título.
 (d) Leitura silenciosa.
 (e) Leitura em voz alta.
 (f) Uso de características do texto (título, subtítulo, etc.) para prever seu conteúdo.
 (g) Uso do título para inferir qual informação deve seguir.
 (h) Uso de conhecimento de mundo para auxiliar na compreensão do texto.
 (i) Análise de palavras não conhecidas para deduzir seu significado pelo contexto.
 (j) Identificação da classe gramatical das palavras.
 (k) Identificar a função gramatical das palavras.
 (l) Leitura para extrair significado.
 (m) Adivinhação do significado do texto.
 (n) Buscar paralelismos.
 (o) Monitoramento da compreensão.
 (p) Manutenção do propósito de leitura do texto na mente durante a leitura.
 (q) Ajuste das estratégias para o propósito de leitura.
 (r) Identificação e inferência das ideias principais do texto.
 (s) Busca de relações entre as partes do texto.

- () (t)Distinção entre ideias principais e ideias secundárias.
- () (u)Tolerância de ambiguidade no texto (pelo menos temporariamente).
- () (v)Construção de paráfrases.
- () (w)Uso do contexto para construir significados e ajudar na compreensão.
- () (x)Elaboração de resumos.
- () (y)Elaboração de resenhas.
- () (z)Outras. Especifique-as.

06. Das estratégias elencadas por você, quais delas você considera mais eficientes para os estudantes compreenderem textos em língua inglesa? Poderia justificar as suas escolhas, por favor?

07. Acerca da organização da sua aula de leitura.

(a) Você inclui a fase de pré-leitura, fase de leitura e a fase de pós-leitura? _____

(b) Qual é a importância de cada uma das três fases? _____

(c) Que tipo de estratégias de leitura você desenvolve em cada uma das três fases?

08. Que tipo de texto você costuma selecionar para aplicar com seus alunos?

- | | |
|--|--|
| <input type="checkbox"/> (A) Ficção científica | <input type="checkbox"/> (K) Entrevistas |
| <input type="checkbox"/> (B) Fábulas | <input type="checkbox"/> (L) Jornais diversos |
| <input type="checkbox"/> (C) Mensagens eletrônicas | <input type="checkbox"/> (M) Biografias |
| <input type="checkbox"/> (D) Aventuras populares | <input type="checkbox"/> (N) Revistas populares |
| <input type="checkbox"/> (E) Poesias | <input type="checkbox"/> (O) Romance policial |
| <input type="checkbox"/> (F) Romances | <input type="checkbox"/> (P) Literatura infantil |
| <input type="checkbox"/> (G) Artigos de jornal | <input type="checkbox"/> (Q) Diários |
| <input type="checkbox"/> (H) Propagandas humorísticas (entretenimento) | <input type="checkbox"/> (R) Ficção |
| <input type="checkbox"/> (I) Artigos acadêmicos | <input type="checkbox"/> (S) Periódicos |
| <input type="checkbox"/> (J) Revistas científicas | <input type="checkbox"/> (T) Outro(s)? |

Qual(is)? _____

09. Você costuma solicitar aos seus alunos a leitura extra-classe de artigos e/ou livros dos teóricos de referência na área de leitura? Poderia justificar a sua resposta, por favor?

10. Você costuma orientar seus alunos quanto ao uso de estratégias de leitura em Inglês? Poderia justificar sua resposta, por favor?

11. Como você avalia o desempenho e a motivação dos seus alunos em relação ao trabalho com a leitura em língua inglesa?

12. Você costuma intervir diretamente durante o processo de leitura

do seu aluno? Como? Em qual(is) momento(s)? _____

Muito obrigado!

APPENDIX B – THE STUDENTS’ QUESTIONNAIRE

UNIVERSIDADE FEDERAL DE SANTA CATARINA-UFSC
CENTRO DE COMUNICAÇÃO E EXPRESSÃO – CCE
PÓS-GRADUAÇÃO EM LETRAS-INGLÊS E LITERATURA
CORRESPONDENTE

ORIENTADORA: PROF. DR^a. LÊDA MARIA BRAGA TOMITCH
MESTRANDO: ANTONIO GOMES DINIZ

QUESTIONÁRIO DIRIGIDO AOS ALUNOS DE LETRAS/INGLÊS

O presente questionário é destinado aos estudantes do Curso de Letras/Inglês da Universidade do Estado do Rio Grande do Norte-UERN. Este questionário é parte integrante da minha pesquisa de Mestrado, cujo objetivo é compreender como os estudantes de língua inglesa definem sua própria leitura em língua materna e em língua estrangeira, Inglês. Também, a pesquisa busca investigar quais as estratégias de aprendizado de leitura em Inglês mais usadas pelos estudantes.

Caro(a) estudante, gostaria que você me ajudasse respondendo às seguintes perguntas acerca do ensino de leitura. Esta pesquisa é conduzida por Antonio Gomes Diniz, estudante do Mestrado em Letras/Inglês da Universidade Federal de Santa Catarina – UFSC, sob a supervisão da Professora Doutora Lêda Maria Braga Tomitch. Esta pesquisa busca analisar como os estudantes fazem uso de estratégias de aprendizado de leitura em Inglês. Portanto, este questionário não é uma prova, eu só quero que você contribua para minha pesquisa sobre o uso de estratégias de aprendizagem de leitura. Por favor, escreva respostas sinceras e isso garantirá o sucesso da pesquisa. Esclareço que sua identidade será preservada. Muito agradecido por sua ajuda.

I - Perguntas pessoais

01. Nome: _____ E-mail: _____
02. Crie um apelido para você. _____ Cidade onde mora: _____
03. Há quanto tempo estuda Inglês? _____ Sua idade: _____
04. Campus: _____
05. Curso: _____ Período: _____

II - Perguntas acerca de leitura.

01. Quanto tempo por semana você se dedica à leitura em língua materna?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Cinquenta minutos | <input type="checkbox"/> Duas horas |
| <input type="checkbox"/> Seis horas | <input type="checkbox"/> Dez horas |
| <input type="checkbox"/> Catorze horas | <input type="checkbox"/> Vinte horas |
| <input type="checkbox"/> Vinte e quatro horas | <input type="checkbox"/> Trinta horas |
| <input type="checkbox"/> Nenhuma hora | <input type="checkbox"/> Outra |

situação. _____

02. Quantos livros/artigos em língua portuguesa você leu nos últimos dez meses?

- | | |
|--|---------------------------------|
| <input type="checkbox"/> Um livro/artigo | <input type="checkbox"/> Cinco |
| <input type="checkbox"/> Dois livros/artigos | <input type="checkbox"/> Seis |
| <input type="checkbox"/> Três livros/artigos | <input type="checkbox"/> Nenhum |

Outra quantidade. _____

03. Quanto tempo por semana você se dedica à leitura em língua inglesa?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Cinquenta minutos | <input type="checkbox"/> Duas horas |
| <input type="checkbox"/> Seis horas | <input type="checkbox"/> Dez horas |
| <input type="checkbox"/> Catorze horas | <input type="checkbox"/> Vinte horas |
| <input type="checkbox"/> Vinte e quatro horas | <input type="checkbox"/> Trinta horas |
| <input type="checkbox"/> Nenhuma hora | <input type="checkbox"/> Outra |

situação. _____

04. Quantos livros e/ou artigos de teóricos de referência na área de leitura em língua inglesa você leu nos últimos dez meses?

- | | |
|--|---|
| <input type="checkbox"/> Um livro/artigo | <input type="checkbox"/> Cinco livros/artigos |
| <input type="checkbox"/> Dois livros/artigos | <input type="checkbox"/> Seis livros/artigos |
| <input type="checkbox"/> Três livros/artigos | <input type="checkbox"/> Nenhum livro/artigo |
| <input type="checkbox"/> Outra quantidade: _____ | |

05. Como você define o processo de leitura? Na sua opinião, que elementos/critérios são necessários para uma leitura eficiente?

06. Como costumam ser as aulas de leitura em língua inglesa? _____

07. Você acha diferente ler em Português e em Inglês? Por quê? _____

08. Escolha os tipos de textos que você mais gosta de ler:

- | | |
|---|--|
| <input type="checkbox"/> (A) Ficção científica | <input type="checkbox"/> (K) Entrevistas |
| <input type="checkbox"/> (B) Fábulas | <input type="checkbox"/> (L) jornais diversos |
| <input type="checkbox"/> (C) Mensagens eletrônicas | <input type="checkbox"/> (M) Biografias |
| <input type="checkbox"/> (D) Aventuras populares | <input type="checkbox"/> (N) Revistas populares |
| <input type="checkbox"/> (E) Poesias | <input type="checkbox"/> (O) Romance policial |
| <input type="checkbox"/> (F) Romances | <input type="checkbox"/> (P) Literatura infantil |
| <input type="checkbox"/> (G) Artigos de jornal | <input type="checkbox"/> (Q) Diários |
| <input type="checkbox"/> (H) Propagandas humorística (entretenimento) | <input type="checkbox"/> (R) Ficção |
| <input type="checkbox"/> (I) Artigos acadêmicos | <input type="checkbox"/> (S) Periódicos |
| <input type="checkbox"/> (J) Revistas científicas | <input type="checkbox"/> (T) Outros. |

Especifique-os: _____

09. Você gosta dos textos que o seu professor trabalha em sala de aula? Por quê? _____

10. O professor de Inglês costuma solicitar leitura extra-classe de teóricos de referência na área de leitura? Poderia justificar a sua resposta, por favor? _____

11. Das estratégias de leitura a seguir, qual ou quais aquelas que você considera relevante(s) para compreender textos em Inglês?

- (a) Skimming - Leitura superficial, por alto.
- (b) Scanning - Leitura com o objetivo específico de buscar uma informação.
- (c) Predição - Prever o conteúdo do texto a partir do título.

- (d) Leitura silenciosa.
- (e) Leitura em voz alta.
- (f) Uso de características do texto (título, subtítulo, etc.) para prever seu conteúdo.
- (g) Uso do título para inferir qual informação deve seguir.
- (h) Uso de conhecimento de mundo para auxiliar na compreensão do texto.
- (i) Análise de palavras não conhecidas para deduzir seu significado pelo contexto.
- (j) Identificação da classe gramatical das palavras.
- (k) Identificar a função gramatical das palavras.
- (l) Leitura para extrair significado.
- (m) Inferências sobre o significado do texto.
- (n) Avaliação das inferências e tentativa de novas inferências, se necessário.
- (o) Monitoramento da compreensão.
- (p) Manutenção do propósito de leitura do texto na mente durante a leitura.
- (q) Ajuste das estratégias para o propósito de leitura.
- (r) Identificação e inferência das idéias principais do texto.
- (s) Busca de relações entre as partes do texto.
- (t) Distinção entre ideias principais e ideias secundárias.
- (u) Tolerância de ambiguidade no texto (pelo menos temporariamente).
- (v) Construção de paráfrases.
- (w) Uso do contexto para construir significados e ajudar na compreensão.
- (x) Elaboração de resumos.
- (y) Elaboração de resenhas.
- (z) Outras. Especifique-as:

12. Como você avalia sua participação nas aulas de leitura em Inglês? _

13. O professor de Inglês costuma orientar os alunos quanto ao uso de estratégias de aprendizagem de leitura em Inglês? Poderia justificar a sua resposta, por favor?

14. Quando você lê em casa, você verifica referências do livro, sumário do livro e notas na capa? Você considera esse procedimento importante? Por quê? _____

15. Comente sobre o que você considera relevante nas aulas de leitura em Inglês? ____

Muito agradecido!

APPENDIX C – TEACHERS’ CONSENT FORM



UNIVERSIDADE FEDERAL DE SANTA CATARINA – UFSC
Centro de Comunicação e Expressão – CCE
Pós-Graduação em Letras/Inglês e Literatura Correspondente – PPGI

CONSENTIMENTO LIVRE E ESCLARECIDO (CLE)

Caro(a) professor(a),

Meu nome é Antonio Gomes Diniz e estou desenvolvendo uma pesquisa, cujo objetivo é descrever como os professores de língua inglesa do Curso de Letras/Inglês da Universidade do Estado do Rio Grande do Norte-UERN empregam estratégias de leitura em sua sala de aula do Curso de Letras/Inglês, tendo como fonte o livro didático de Inglês e/ou outros materiais didáticos. Para coleta de dados, aplicarei questionário composto de perguntas abertas e guiadas. Tais perguntas abordarão alguns aspectos gerais de sua vida profissional e da leitura. Assim, você está convidado a fazer parte da minha pesquisa na área de estratégias de leitura para o ensino de língua estrangeira. Se você concordar em responder a este questionário, nós esclarecemos e garantimos que seus dados serão preservados. É importante esclarecer que somente a orientadora e o pesquisador deste estudo terão acesso aos dados ou a outros instrumentos que serão utilizados para conduzir a pesquisa. Você pode fazer qualquer pergunta, agora. Se tiver perguntas e/ou dúvidas *a posteriori* em relação ao estudo, você poderá contatar Antonio Gomes Diniz pelos telefones (84) 96436456, (48) 96281053, ou pelo seguinte e-mail a.g.diniz@hotmail.com. Garantimos, mais uma

vez, que as informações fornecidas serão confidenciais e só serão utilizadas em minha dissertação de mestrado.

Antonio Gomes Diniz
Pesquisador

Dr^a. Lêda Maria Braga Tomitch
Orientadora

Consentimento Pós-Informação

Eu, _____, fui esclarecido(a) sobre a pesquisa “The Teaching/learning of reading at UERN *Letras* Course: the use of reading strategies concerning the development of EFL readers” e concordo que meus dados sejam utilizados na realização desta pesquisa.

_____, _____ de _____ de 2011.

Assinatura: _____ RG: _____

APPENDIX D – STUDENTS’ CONSENT FORM



UNIVERSIDADE FEDERAL DE SANTA CATARINA – UFSC
Centro de Comunicação e Expressão – CCE
Pós-Graduação em Letras/Inglês e Literatura Correspondente – PPGI

CONSENTIMENTO LIVRE E ESCLARECIDO (CLE)

Caro(a) estudante,

Meu nome é Antonio Gomes Diniz e estou desenvolvendo uma pesquisa, cujo objetivo é buscar entender como os estudantes de Letras/Inglês da Universidade do Estado do Rio Grande do Norte-UERN definem sua própria leitura em L1(língua materna) e L2 (língua estrangeira, Inglês). Também, identificar como os estudantes fazem uso de estratégias de aprendizado de leitura em Inglês. Para a coleta de dados, aplicarei questionário composto de perguntas abertas e guiadas. Tais perguntas abordarão alguns aspectos gerais de sua vida estudantil e da leitura. Assim, você está convidado a fazer parte da minha pesquisa na área de estratégias de leitura para o ensino/aprendizagem de língua estrangeira. Se você concordar em responder a este questionário, nós esclarecemos e garantimos que seus dados serão preservados. É importante esclarecer que somente a orientadora e o pesquisador deste estudo terão acesso aos dados ou a outros instrumentos que serão utilizados para conduzir a pesquisa. Você pode fazer qualquer pergunta, agora. Se tiver perguntas e/ou dúvidas *a posteriori* em relação ao estudo, você pode contatar Antonio Gomes Diniz pelos telefones (84) 96436456, (48) 96281053, ou pelo seguinte e-mail a.g.diniz@hotmail.com. Garantimos, mais uma vez, que as informações

fornecidas serão confidenciais e só serão utilizadas em minha dissertação de mestrado.

Antonio Gomes Diniz
Pesquisador

Dr^a. Lêda Maria Braga Tomitch
Orientadora

Consentimento Pós-Informação

Eu, _____, fui esclarecido(a) sobre a pesquisa “The Teaching/learning of reading at UERN *Letras* Course: the use of reading strategies concerning the development of EFL readers” e concordo que meus dados sejam utilizados na realização desta pesquisa.

_____, _____ de _____ de 2011.

Assinatura: _____ RG: _____

**APPENDIX E – ANSWERS FROM THE TEACHERS’
QUESTIONNAIRE**

Table A1

The amount of time teachers have been teaching English

EFL TEACHERS	CITIES	AMOUNT OF TIME
Professor A	Mossoró - RN	23 anos
Professor B	Mossoró - RN	04 anos
Professor C	Mossoró - RN	15 anos
Professor D	Açu - RN	15 anos
Professor E	Açu - RN	23 anos

Table B2

Title of the teachers and institutions where they have studied

EFL TEACHERS	UNDERGRADUATION	AREA/COURSE	GRADUATION	INSTITUTION
Professor A	Licenciatura	Letras - Inglês	Especialista	UERN
Professor B	Licenciatura	Letras Português/Inglês	Mestranda	UECE
Professor C	Licenciatura	Letras - Inglês	Especialista	UERN
Professor D	Licenciatura	Letras - Inglês	Mestre	UFRN
Professor E	Bacharelado	Letras Português/Inglês	Mestre	UFPB

APPENDIX F – MATERIALS USED AND TIME DEVOTED TO READING IN L2

Table C3

Materials used

EFL TEACHERS	MATERIALS USED
Professor A	Técnicas de Leitura em Inglês, Either Otávio Grandalim (Inglês instrumental); Top Notch, Selet Readings, Oxford;
Professor B	Utilizo o livro adotado pela instituição, além de narrativas ficcionais(fábulas, contos) e notícias e artigos da internet, sempre buscando utilizar material autêntico.
Professor C	Livro texto, caderno de exercícios, música, filmes, séries, material de áudio e vídeo do método (livro texto) adotado.
Professor D	D: os textos constantes nos livros didáticos ou outros textos eventualmente propostos e/ou trazidos pelos alunos.
Professor E	Textos focalizando aspectos da contemporaneidade, contos etc.

Table D4**Quantity of time devoted to reading**

EFL TEACHERS	THE AMOUNT OF TIME DEDICATED TO READING
Professor A	Vinte minutos
Professor B	Vinte minutos
Professor C	Vinte minutos
Professor D	Varia conforme os objetivos de cada aula
Professor E	Na verdade, nunca estabeleço um tempo determinado

**APPENDIX G – READING STRATEGIES THAT TEACHERS
REPORT TEACHING**

Table E5

Reading strategies that teachers use in their reading classes

READING STRATEGIES	*T. A	T. B	T. C	T. D	T. E	**N.C
Skimming - Leitura superficial, por alto.	x	x	-	x	-	03
Scanning - Leitura com o objetivo específico de buscar uma informação	x	x	x	x	-	04
Predição - Prever o conteúdo do texto a partir do título	x	x	x	x	x	05
Leitura silenciosa	x	x	x	x	-	04
Leitura em voz alta	-	x	x	-	x	03
Uso de características do texto (título, subtítulo, etc.) para prever seu conteúdo	-	x	x	x	x	04
Uso do título para inferir qual informação deve seguir	-	x	x	x	x	04
Uso de conhecimento de mundo para auxiliar na compreensão do texto	x	x	x	x	x	05
Análise de palavras não conhecidas para deduzir seu significado pelo contexto	x	x	x	-	x	04
Identificação da classe gramatical das palavras	-	x	-	-	-	01
Identificar a função gramatical das palavras	-	x	-	-	-	01

Leitura para extrair significado	x	-	x	x	-	03
Adivinhação do significado do texto	-	x	-	x	-	02
Buscar paralelismos	-	-	-	-	-	-
Monitoramento da compreensão	x	-	x	x	-	03
Manutenção do propósito de leitura do texto na mente durante a leitura	-	-	-	x	-	01
Ajuste das estratégias para o propósito de leitura	-	-	x	x	-	02
Identificação e inferência das ideias principais do texto	x	x	x	x	x	05
Busca de relações entre as partes do texto	-	x	x	x	-	03
Distinção entre ideias principais e ideias secundárias	-	-	-	x	-	01
Tolerância de ambiguidade no texto (pelo menos temporariamente)	-	-	x	x	-	02
Construção de paráfrases	-	-	x	-	-	01
Uso do contexto para construir significados e ajudar na compreensão	x	x	x	x	-	04
Elaboração de resumos	-	x	x	-	x	03
Elaboração de resenhas	-	-	x	-	-	01

* T = Teacher

**N.C = Number of choices

APPENDIX H – THE TYPE OF TEXT TEACHERS REPORT USING

Table 10
The type of text teachers have employed to their students

TYPE OF TEXT	T.A	T.B	T.C	T.D	T.E	N.C
Ficção científica	-	-	x	-	-	01
Fábulas	-	x	-	-	x	02
Mensagens eletrônicas	-	-	-	-	-	-
Aventuras populares	x	-	-	-	x	02
Poesias	-	-	-	-	-	-
Romances	-	x	-	-	-	01
Artigos de jornal	x	x	x	-	-	03
Propagandas	x	-	x	-	x	03
Artigos acadêmicos	x	x	-	-	x	03
Revistas científicas	x	-	-	-	-	01
Entrevistas	x	-	x	-	-	02
Jornais diversos	x	-	-	-	-	01
Biografias	x	-	-	-	x	02
Revistas populares	x	-	x	-	-	02
Romance policial	-	-	-	-	-	-
Literatura infantil	-	x	-	-	x	02
Diários	-	-	-	-	-	-
Ficção humorística (entretenimento)	-	-	x	-	-	01
Periódicos	-	-	x	-	-	01
Contos	-	x	-	-	-	01
Quaisquer dos gêneros disponíveis no livro didático	-	-	-	x	-	01

* T = Teacher

**N.C = Number of choices

**APPENDIX I – ANSWERS FROM STUDENTS’
QUESTIONNAIRE**

Table 01

The amount of time per week students devote to reading in L2

HOURS ALLOCATED PER WEEK TO READING IN L2	NUMBER OF STUDENTS
De uma a cinco horas	14
De seis a dez horas	15
De onze a quinze horas	01
Dezesseis horas	01
Outra situação (vinte e quatro horas)	02
Não respondeu	01
Nenhuma hora	01

Table 02

The quantity of readings for two semesters students accomplish in L2

QUANTITY OF BOOKS/ARTICLES IN L2	NUMBER OF STUDENTS
De um a três	22
De quatro a sete	11
Nenhum livro(s)/artigo(s)	01
Não respondeu	01

Table 06 - Type of texts students like to read most.

TYPE OF TEXTS	NUMBER OF STUDENTS' CHOICES
Ficção científica	18
Fábulas	05
Mensagens eletrônicas	07
Aventuras populares	05
Poesias	12
Romances	27
Artigos de jornal	10
Propagandas	09
Artigos acadêmicos	11
Revistas científicas	09
Entrevistas	15
Jornais diversos	09
Biografias	11
Revistas populares	10
Romance policial	19
Literatura infantil	04
Diários	05
Ficção humorística (entretenimento)	14
Periódicos	01
Outros (contos)	05

**APPENDIX J – READING STRATEGIES STUDENTS
CONSIDER EFFICIENT TO READING IN L2**

Table 09

**Reading strategies students consider as relevant to comprehend
texts**

MENTIONED READING STRATEGIES	NUMBER OF STUDENTS' CHOICES
Skimming - Leitura superficial, por alto.	11
Scanning - Leitura com o objetivo específico de buscar uma informação.	20
Predição - Prever o conteúdo do texto a partir do título.	13
Leitura silenciosa.	25
Leitura em voz alta.	12
Uso de características do texto (título, subtítulo, etc.) para predizer seu conteúdo.	12
Uso do título para inferir qual informação deve seguir.	09
Uso de conhecimento de mundo para auxiliar na compreensão do texto.	28
Análise de palavras não conhecidas para deduzir seu significado pelo contexto.	26
Identificação da classe gramatical das palavras.	07
Identificar a função gramatical das palavras.	09
Leitura para extrair significado.	12
Inferências sobre o significado do texto.	07
Procurando por paralelismo.	09
Monitoramento da compreensão.	11
Manutenção do propósito de leitura do texto na mente durante a leitura.	15
Ajuste das estratégias para o propósito de leitura.	11
Identificação e inferência das idéias principais do texto.	17

Busca de relações entre as partes do texto.	17
Distinção entre ideias principais e ideias secundárias.	14
Tolerância entre ambiguidade no texto (pelo menos temporariamente).	04
Construção de paráfrases.	08
Uso do contexto para construir significados e ajudar na compreensão.	18
Elaboração de resumos.	14
Elaboração de resenhas.	04
Outras.	01