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Dionatan Bastos Cardozo

**The Effects of Pre-reading Tasks on L2 Reading Comprehension of Expository and
Narratives Texts**

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Dionatan Bastos Cardozo

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Narratives Texts**

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Dionatan Bastos Cardozo

**The Effects of Pre-reading Tasks on L2 Reading Comprehension of Expository and
Narratives Texts**

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Florianópolis, 3 de março de 2020.

To my mom and dad with all of my heart.

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O rio

Ser como o rio que deflui
Silencioso dentro da noite.
Não temer as trevas da noite.
Se há estrelas nos céus, refleti-las.
E se os céus se pejam de nuvens,
Como o rio as nuvens são água,
Refleti-las também sem mágoa
Nas profundidades tranquilas.
(BANDEIRA, 1948)

RESUMO

Investigações anteriores sobre leitura mostraram que preparar o leitor para ler pode promover a compreensão leitora. Com base nisso, esta pesquisa apresenta um estudo empírico no qual foram investigados os efeitos de tarefas de pré-leitura na compreensão leitora de textos expositivos e narrativos em segunda língua. Para a coleta de dados, nove participantes de uma escola pública brasileira (Colégio de Aplicação da Universidade Federal de Santa Catarina) participaram desta investigação. Para coletar os dados, foram utilizados dois instrumentos: quatro testes de compreensão leitora que foram respondidos pelos participantes logo após a leitura de cada texto e um questionário retrospectivo ao final dos procedimentos de coleta de dados. Como estímulo, quatro textos nivelados como B1 foram selecionados no site do British Council. Na condição de tratamento, os participantes foram expostos às tarefas de pré-leitura propostas por Willis e Willis (2011), adaptadas pelo pesquisador para se ajustarem ao contexto desta investigação, antes de lerem um texto narrativo e um texto expositivo. Na condição de controle, os outros dois textos receberam um glossário no qual as 20 palavras menos frequentes, definidas pelo *Corpus of Contemporary American English*, tiveram sua tradução explicitamente escrita em ordem alfabética ao final de cada texto. Os procedimentos adotados para a coleta de dados seguiram o desenho intragrupo e duas turmas de terceiro ano da escola mencionada foram submetidas aos procedimentos. Os resultados fornecidos pelos instrumentos evidenciam que as tarefas de pré-leitura são capazes de promover a compreensão leitora de textos narrativos em língua estrangeira, nesse caso, o Inglês. Esse resultado foi alcançado uma vez que o desempenho individual de cada participante foi maior no tratamento do que na condição de controle. Esse resultado corrobora pesquisas anteriores sobre leitura, que afirmam que preparar o leitor antes de ler é benéfico para a compreensão leitora. Além disso, também está de acordo com o postulado de Willis e Willis em que afirmam que as tarefas de pré-leitura são benéficas para a compreensão leitora de textos narrativos. Por outro lado, os resultados para os textos expositivos foram ligeiramente mais altos para o grupo tratamento, mas a maioria dos participantes não alcançou pontuações mais altas individualmente na condição de tratamento quando comparado com o controle. Com as evidências fornecidas pelos Questionários Retrospectivos, os participantes argumentaram que as tarefas de pré-leitura desenvolvidas antes da leitura ajudavam a entender melhor os textos, aumentando sua motivação para ler os textos propostos.

Palavras-chave: Pré-leitura. Tarefas. Compreensão leitora.

ABSTRACT

Previous investigations on reading have been showing that preparing the reader to read can foster reading comprehension. Based on that, this research presents an empirical study in which it was investigated the effects of pre-reading tasks on reading comprehension of expository and narrative texts in second language. In order to collect data, nine participants from one Brazilian public high school (*Colégio de Aplicação* part of *Universidade Federal de Santa Catarina*) took part in this investigation. To collect data, two instruments were used in this study: four Reading Comprehension Tests that were fulfilled by participants right after reading each text and one Retrospective Questionnaire at the end of data collection procedures. As the stimuli, four texts leveled as B1 were selected from the British Council website. In the treatment condition, participants were exposed to the pre-reading tasks proposed by Willis and Willis (2011), and adapted by the researcher to fit the context of this investigation, prior to reading one narrative and one expository text. In the control condition, the other two texts received a glossary in which the 20 less frequent words, defined by the Corpus of Contemporary American English, had their translation explicitly stated in alphabetical order at the end of each text. The procedures adopted to collect data followed a within-subject design, and two groups from the aforementioned school have undergone the procedures. The results provided by the instruments bring evidence that the pre-reading tasks are able to foster the reading comprehension of narrative texts in foreign language. This result was reached since the individual performance by each participant was higher in the treatment than in the control condition. This result endorses previous research on reading, which claims that preparing the reader in advance is beneficial to reading comprehension. Furthermore, it also goes in line with Willis and Willis, who claim that pre-reading tasks are beneficial for reading comprehension of narrative texts. On the other hand, the results for the expository texts were slightly higher for the treatment group, but most participants did not reach higher scores individually in the treatment session. As evidence provided by the Retrospective Questionnaires, participants believed that the pre-reading tasks developed before reading helped them to better understand the texts, raising their motivation to read the proposed texts.

Keywords: Pre-reading. Tasks. Reading comprehension.

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LIST OF ABBREVIATIONS

BNCC *Base Nacional Comum Curricular*

CA *Colégio de Aplicação*

CCE *Centro de Comunicação e Expressão*

CEPSH *Comitê de Ética em Pesquisas com Seres Humanos*

EFL English as Foreign Language

ESL English as Second Language

FL Foreign Language

L1 First Language

L2 Second Language

OCNEM *Orientações Curriculares Nacionais do Ensino Médio*

PCN+ *Parâmetros Nacionais Curriculares do Ensino Médio*

RCT Reading Comprehension Test

RQs Research Questions

TALE *Termo de Assentimento Livre e Esclarecido*

TCLE *Termo de Consentimento Livre e Esclarecido*

UFSC *Universidade Federal de Santa Catarina*

VIS Visual Information Store

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CHAPTER I

INTRODUCTION

1.1 PRELIMINARIES

The act of reading is not fully understood and not easy to describe (AEBERSOLD; FIELD, 1997). Research has shown that reading is an interactive process between the reader and the text (RUMELHART, 1980) in which the reader has to be able to use his or her background knowledge to construct meaning. In a sense, a text does not completely reach its communicative function without a reader, it needs a reader to interact with it and construct meaning from the information provided there (AEBERSOLD; FIELD, 1997).

Research has shown that reading is a psycholinguistic process in which letters, words, sounds, and syntactic features altogether are necessary to reach meaning in the readers' mind (GOODMAN, 1976). Tomitch (1988) points out that vocabulary and grammar knowledge are not enough for readers to understand a written text. In the same line of thought, Mickan (2015) proposes that we live with language as texts, not as lists of vocabulary items or grammar. Considering that reading is a complex process, research is still needed in order to inform reading instruction, especially in a second language (L2)¹. As pointed out, it is important to develop ways to facilitate reading comprehension for students in L2 learning environments, focusing on the meaning of the text instead of grammatical items or unknown vocabulary.

When it comes to text types, studies on reading comprehension have shown that narrative texts are easier to be understood since the textual construction is supposed to be similar to readers' everyday lives (GRAESSER; 1981; GRAESSER; SINGER; TRABASSO, 1994, apud DUBRAVAC; DALLE, 2002; TOMITCH, 2012). In a narrative text, readers are

¹ The terms second language (L2) and foreign language (FL), for the purpose of this study, are used interchangeably.

able to see characters moving around the story, making actions, and developing over the narrative (GRABE, 2009). On the other hand, expository texts can be more difficult to be understood, since they embrace conceptual information and, most of the time, are used to inform the reader. Few studies on reading in a second language have focused on comparing expository and narrative texts (CALDART, 2012).

In relation to the reading process, as a way to facilitate the reading development, Taglieber (1985) proposes the use of pre-reading activities to enable activation of previous schemata² or provide background knowledge for the reader to better understand a written text. Furthermore, the researcher points out that even in monolingual reading contexts, readers are better at comprehending a written text when provided with pre-reading activities. Despite the fact that pre-reading activities are among relevant research topics in the field of reading, few studies have focused on pre-reading tasks. According to Samuda (apud D'ELY; FARIAS, 2017, p. 205), there is a necessity to focus research on task-based teaching in natural learning environments so that we can access the implementation process of tasks through the lenses of the teacher and the learner.

Willis and Willis (2011) propose that a task involves a set of activities that focus on language use in a communicative and effective way. According to the authors, tasks can be a discussion between students, games, problem-solving, and so on, that require learners to use language among themselves in order to reach a communicative purpose, negotiating meaning (WILLIS; WILLIS, 2011). In those cases, the target language is used with a focus on meaning instead of linguistic form.

To conclude, the motivations of this present study rely on past investigations conducted by Taglieber (1985) and Tomitch (1988) in which the authors presented the advantages of reading texts after participants were exposed to pre-reading activities as a way to improve reading comprehension. The second motivation was previous studies developed by Caldart (2012) and Roscioli (2017) that investigated narrative and expository texts prepared with pre-reading activities and how they would be processed in L2. The third and final work was the prediction tasks proposed by Willis and Willis (2011) with the support of the Task Based Language Teaching (TBLT) approach.

² According to Rumelhart (1980), schemata refer to units of knowledge in memory that build cognition. Each unit holds information building a network of interrelations. This network is considered schemata.

1.2 STATEMENT OF PURPOSE

Considering the discussion provided above, this empirical study investigates the use of pre-reading tasks as a possibility to help developing reading comprehension in English as a second language, considering expository and narrative texts. The population considered in this research was high school students and the context that held the data collection was *Colégio de Aplicação*³ (CA), located in Florianópolis/SC/Brazil.

In order to achieve this objective, pre-reading tasks were designed for one expository and one narrative text and applied with the participants aiming to analyze their effects on reading comprehension of these text types. In a control condition, participants were exposed only to one narrative text and one expository text, this time only with a glossary, without the pre-reading tasks. After reading each text, participants were invited to answer a comprehension test designed based on the texts used in the study with three explicit questions and three implicit questions. At the end of the data collection, participants filled in a retrospective questionnaire evaluating the reading situations they had been exposed to, in order to access the participants' perception in relation to all reading situations.

In this sense, this present research aims to provide further thoughts on some gaps encountered in reading studies. Based on previous investigations, there is a lack of research on reading that focuses on pre-reading tasks and how pre-reading tasks may affect reading comprehension in EFL. In addition, there are few studies that contrast narrative and expository texts, especially in L2.

³ *Colégio de Aplicação* is a public school part of *Universidade Federal de Santa Catarina* (UFSC).

1.3 OBJECTIVES AND RESEARCH QUESTIONS

1.3.1 Objectives

There are three main objectives in this study:

- To investigate if the implementation of the proposed pre-reading tasks foster reading comprehension when compared to reading with a glossary;
- To verify if there are any differences in relation to reading comprehension scores of narrative and expository texts between control and treatment conditions;
- To access the perspective of high school students towards the reading situations that they are exposed to in the present study.

1.3.2 Research Questions (RQs)

In order to achieve the aforementioned objectives, this research attempts to answer the following research questions:

RQ1 - What are the effects of pre-reading tasks on the reading comprehension of expository EFL texts, as measured by comprehension questions?

RQ2 - What are the effects of pre-reading tasks on the reading comprehension of narrative EFL texts, as measured by comprehension questions?

RQ3 - What are the effects of using a glossary on the reading comprehension of expository EFL texts, as measured by comprehension questions?

RQ4 - What are the effects of using a glossary on the reading comprehension of narrative EFL texts, as measured by comprehension questions?

RQ5 - What is the perception of the high school students from *Colégio de Aplicação* in terms of the two reading situations they were exposed to: reading a text preceded by pre-reading tasks and reading a text preceded by a glossary?

1.4 SIGNIFICANCE OF THE RESEARCH

In line with the *Parâmetros Nacionais Curriculares do Ensino Médio (PCN+)*, one of the documents that regulate education in Brazilian high schools', the aim of learning an L2 should be focused on communicative functions. In this sense, by giving prior attention to reading and oral comprehension, it would provide students with the opportunity to face real communicative situations (BRASIL, 2002, p. 94).

This investigation attempts to study the effects of pre-reading tasks in which the target language is used in a meaningful way. By providing learners with background knowledge, through the use of pre-reading tasks, the hypothesis is that students might be better prepared to read those textual types having, therefore, better comprehension and retention of textual information, as the pre-reading activities that have been investigated so far.

Due to the importance of the aspects mentioned above, this research also shows its significance as it provides a special view for public education. Therefore, it offers a different prism for teachers on how to deal with written texts inside a classroom, considering pre-reading tasks. It also raises awareness on the use of tasks as a pre-reading procedure in reading classes, given that research is still needed on this topic.

1.5 ORGANIZATION OF THE THESIS

This thesis is organized into five chapters that are named *Chapter I – Introduction*, *Chapter II – Review of the Literature*, *Chapter III – Method*, *Chapter IV – Results and Discussion* and closing with *Chapter V – Final Remarks, Limitations and Suggestions for Future Research, and Pedagogical Implications*.

In *Chapter I - Introduction*, the preliminaries of this study were presented, together with the statement of purpose, the objectives and research questions, alongside the significance of this investigation and the organization of the thesis.

Chapter II – Review of the Literature provides an overview of the theoretical background, highlighting the most important studies to support this research. The reading models, the differences between genre and text type, the characteristics of narratives and expository texts, the contrast between task and activity, the supporting literature around the Task-Based Language Teaching (TBLT), focusing on the proposed pre-task, and the types of comprehension questions, are also presented and discussed.

In *Chapter III - Method*, the method for data collection is presented, describing the context of this current investigation, the ethical procedures adopted, the selected texts, the pre-reading tasks alongside its adaptations, the instruments, procedures for data collection, as well as the pilot study conducted prior to the actual data collection.

In *Chapter IV – Results and Discussion*, the results provided by the data collection procedures are presented and discussed in the light of the literature debated in *Chapter II*. At the end of the aforementioned chapter, the research questions presented in *Chapter I* are retaken, accounting for the results presented.

In *Chapter V – Final Remarks, Limitations and Suggestions for Further Research, and Pedagogical Implications*, the final remarks of this study are presented, as well as the limitations of this investigation and some suggestions for further studies, followed by the possible pedagogical implications of this current investigation.

CHAPTER II

REVIEW OF THE LITERATURE

The aim of this chapter is to provide an overview of the supporting literature for this research. This chapter will encompass the relevant literature on the following sections: *The Reading Process*, enfolding *The Reading Models*, *Genre and Text Type*, encompassing *Narrative and Expository Texts*, the definition of *Tasks* and *Tasks versus Exercises*, the *Pre-Reading Tasks and Pre-Reading Activities* that underlie this work, *Types of Reading Comprehension Questions*, and the *Brazilian Regulatory Documents of High School Education* are also reviewed.

2.1 THE READING PROCESS

According to Halliday and Hasan (1989), a text is language that is functional. In other words, it is language developing a role in a specific context. The Functional linguists point out that a text is a form of exchanging information. Besides, Carrell (1998) says that reading is not a passive nor active process, but an interactive task. Therefore, as pointed out by the aforementioned authors, it could be considered that a text is never finished, but it is open to different interpretations as long as it has a communicative purpose and the reader activates relevant schemata from his or her long-term memory and infers his/her own conclusions about what has been read. Both studies offer an important overview of how texts are relevant for the process of second language learning, since they encode one of the main functions of language that is to communicate.

For the act of reading to be successfully accomplished by the reader, an array of cognitive processes have to be activated and performed during this process. There are four reading models in the literature which try to describe how reading processing takes place that are going to be

reviewed next. They are termed as bottom-up model, top-down model, and interactive model, which are processing models and they will be explored in the next subsection, alongside with fourth model, that is the componential model of reading.

2.1.1 Reading Models

According to the bottom-up reading model proposed by Gough (1972), reading involves fast successive events that start when the reader encounters the visual input on the written page formed by letters. Based on this model, reading starts from the lowest level, constructing meaning from letters to words, from words to sentences and from sentences to meaning, reaching higher levels of comprehension.

In the bottom-up model, the reader starts reading through minimal units of language to be able to understand what is on the printed page (AEBERSOLD; FIELD, 1997). For example, if a person does not know what the meaning of '*panapaná*'⁴ is, s/he will read it through the minimal units of language, moving his/her eyes from letter to letter and the process will go through the phonological components of language, ascribing the phonemes and sounds to those written symbols on the page, trying to reach meaning in their minds.

Usually, bottom-up processing is well observed in low proficient readers, those who are learning how to read, or when proficient readers encounter an unknown concept in a text. In fact, every reader may find him or herself in a situation where they read in a bottom up fashion due to lack of prior knowledge in relation to what is being discussed in the text. However, as pointed out by Anderson (2010), bottom-up processing is highly cognitively demanding since it is a less automatized process that overloads the reader's working memory⁵. Due to the limited resources of working memory, too much attention to lower-level processes such as decoding⁶, for example, may hinder the execution of higher-level ones such as inferential comprehension (TOMITCH, 2009).

⁴ Panapaná is a Brazilian word that refers to the collective of butterflies. It is found in the book '*Macunaíma*', written by Mário de Andrade.

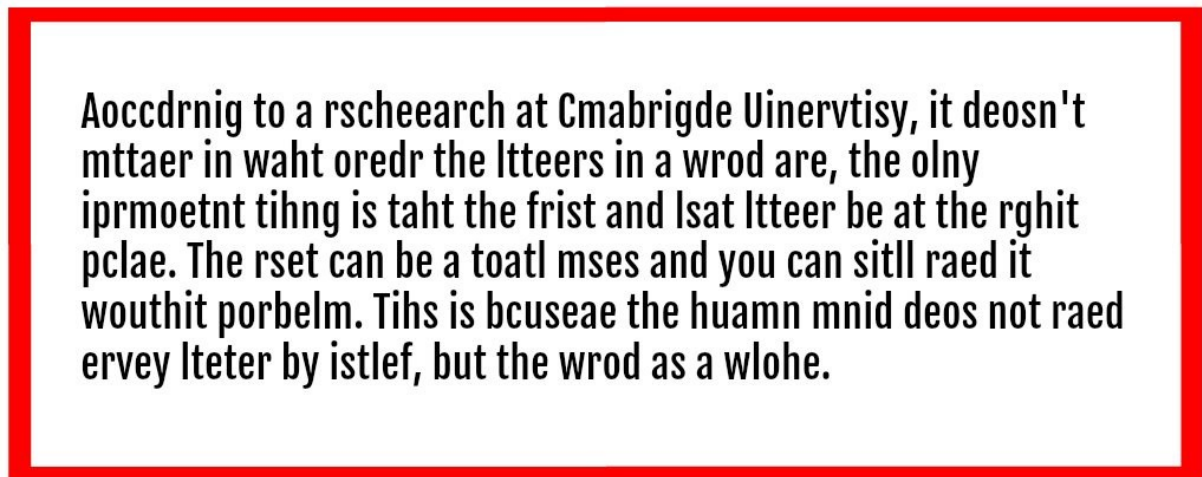
⁵ Working memory refers to the system that stores and manipulates cognitive information for a short period of time, allowing complex tasks to be performed such as learning, comprehending and reasoning (Baddeley, 2010).

⁶ According to Gagné et al. (1993), decoding refers to the 'cracking' of the code on the printed page and ascribing meaning to it.

Differently from bottom-up accounts of reading, top-down processing uses readers' world knowledge to influence reading. According to Goodman (1976), top-down reading processing is a selective process in which the reader is able to use minimal language cues from the perceptual input. As reading goes on, the reader processes this partial information, deciding if the information provided by the text is useful to confirm predictions, rejecting or refining those predictions as s/he continues reading. This process is composed of four cycles that are optical, perceptual, syntactical and meaning.

As proposed by this model, the reader does not necessarily have to read the whole word to be able to infer meaning from it, having a controlling role in the reading process. Even if the letters are mixed or out of order, the reader is still able to grasp its meaning since s/he has prior knowledge, as in Figure 2.1.1.1 below.

Figure 2.1.1.1 – Top-down reading example



7

Goodman (1976) proposes that top-down processing is a psycholinguistic guessing game since the reader pays minimum attention to visual decoding and s/he is able to predict what is coming next on the text. According to this model, higher levels of processing have a controlling role in reading since readers' background knowledge and expectations will influence reading perception.

⁷ Figure 2.1.1.1 - Example extracted from the internet at <https://www.sciencealert.com/word-jumble-meme-first-last-letters-cambridge-typoglycaemia> accessed on June 10th, 2019.

The interactive model proposed by Rumelhart in 1977 does not only take into account bottom-up or top-down processing as having a controlling role in reading, but consider both ways of reading as having the same level of importance, acknowledging that both processes take place in parallel. Depending on the readers' background knowledge, proficiency and text type, bottom-up or top-down will stand out as having a controlling role in reading (AEBERSOLD; FIELD, 1997, p. 18). According to this model, there is not a predetermined direction, but the reader is seen to be able to select among sources of information available. These sources are visual, orthographical, lexical, semantic, syntactic and schematic (DAVIES 1995, p. 64). Below, see in figure 2.1.1.2, the interactive model proposed by Rumelhart (1977).

Figure 2.1.1.2 – Rumelhart (1977) interactive model of reading

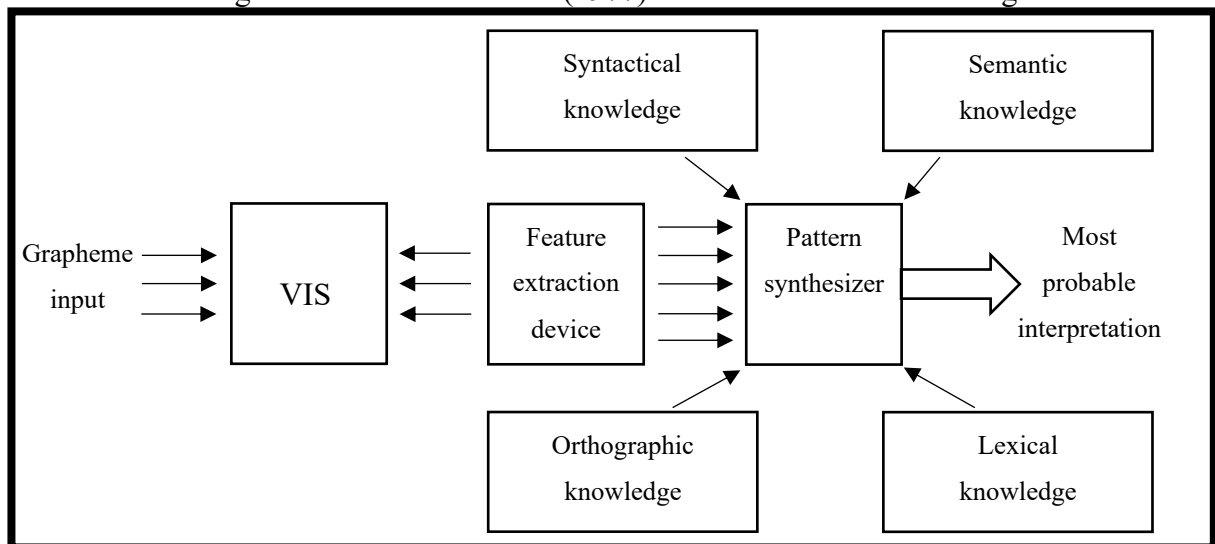


Figure 2.1.1.2 - Rumelhart (1977) interactive model of reading. Originally published in D. E. Rumelhart, 1997, *Toward an Interactive model of reading*, in "Attention and performance." Vol. VI, S. Dornic (Ed.), p. 588. Hillsdale, N. J.: Erlbaum. Source: SAMUELS, Jay S.; KAMIL, Michaels L. "Models of the reading process" in CARRELL, Patricia L.; DEVINE, Joanne; ESKEY, David E. **Interactive Approaches to Second Language Reading**. 1st Ed. p. 30. Cambridge, UK.: Cambridge University Press, 1998. V. 136

In the model proposed by Rumelhart, graphemic input, that starts with an eye fixation on the written page, is processed by the Visual Information Store (VIS) and operated by the extraction device. When this information processed so far reaches the pattern synthesizer, syntactical, semantic, orthographic and lexical knowledge stored in memory are processed simultaneously generating possible interpretations of what is being read (DAVIES, 1995, p. 64).

Differently from the processing models aforementioned, Gagné, Yekovich, and Yekovich (1993) acknowledged a descriptive framework for the reading process. For comprehension to occur successfully, declarative and procedural knowledge are required for the reading process to happen in the readers' mind. However, a series of componential processes arise during reading as summarized in the diagram on the next page in figure 2.1.1.3.

Figure 2.1.1.3 – Diagram of Gagné et al's (1993) model of reading comprehension

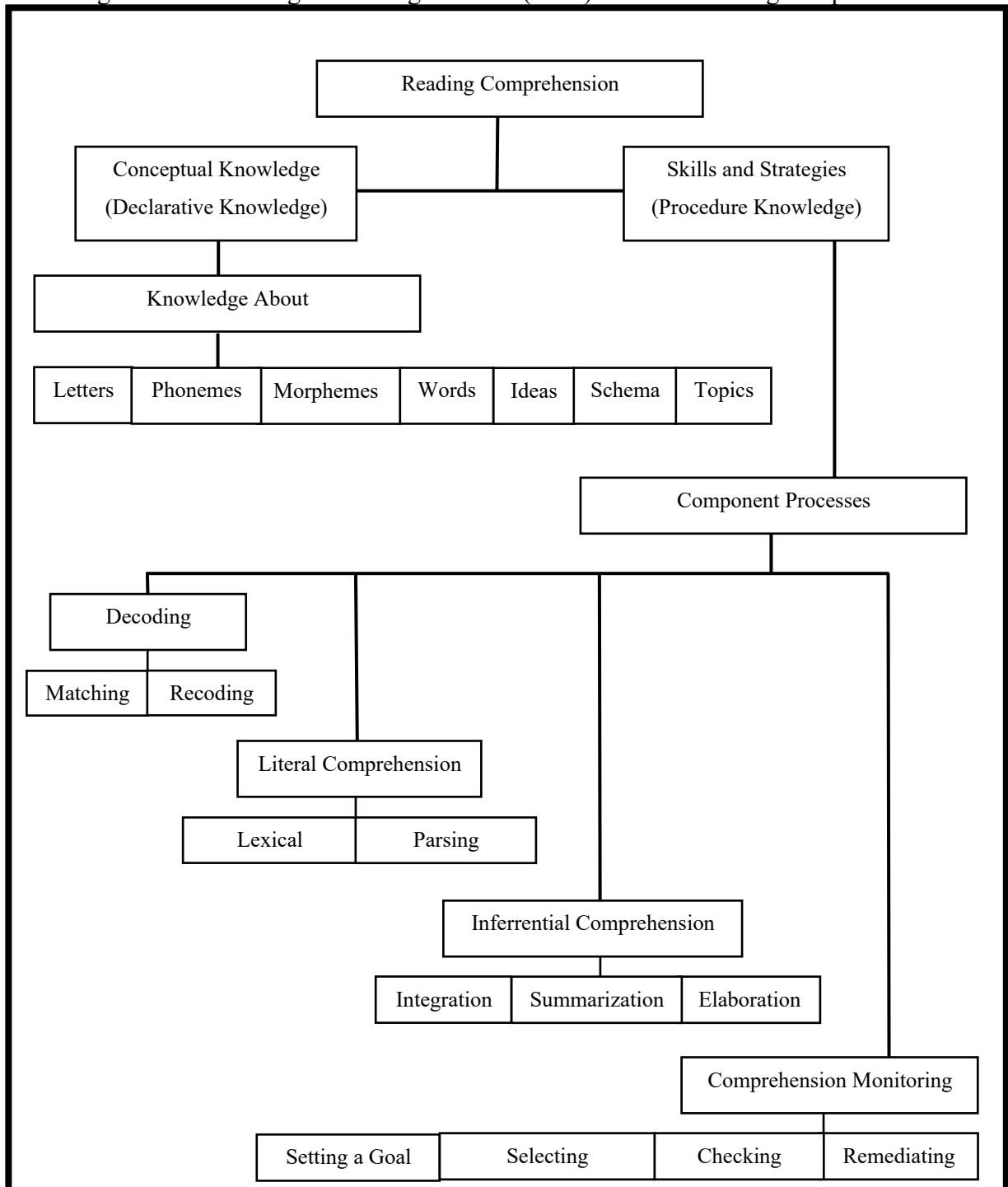


Figure 2.1.1.3 - Diagram of the Reading Comprehension Model Gagné et al. (1993). Originally published in TOMITCH, Lêda M. B. Pesquisas sobre os aspectos cognitivos da leitura: 40 anos de PPGI. In. S. B. Funck (2011) **História e memória: 40 anos do PPGI da UFSC**. Florianópolis SC: UFSC-CCE-PPGI and translated by TOMITCH (2011). Based on Gagné, E. D., Yekovich, C. W., Yekovich, F. R. (1993). *The cognitive psychology of school learning*. Ch. 12: Reading. pp. 267-312. New York: Harper Collings College Publishers.

In relation to declarative knowledge, conceptual knowledge is required, more specifically, the knowledge about phonemes, morphemes, letters, words, ideas, topics, and schemas. Concerning procedural knowledge, it involves processes related to skills and strategies during reading, embracing component processes that are decoding, literal comprehension, inferential comprehension, and comprehension monitoring.

Each of these component processes have subprocesses. In relation to decoding, it is composed of matching, which is accessing meaning in memory, and recoding, that refers to pronouncing the words, before accessing their meaning.

Considering literal comprehension, the subprocesses are composed of lexical access, that is, choosing the meaning of the word in memory that fits the context in which it is being read. Parsing, on the other hand, refers to syntactical and grammatical rules that are combined together to process the sentence, achieving meaning.

Next, inferential comprehension is composed of integration, that is, combining ideas across sentences; summarization, which is reducing the macrostructure of the text to its gist; and elaboration, which refers to when the reader organizes the new information with background knowledge and builds a coherent textual representation.

Comprehension monitoring embraces a mixture of automated skills and strategies that include setting a goal, which refers to reading with a purpose; selecting strategies, that are how a goal or purpose might be achieved during reading; checking goal, which refers to whether the purpose of reading already stated is possible to be achieved, and remediating, in which the reader is strategic in order to see if his/her predictions during reading are being achieved.

Decoding and literal comprehension are considered lower-level processes, and inferential comprehension and comprehension monitoring are considered higher-level processes.

In sum, as already stated by Davies (1995) and endorsed by Bailer (2011), there is not a single model that is able to account for the complex process that is reading comprehension. Based on that, this study will not follow one single model of reading but will account for the aforementioned processes, since the reading process depends on the readers' proficiency in reading and since the reader is able to select which reading strategy works best for him/her.

In the next subsection, genre and text type are going to be discussed. This debate is necessary since this study deals with the issue of text type, and a clear distinction between these two definitions seems to be suitable for this discussion.

2.2 GENRE AND TEXT TYPE

According to Marcuschi (2007), genre refers to textual events that may be written or spoken and are not fixed and stiffened in time. For instance, genres may change and adapt over time according to the speaker's necessity (MARCUSCHI, 2007, p. 19). Some examples provided are each new technological revolution, writing, the press, the industrial revolution, and the internet made possible to a new class of genres to emerge and adapt to the evolution of humans and their culture. In this sense, genres are not classified by their linguistic or structural forms, but they are classified by their social-communicative functions (MARCUSCHI, 2007, p. 20).

According to Swales (1990, apud CALDART, 2012), the genre is 'a class of communicative events that members of which share some set of communicative purposes being communicative vehicles for the achievement of goals' (p. 33). The author claims that the genre can to be identified by community members who share the context of the genre used. In this sense, different cultures and societies would have different genre's classification since the users are the ones who shape the concept of genre. Marcuschi (2007) defends that a genre is profoundly based on social culture, users' context, and definition giving malleability to the concept of genre.

Marcuschi defines genre as a concept purposefully vague to refer to materialized texts which present social-communicative content. This content might refer to a phone call, a letter, a journalistic report, a shopping list, a review, an e-mail, among others (MARCUSCHI, 2007, p. 22).

On the other hand, textual types are described by Marcuschi as a construction defined by the linguistic nature of a text encompassing lexical, syntactical, logical relations and tense. In this sense, text type encircles categories defined as narrative, expository, description, argumentation and injunction. For the author, all those text types may be found in one genre when encountered in a text (MARCUSCHI, 2007, p. 23).

See table 1 below in which Marcuschi made a clear distinction between genre and text types.

Table 2.2.1 – Text Types and Genre Distinctions

Text Type	Genre
1. Theoretical constructs defined by intrinsic linguistic properties;	1. Concrete linguistic realizations defined by socio-communicative properties;
2. Linguistic sequences or linguistic statements that are not empirical texts;	2. Empirically produced texts fulfilling functions in communicative situations;
3. Their nomination covers a limited set of theoretical categories determined by lexical and syntactic aspects, logical relations, verbal tense;	3. Their nomination covers an open and virtually unlimited set of concrete designations determined by the channel, style, content, composition and function;
4. Theoretical designations of the following kinds: narration, argumentation, description, injunction and exposition.	5. Genres examples: phone call, lecture, business letter, personal letter, novel, note, condominium meeting, expository class, horoscope, recipe, medicine bottle, shopping list, menu, instructions manual, billboard, police investigation, review, contest notice, joke, spontaneous talk, conference, email, virtual chat, virtual classes, etc.

Source: CALDART Deise, The Effect of Genre Expectation on EFL Brazilian Students' Inference Generation and Reading Comprehension, p.26, Florianópolis SC: USFC-CCE-PPGI. Originally published in Portuguese in MARCUSCHI, Luiz A., *Gêneros Textuais: Definição e Funcionalidade*. In DIONISIO Angela, P., *Gêneros Textuais & Ensino*. Rio de Janeiro: Lucerna, 2007, p. 19-36. Translated by CALDART (2012).

In a sense, each genre may be composed of a set of text types. For example, an e-mail genre may contain a narration in which a thorough description of an event including activities done by people and things that may have happened can be found. Moreover, e-mails could also include expository information about something, such as an informative e-mail about an article published in a magazine.

For the purpose of this research, only narrative and expository text types will be explored in the following section since they are one of the main objects to be investigated in

this study. As stated at the beginning of this thesis, supported by DuBravac and Dalle (2002) and Caldart (2012), few studies comparing and contrasting these text types in L2 have been conducted so far.

2.2.1 Text Types: Narrative and Expository Texts

According to Grabe (2009), a narrative text has to embrace narrative settings and thick descriptions of places and situations encircling episodic information. A reader when challenged to read this text type, expects character development, episodes following a timeline of events and inference generation to possible interpretations (LONG; JOHNS; MORRIS, 2006; OAKHIL; CAIN, 2006; PEARSON; FIELDING, 1991; ZWAAN; RAAP, 2006 apud GRABE, 2009, p. 249). The awareness of episode sequences, motives, characters, and setting is what identifies the structure of a narrative.

Research so far has shown that narrative texts are easier to be understood, especially in the first language (L1) reading environments (FREEDLE; HALE, 1979; GRAESSER, 1981; GRAESSER; RIHA, 1984; SPIRO; TAYLOR, 1987; STEIN; GLENN, 1979 apud DUBRAVAC; DALLE, 2002, p. 218). Scores on recall protocols are substantially higher indicating that this text type is easier to be understood and time spent reading it is shorter (DUBRAVAC; DALLE, 2002). According to Stein and Glenn (1979), this is due to the fact that the story structure of a narrative text is acquired before schooling (apud DUBRAVAC; DALLE). Thus, our everyday life is constructed as a narrative with chronological sequences that follow a storyline.

Differently from narrative texts, expository texts involve conceptual information. According to Grabe (2009), they are more textually driven, that is, bottom-up processes assume a controlling role while a person is reading. Reading an expository text is a less automatized process in which the reader engages him or herself with conceptual information, graphics, examples, details and so on (GRABE, 2009). The purpose of this type of text is informational and little ambiguity should be found.

According to DuBravac and Dalle (2002), the difficulty in reading an expository text lies in the realm that this text type is often decontextualized and addresses topics that may be far from the readers' reality or everyday experience. Thus, expository texts are often written to

inform readers since they may not have prior knowledge to make appropriate inferences to understand this text type.

Bensoussan (1990) addresses some specific issues related to the comprehension of these two text types in relation to L2 reading comprehension. When it comes to an expository text, the author claims that reading this text type requires more grammatical knowledge to reach local coherence. Discourse aspects are more dominant for an L2 reader to achieve textual comprehension (BENSOUSSAN, 1990, p. 62).

According to Bensoussan, when considering reading a narrative text type in L2, a reader may face issues related to specific cultural differences, lacking background knowledge in relation to the culture of the foreign language (BENSOUSSAN, 1990, p. 49). Besides, readers may face problems of global comprehension and, thus, difficulties related to textual nuances such as irony, which L2 readers may not be able to identify appropriately (DUBRAVAC; DALLE, 2002, p. 219).

Although there are a few studies investigating reading comprehension of narrative texts and expository texts in L2, research is still needed to explore alternatives to foster reading comprehension of these text types in L2 reading environments.

2.3 TASKS

In this section, the term ‘task’ will receive a close attention based on the Task-Based Language Teaching (TBLT) approach. Since there are many definitions among authors in relation to the definition of a task, some views will be revised to give the theoretical support to this study.

Starting from the most outdated definitions, Breen (1987) defends that a task may be considered ‘from the simple and brief exercise type or more complex and lengthy activities such as group problem-solving or simulations and decision making’ (BREEM, 1987, p. 23 apud Littlewood, 2004, p. 320).

For Zanon (1994), a task may be divided into two categories, namely the ‘communication task’ in which students’ attention is focused on meaning and a category that is called ‘enabling task’ where the focus lies on the linguistic aspect of language (ZANON, 1994, p. 13-20 apud LITTLEWOOD, 2004 , p. 320).

Newer definitions from Williams and Burden (1997), a task is ‘any activity that learners engage in to further process of learning a language’ (1997, p. 168, apud LITTLEWOOD, 2004, p. 320).

Bygate, Skehan, and Swain (2002) define a task as ‘an activity which requires learners to use language, with emphasis on meaning, to attain an objective’ (BYGATE; SKEHAN; SWAIN, 2002 apud SKEHAN, 2003, p, 3).

For Littlewood (2004), a task is composed of a two-dimension continuum. One is the ‘focus on forms’ and the other is ‘focus on meaning’. These two dimensions are not separable, but dependent upon one to another. The author defends that a learner operates within both dimensions of language, giving prior attention to meaning, but also connecting to the linguistic aspects of the language.

For Nunan (2009) a task is ‘a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form’ (NUNAN, 2009).

According to Ellis (2003, 2009), a task should primarily focus on meaning, taking learners to situations in which semantic and pragmatic meaning would be negotiated among peers. In a sense, this process should have some gaps to be fulfilled by students and these gaps should allow learners to talk about their opinions about a subject, relying only on their own linguistic resources aiming for a language outcome.

Willis and Willis (2011) propose that a task is composed of activities in which the target language is used by the learner for a communicative purpose in order to achieve an outcome (WILLIS; WILLIS, 2011, p. 12). Jane Willis also states in an article published online⁸ that the task will be configured as one if there is an opportunity to use meaning-focused language use, allowing learners to express themselves with language in their oral or written form (WILLIS, 2008).

Considering the different aspects brought by the abovementioned authors, this study will consider a task as consisting of a cycle of activities that are focused primarily on meaning.

⁸ Available at <https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl> last accessed in September 2nd, 2019.

The aim of a task should to allow students to use linguistic resources to communicate, but also to relate this linguistic knowledge to their real life, engaging in metacognitive processes, granting the learner to establish a relation between what s/he has learned with his/her real life.

In this sense, the framework provided by Willis and Willis in relation to a reading task is more suitable for the purpose of this research, since this study is focusing only on reading and the effects of the pre-reading tasks on a reading class. Thus, considering that the authors already provide a task cycle for a reading class in their book about TBLT, this cycle will be used in this study. However, there is still a need to discuss the contrast between a task and an exercise. The next section is dedicated to exploring these two definitions and the framework which will serve as the basis to be used in this investigation.

2.4 TASKS VERSUS EXERCISES

Taking into account the discussion provided so far, this subsection is concerned with explaining the term exercise, contrasting it to the term task, which was already explained in the previous section but now giving special attention to reading tasks proposed by Davies (1995).

According to Davies (1995), reading tasks can be classified into two dimensions: *active* and *passive*. In respect of active reading tasks, it embraces contextualized activities in real discourse use. Furthermore, Tomitch (2000) points out that active reading tasks should engage readers to interact with the text being able to draw inferences according to what has been read, fulfilling comprehension gaps in a reading passage.

Davies (1995), in this dimension of reading, takes into account the context beyond the text, including the social-communicative function of it. This rationale includes the reader as part of the social context of the text (TOMITCH, 2000, p. 85). Considering that it involves focus on meaning during reading, this interpretation draws on the definition of a task. That is, we can draw a parallel and say that what Davies categorizes as ‘active’ reading activities or tasks fit the category of ‘tasks’ discussed so far, whereas her ‘passive’ reading tasks or activities would be considered mere ‘exercises’, most of the time, used in the classroom with the sole purpose of practicing grammatical structures.

Davies (1995) draws upon two types of active reading tasks: tasks to be worked individually and tasks to be worked in pairs or groups. According to the author, active reading

tasks engage readers in challenging situations and authentic reading. Thus, they may involve not only students interacting with the text, but also interacting with their colleagues in classroom situations. Some examples of active reading tasks brought by the author are prediction, recall, note-making, among others (DAVIES, 1995, p. 143)

On the other hand, passive reading tasks target a decontextualized focus on linguistic items (DAVIES, 1995, p. 141). These types of passive tasks do not involve the reader in deeper levels of comprehension, restricting the reader to stay on the surface of the written text (TOMITCH, 2000, p. 84). Some examples of passive reading tasks brought by Davies (1995) are multiple-choices exercises, true or false questions, gap completion exercises, among others (DAVIES, 1995, p. 143)

Considering Xavier (2012), these passive tasks can be considered in fact exercises that are form-oriented, focusing only on specific grammatical items or decontextualized pieces of text. The author claims that if the use of linguistic knowledge is explicit that would constitute an exercise.

Xavier and Meurer (2007) point out that tasks are meaning-oriented activities in which students have to use language to solve a task. In a task, we use language with a purpose and this purpose should be to communicate, focusing on the meaning of the language. Besides, tasks aim to use linguistic resources to reach a communicative outcome. According to the authors, a task is an activity that allows the use of the language to solve a situation. The focus of a task lies in the meaning within a context that needs an outcome by the language user. See below table 2 for the summarization of the differences between tasks and exercises provided by Xavier (2012).

Table 2.4.1 – Differences between task and exercise

Task	Exercise
1. Activity used for communicative language use of the English Language;	1. Activity used for a specific grammatical structure;
2. Requires a communicative result from a question, situation or a problem;	2. Requires the correct usage of the grammatical structure studied;
3. Beholds learning as a process;	3. Beholds learning as a product;
4. Holistic view of teaching and evaluation;	4. Holds language as items for teaching and evaluation;
5. Presupposes unique learning for each learner;	5. Presupposes a pattern of learning for all students;
6. Holds conscious perception of linguistic forms during comprehension and production of the language.	6. Holds conscious perception of linguistic forms and linguistic automatization.

Source: XAVIER, Rosely P. *Metodologia do Ensino de Inglês*. 1st Ed. Florianópolis, BR. 2012, p. 54. My translation.

In a sense, the author proposes that the term activity is a generic umbrella term that encompasses tasks and exercises. However, we are able to make a distinction between both dimensions, since the activity that is being referred to as a task is mainly meaning-oriented activity and on the other side, the exercise would be mainly form-oriented activity. However, the terms active and passive reading tasks are only adopted by Davies (1995). Through the lenses of TBLT, passives tasks cannot be called in this way since there is no meaning involved, this sense, they can be considered mere exercises. Besides, the tasks that are going to be developed in this present study are active reading tasks, since they are going to enable the reader to interact with the text.

The section below concerns explaining the pre-reading task used in this research contrasting with pre-reading activities used in the past.

2.5 PRE-READING TASKS AND PRE-READING ACTIVITIES

For the past decades, scholars have been defending the use of pre-reading activities as a way to activate prior knowledge and also provide background knowledge to foster reading comprehension (LANGER, 1980; TIERNEY; CUNNINGHAM, 1980; TAGLIEBER, 1985; TOMITCH, 1991; CARRELL, 2006; ALEMI; EBALDI, 2010; BILOKCUOGLU, 2011, among others). In this sense, this section is dedicated to analyzing some of these past investigations in light of the previous discussion in the section above, suggesting a different perspective when looking at pre-reading activities in those past studies through the perspective of the literature based on tasks, giving special attention to Willis and Willis framework from 2011, since it will serve as the basis for the experiment in this study.

In respect to pre-reading activities, Tierney and Cunningham (1980) claim that by using pre-reading activities, we are able to guide readers during textual reading and also foster post-reading activities. To this extent, pre-reading activities are able to activate and bridge readers' prior knowledge about the content of the text or it is able to provide background knowledge to foment textual comprehension. According to Langer (1980), pre-reading activities have the function of allowing the reader to make connections between the knowledge the reader already has to what s/he will encounter in the text, establishing a relation among them.

Both rationales lay great emphasis on background knowledge either by activating or providing it. In a research conducted by Tomitch (1991), participants were exposed to pre-reading activities and the results showed that pre-reading activities fostered reading comprehension. Activating or building the reader's background knowledge before reading will improve or at least modify reading comprehension and recall (TIERNEY; CUNNINGHAM, 1980, p. 5).

When it comes to tasks, Skehan (2003) provides a framework in which each step of the task is explained. The author defends that a task is composed of a task cycle that consists of a pre-task, the main task, and a post-task. In the pre-task, students should be introduced to the topic that will be the focus of the main task. This introduction may expose students to real language use, such as recordings in the target language or reading short texts.

In consonance with the author, Ellis (2006) suggests an important procedure to be followed which is the pre-task. Pre-tasks should prepare students to perform the main task in a

way that will promote language acquisition. In this sense, the pre-tasks are important to activate previous knowledge from students' long-term memory or to introduce a new topic that learners may not know and, therefore, promote acquisition. Those pre-tasks are also important to unload short-term memory capacity while students undertake the reading task and also ensure that the main task and post-task will be better performed. This is exactly where the present study lies as it investigates one type of pre-task which is the pre-reading task in which a relation between the pre-reading activities can be established.

Willis and Willis (2011) devised a framework in which they propose that the reading task should come with a purpose or a challenge that can be aided by pre-reading tasks. The authors do not have a specific term to embrace pre-tasks situations for a reading task, naming it only as pre-task steps or prediction task. In this sense, the present study proposes that the steps mentioned during the pre-task moment for a reading task to be considered as pre-reading tasks. According to this framework, pre-reading tasks are composed of prediction, priming for prediction, preparing to report and reporting.

The first task of the pre-reading tasks according to Willis and Willis's framework is what they call *Priming for Prediction*. During this pre-reading task, students are exposed to images and/or headings of the text that are directly connected to the main reading. During this task, students may create possible relations exploring the figures to what the text is about, and also create a story concerning the picture.

Research on pre-reading activities has already investigated the relation between images and the text. Tierney and Cunningham (1980) proposed the use of images and titles as a pre-reading activity. They claimed that these two might enhance textual comprehension, even though some studies have shown that pictorial information might help to comprehend a passage but also may distract from textual comprehension. In a sense, what Tierney and Cunningham (1980) propose as a pre-reading activity, may be considered as a pre-reading task since the pictures and titles are not shown without any purpose, but as they state, if the reader looks at the picture with a purpose in mind, such as establishing a relation between the picture and the possible content of the text, this may foster reading comprehension.

The second task of the pre-reading tasks proposed by Willis and Willis (2011) is called *Prediction Task*. In this task, students may be exposed to keywords and key sentences related to the texts that they are going to read. The sentences should be in the same order as they would

appear in the text. This exposition would foment the discussions about the possible content of the text, relating these keywords and key sentences to the previous images and headings. During this stage, since students would be working in small groups, the teacher could help pupils to negotiate meaning in L2, helping them if they encounter an unknown word or face problems constructing sentences. Thus, the sentences displayed to students should guide them to the topic of the text, especially if in the steps before, students came up with different possible stories.

Connecting this pre-reading task to pre-reading activities, this type of task would be in a sense similar to pre-teaching vocabulary, especially when it comes to keywords. According to Tierney and Cunningham (1980), pre-teaching vocabulary is an effective pre-reading activity. In a study conducted by Alemi and Ebaldi (2010) the researchers worked with a group of participants in a vocabulary activity, in which they presented lexical items unknown to participants on the whiteboard and negotiated meaning with synonyms and paraphrases related to the text to be read later. The results showed that pre-teaching vocabulary enhanced reading comprehension.

Since there is meaning being negotiated between the researcher and the participants with synonyms and paraphrases in this pre-reading activity presented by Alemi and Ebaldi, this would constitute an active task or a pre-reading task. However, as mentioned in the previous section, if the focus was only on the linguistic item, not exchanging meaning between the participants and presenting only the meaning of the word or its translation with only the purpose of filling the concept of the lexical item, this type of pre-reading activity would be close to the definition of passive task (DAVIES, 1995) or exercise (XAVIER, 2012) since there is no meaning exchange involved.

In the third task of the pre-reading tasks, Willis and Willis (2011) propose a task named *Preparing to Report*. During this task, students would, in small groups, select one colleague to report to the whole group the possible stories created by them. During this task, students would raise consciousness to the language and worrying to be accurate and fluent enough to speak to the whole group. During this moment, the teacher may help with the difficulties encountered. Linguistic resources in these tasks are used to achieve an outcome which is to report to the whole class the views about what the text is going to be about.

In the fourth and last pre-reading task proposed, Willis and Willis (2011) suggest a task which is *Reporting*. In this task, the selected students report to the whole group, sharing their hypothesis or stories generated by the small groups.

Past pre-reading activities already investigated the act of reporting in one of the conducted experiments by Alemi and Ebaldi (2010). In this study, participants watched a movie as a pre-reading activity and some of them were asked to report orally to the whole group the movie they have watched. However, the focus of the study was not to check if there would be an outcome by the participants in reporting the movie, but checking if watching a movie would be an effective pre-reading activity based on their reporting. In this sense, considering the act of reporting with the aim of explaining to other participants what the movie was about, it reaches the definition of a task since the participants were using their linguistic resources with the purpose of transmitting a message to their peers.

Even without using the term task, some studies had already had tasks as pre-reading activities. *Possible Sentences*, used by Tomitch in 1991, draws on the definition of a task. In this pre-reading activity participants had to select, from the keywords presented, the ones they wanted to use in a sentence. This sentence had to be connected to the topic of the textual passage. Tomitch's research also goes in line with the second stage of the pre-reading task aforementioned. Nonetheless, this one is an active pre-reading activity, meaning that this could be considered a pre-reading task.

The main task proposed by Willis and Willis (2011) is the reading task. Students would undertake the reading task in which they can check whether their predictions and opinions about the content of the text are true or not. They point out that this type of task works best for narrative texts; nonetheless, little is known about the usage of this pre-reading task procedure for expository texts. For the purpose of this study, the pre-reading task cycle, encompassing priming for prediction, prediction, preparing to report and reporting, and the reading task itself will be considered during data collection. In this sense, the comprehension of the text, prepared with pre-reading tasks, will be measured by a Reading Comprehension Test as proposed later in this research, which will not be part of the whole task but will access participants' comprehension.

There are other types of pre-reading activities that may be considered exercises. However, since this investigation is focusing only on the pre-reading tasks to be used in the treatment condition of this study and this section aims to analyze past pre-reading activities in the light of tasks to explain why the term pre-reading tasks are used in this research, these

studies which deal with pre-reading activities that might be considered only exercises will not be reviewed.

It is worth to mention that pre-reading tasks are composed of activities which are meaning-oriented. It is expected that learners, during the execution of a task, complete it by themselves using the L2 to discuss hypotheses about the probable content of the text. Learners would probably only infer the appropriate content if the clues given during the pre-reading procedures are strictly connected to the text.

Considering the previous discussion about the pre-reading tasks proposed by Willis and Willis (2011) with the images, keywords, key sentences, and hypotheses generated, these procedures would help the reader to build predictions about the text and these predictions would be confirmed or refuted as the reader would move through the text, having then a communicative purpose to read the text, and then, interacting with it. Based on the view of this research that reading relies on the interaction between the reader and the text, it is also the case of considering reading a task in the context of this study, since there is meaning being exchanged between the reader and the written page seeing that the reader will have an objective to read the text. To this extent, the framework provided by Willis and Willis seems to be suitable to be used in this investigation. Due to this fact, the framework provided by them is summarized below and modifications made to achieve the objectives of this research will be explained in detail in the *Method* chapter.

Table 2.5.1 – Pre-reading task summarization

Cycle	Procedure	Language focus
Pre-reading task	Priming for prediction	Exposure of headlines and/or images related to the text.
	Prediction task	Exposure of keywords and/or key sentences from the text, discussion and generation of hypothesis.
	Preparing to report	One group member should prepare a small text to share with the whole group telling the possible story that they will read.
	Reporting	Discussing within groups about the most suitable hypotheses.
Reading task	Reading	Silent reading; checking if predictions were true or not.

Source: Table built by the researcher and based on WILLIS, Dave; WILLIS, Jane. **Doing Task-Based Teaching**. 10th Ed. Oxford, UK.: Oxford University Press, 2011.

Based on the summarization made in the table above and the discussion brought so far, the pre-reading tasks presented by Willis and Willis seem not to be challenging enough for readers to interact with the text. In consonance with it, this abovementioned framework received some adaptations that will be thoroughly discussed in the *Method* chapter.

Some researchers of the TBLT literature propose a post-task moment in which a more metacognitive process is required by students after resolving the main task. At this moment, students should relate the content learned in the language class with their real life. Even though Willis and Willis (2011) propose a post-task moment, since this study focuses only on the effects on reading comprehension fostered by the implementation of pre-reading tasks, the post-task moment will not be tested in this investigation.

Based on the program content of *Colégio de Aplicação*, which is the context selected for this investigation, participants are expected to have already been exposed to a series of narrative and expository texts in their native language, having great background knowledge of the textual types selected for this study. Also considering the program contents, participants are expected to have grammatical knowledge for the proposed texts used in this study, eliminating the need for a proficiency test to level participants. In this sense, only the effects of the communicative perspective of the pre-reading task on reading comprehension will be closely analyzed by the Reading Comprehension Test.

To close this section, considering the pre-reading tasks that are going to be used in this study and discussed until now, this is the reason why the term ‘pre-reading tasks’ have been used so far instead of ‘pre-reading activities’. Basically, the procedures that are going to be followed before reading the texts in the treatment condition are, in essence, tasks, even though the term activity is an umbrella term to embrace it. By stating that they are pre-reading tasks it is being assured that they are not exercises and they will have as theoretical background the TBLT literature on tasks in which the focus would primarily be on meaning.

2.6 TYPES OF READING COMPREHENSION QUESTIONS

This section is dedicated to exploring the types of reading comprehension questions that are used in this investigation. According to Eason, Goldberg, Young, Geist, and Cutting (2012), there are several levels of comprehension and different types of questions that are able to assess those different levels.

The first question type to be analyzed here is textually explicit. According to Pearson and Johnson (1972), this type of question is also called factual recall or literal questions. In order to answer this type of question, the reader has to directly access the answers on the surface of the text. The answers are found *ipsis litteris* on the written page, not requiring much cognitive engagement.

The second question type that is used in this research is textually implicit (PEARSON e JOHNSON, 1972), also called inferential questions. In order to answer a textually implicit question, the reader has to be able to build a situation model⁹ which allows him or her to

⁹ According to this model, proposed by Kintsch and van Dijk (1978), while the reader conveys textual information, they undergo a series of mental operations that happen to summarize and integrate pieces of information in

integrate and relate pieces of textual information and also to combine these pieces with inferences readers generated based on information from the text to answer appropriately the proposed question. These textually implicit questions are harder to be answered, requiring more cognitive engagement by the reader, resulting in a deeper level of comprehension of the text read.

There is also a third type of question called scriptally implicit. According to Pearson and Johnson (1972), this type of question requires the reader to use his or her 'script' in order to come up with an answer (PEARSON; JOHNSON, 1972, p. 157). As proposed by the authors, it is mandatory previous knowledge from the reader for him/her to answer the question. Textual information and textual inferences generated based on information from the text are not sufficient to answer appropriately, requiring a combination of background knowledge with textual information.

Since it is very difficult to control scriptally implicit questions, only textually explicit and textually implicit questions are considered in the comprehension test used in this investigation. Thus, these two types of questions already provide enough data to be analyzed.

2.7 BRAZILIAN REGULATORY DOCUMENTS OF HIGH SCHOOL EDUCATION

Since this investigation aims directly at schooling contexts, it is necessary to revise the Brazilian regulatory documents of high school education focusing on the pedagogical implications of this study, since the data collection is in the mentioned context. These documents are constantly being modified. Based on that, only the latest three most relevant documents will be summarized specifically with regard to second language in this section, giving prior attention to the topics approached in this research. The regulatory documents selected were *Orientações Educacionais Complementares aos Parâmetros Curriculares Nacionais do Ensino Médio (PCN+)* (2002), *Orientações Curriculares Nacionais para o Ensino Médio Linguagens Códigos e suas Tecnologias (OCNEM)* (2008) and *Base Nacional*

propositions and construct a mental representation of the text. With their inferences constructed, integrating their background knowledge, beliefs, and textual input, the reader has his/her situation model. The situation model is like our fingerprint, each of us will have a different one even if we read the same text.

Comum Curricular Ensino Médio (BNCC) (2018) that will be reviewed in this section, establishing a connection between the proposed research and the pedagogical relations defended by these regulatory documents.

The PCN+ (2002) in the very beginning states that students that are finishing high school must be able to know the second language, being capable to use it in real life situations (MEC/BRASIL, 2002, p. 93). It is stated that the ultimate attainment of the foreign language teacher is to enable the learner to assign and produce meanings.

In this sense, the focus of learning should be on the communicative functions, giving prior attention to reading and the comprehension of oral and written texts, embracing different contexts of textual use. Theoretically, these situations should be close to real life situations in which the learner would read and write e-mails, ask and receive information, read newspapers and advertisements in the second language, proposing that the role of the teacher is to facilitate this first contact to those situations that are possible to happen in real life.

Moving forward in this document, texts receive a special subsection. It is proposed that second language texts should be worked through different genres such as slogans, cartoons, poems, news from newspapers, advertisements, and so forth. The document defends that the adoption of these genres would foment their conceptualization and recognition allowing a better use and understanding of them by the learners.

Still focusing on the text, the document states: ‘the crucial competence of modern foreign language teaching in high school should be reading and, following from that, interpretation.’¹⁰ (MEC/BRASIL, 2002, p. 97). Also, the document holds the thesis that it is required from the learner that s/he must have contact with text types such as narration and exposition in which they could be challenged to read and interpret these different communicative resources (MEC/BRASIL, 2002, p. 106).

On the other hand, the OCNEM (2008) is more incipient in relation to content to be worked at the high school level. The document deals more with the idea of citizenship, literacy, and multiliteracies to embrace the four communicative skills and how the teacher should approach these concepts with the learners. For instance, written texts receive emphasis on this document under the perspective of literacy. It is defended by OCNEM (2008) that the texts selected to be developed in class must be close to the learners’ context.

¹⁰ My translation of ‘A competência primordial do ensino de línguas estrangeiras modernas no ensino médio deve ser a da leitura e, por decorrência, da interpretação’ (MEC/BRASIL, 2002, p. 97).

Thus, the document emphasizes the importance of reading comprehension mediated by reading comprehension questions. These questions should be directed at critical literacy¹¹ and also reading critically¹². The differences between these two concepts are that when it comes to reading critically, the questions provided are in relation to comprehension attached to the text, which means that the text is the only resource to fulfill those questions appropriately. On the other hand, questions aimed at critical literacy are questions provided that foment the role of the reader interacting with the text in which the learner is able to construct meaning from it and, therefore, answer the questions.

Advancing on OCNEM (2008), the concept of literacy is also approached concerning communicative skills. Thus, it is proposed in this document that oral communication should be worked in class in a sense to approximate learners from the activities related to real life and also approaching the importance of the job market, emphasizing the communicative language use.

The last document to be revised is BNCC (2018) and it is the briefest concerning policies in relation to second language teaching. The document proposes that the English language should be treated as *lingua franca* due to its global interface. BNCC (2018) reinforces the idea of multiliteracy without further development.

Even though the documents presented here embrace other important issues related to teaching such as metalanguage, grammar, culture, and identity, only aspects related to this research received a close analysis to give support to this study.

In sum, the present investigation goes in line with the regulatory documents in some aspects that are similar to a high school classroom context. The main similarity is the use of texts in the context selected for this research. As proposed by the documents, texts should be the starting point to a foreign language class; therefore, they are the main instrument of this research. Additionally, the text types selected, narration and exposition, are also defended by the documents to be worked in high school classrooms.

The independent variable of this study is pre-reading tasks that deal with the Task-Based Language Teaching in which the communicative perspective is accounted for. To this extent,

¹¹ My translation for 'letramento crítico' (MEC/BRASIL, 2008, p. 115).

¹² My translation for 'leitura crítica' (MEC/BRASIL, 2008, p. 115).

the PCN+ (2002) and OCNEM (2018) both defend this approach to be implemented in second language classrooms.

Finally, the OCNEM (2008) proposes to assess reading comprehension through concepts classified by the document as questions that demand critical literacy and critical reading. The questions proposed that should elicit critical literacy draw upon textually implicit questions, as proposed by Pearson and Johnson (1972), requiring more cognitive engagement by the reader to answer them appropriately. On the other hand, questions that elicit critical reading are close to the definition of scriptally implicit questions since they require the reader to use his/her prior schemata in addition to textual information. However, scriptally implicit questions are not investigated in this study, but it is brought here to illustrate the connections among this document and prior investigations in the area.

In the next chapter, the method used in this study is thoroughly described.

CHAPTER III

METHOD

This chapter aims to explain the method adopted to collect data in this study. The *Context of Investigation and Participants* will be presented alongside with the *Research Design* followed by the *Instruments* selected, and the *Procedures for data collection* for this investigation, enclosing with the proposed *Data Analysis*.

3.1 CONTEXT OF INVESTIGATION AND PARTICIPANTS

This study was conducted at *Colégio de Aplicação (CA)* that it is part of *Universidade Federal de Santa Catarina (UFSC)*, located in Florianópolis/SC/Brazil. The researcher had contact with all groups from the third year of High School, and twenty-seven participants had undergone the data collection procedures.

This study had a within-subject design and only nine participants attended to all data sessions. Even though the researcher worked with the teacher responsible for the groups, during the data collection procedures, strikes and manifestations against the government took place in the whole country, including in the school during the time this study was carried out. Due to this fact, many participants missed at least one data session reducing the total number of 27 participants in this study to 9. The age of these participants ranged from 17 to 20 with a mean of 18,11 years old, being five girls and four boys. All participants were formally enrolled at CA and opted to have English Classes in their foreign language curriculum.

This context was selected due to the fact that the researcher was currently enrolled in the post-graduate program at UFSC and the school selected is part of the university. This school has the aim of receiving undergraduate students from UFSC during their Student Teaching

period and also has specialized coordination for ongoing research for researchers who have an interest in developing studies in this context.

Taking into consideration the aforementioned context, the school and the group was not randomly assigned, but chosen by the researcher due to its practical constraints. In addition, there was not any rigorous control done in the experimental group such as proficiency, background knowledge, and individual differences. Since this study is a field research in an educational context, this investigation is considered to be a quasi-experimental study (Dorney, 2007).

3.2 RESEARCH DESIGN

In this study, participants' behavior was analyzed in a within-subject manner. In within-subject studies, participants are exposed to all data collection procedures addressed in the experiment. In this sense, the group of 9 participants who took part in this investigation were exposed to the readings followed by a glossary, in the control condition, and they were also exposed to the pre-reading tasks prior to the readings, in the treatment condition. Their behavior was analyzed by comparing the differences between these two conditions. In investigations that have this design, a large pool of participants is not required, and individual differences are mitigated since each participant will serve as a baseline to compare with his/her own performance.

3.3 ETHICS REVIEW BOARD

Since this study requires participants to take part in the research, on April 5th of 2019 the Master's project for this investigation was submitted to the Ethics Review Board (*Comitê de Ética em Pesquisas com Seres Humanos da Universidade Federal de Santa Catarina - CEPESH-UFSC*) in accordance with Resolutions 466/12 and 510/16. On May 15th of 2019, the project was approved under the number 11735119.6.0000.0121 without any further recommendations (Appendix A). Only after the approval of the Ethics Review Board, the researcher contacted one English teacher responsible for one of the senior years' group to detail the proposed research to the possible participants.

All students enrolled in the senior year 310 and 312 groups of CA were invited to participate in the study and, in case they were interested in participating, they received consent forms¹³ to be signed up by them if they were eighteen years old or by their parent/guardian (Appendix B). Additionally, underage students received assent forms¹⁴ (Appendix C) to be signed up by them after the consent forms had been signed by their parent/guardian. Besides, five students from group 311 also received the same consent and assent forms to be signed as they accepted to participate in the pilot study

In these two documents, a summary of the objectives of this study was presented, followed by a brief description of the activities which the participants were going to engage in. Thus, the risks and benefits that participants would be exposed to were also clarified. Both documents were written in Portuguese and stated that their participation was not mandatory and they could give up on participating at any given point. The Ethics Committee address was also present and all forms of contact were also included in the consent forms so that they could contact *CEPSH-UFSC*. Moreover, the contact of the researcher and the advisee of this present study were also in these documents.

3.4 PILOT STUDY

A pilot study was carried out in the second semester of 2019, after the Ethics Review Board approval. In the pilot study, another English teacher from Colégio de Aplicação was contacted to check the availability for students to participate in the pilot study. After the acceptance of the teacher, five participants who were willing to participate tested the instruments designed for this research. Participants who took part in the sample study were also underage students and received consent forms to be signed up by their parent/guardian on August 8th and assent forms to be signed up by them on August 15th during the first session of data collection. Their participation was clarified as totally non-mandatory and they could give up on participating at any time without any onus to them. The pilot study happened on the days August 15th and 29th and helped to define the amount of time needed for participants to read the

¹³ *Termo de Consentimento Livre e Esclarecido (TCLE)*

¹⁴ *Termo de Assentimento Livre e Esclarecido (TALE)*

texts and also the time needed during the pre-reading tasks. After that, the instruments received very few modifications and it was in order to make instructions clearer for the participants.

3.5 INSTRUMENTS

In this section, the instruments used in this cross-sectional study are presented. The *Stimuli* encompassing the independent variables *Glossary* and the *Pre-Reading Tasks* are described in detail. In addition to that, the dependent variable made up of the *Reading Comprehension Questions* and *Retrospective Questionnaires* are discussed.

3.5.1 Stimuli

In order to account for the objectives of this research, two narrative texts and two expository texts were selected. All texts were written in English and collected from the British Council website¹⁵. All texts were at the intermediate level (B1) defined by the website. The texts were reduced to keep a balanced number of words among the two sessions of data collection (1st Session: 841 words and 2nd Session 901). The texts were collected on February 22nd of 2019 and they were as follows:

Stimuli 1 used in the control condition: narrative text A with a glossary – “Alberto’s new neighbors¹⁶”, 578 words (appendix D).

Stimuli 2 used in the control condition: expository text B with a glossary – “Black Friday and Buy Nothing Day¹⁷”, 263 words (appendix E).

Stimuli 3 used in the treatment condition: narrative text C – “The broken mirror¹⁸”, 502 words (appendix F).

Stimuli 4 used in the treatment condition: expository text D – “Digital habits across generations¹⁹”, 399 words (appendix G).

¹⁵ <https://learnenglish.britishcouncil.org/> .

¹⁶ Original text available at <https://learnenglish.britishcouncil.org/stories/albertos-new-neighbours> .

¹⁷ Original text available at <https://learnenglish.britishcouncil.org/magazine/black-friday-and-buy-nothing-day> .

¹⁸ Original text available at <https://learnenglish.britishcouncil.org/stories/the-broken-mirror-the-black-cat-and-lots-of-good-luck> .

¹⁹ Original text available at <https://learnenglish.britishcouncil.org/intermediate-b1-reading/digital-habits-across-generations> .

As mentioned, only the language level and the number of words were controlled between the texts in order to be feasible for high school participants to read it during a data collection that should last about one hour.

As stated in the *Statement of Purpose* in the *Introduction* chapter and on the information aforementioned in this subsection, texts A and C are narratives and B and D are expository, since this investigation aims to contrast these two text types due to few investigations on this topic in L2 contexts.

3.5.2 Glossary

Texts A and B were presented followed by a glossary containing twenty words each that were less frequent in the texts according to the Corpus of Contemporary American English (COCA). The lists presented in the texts can be seen below in tables 5 and 6. This procedure was adopted to have a criterion to select the words to be suitable for having their translation explicitly stated on the glossary.

These texts were presented without images. All content words from both texts were checked on COCA one by one and the twenty words that according to COCA had a low frequency are presented below. The full lists of frequency are provided in Appendix H for the narrative text and in Appendix I for the expository one.

Table 3.5.2.1 – List of words for the glossary on the narrative text

Word from the text	Translation	Word from the text	Translation
1. Arrive	<i>Chegar</i>	11. Neighbour	<i>Vizinho</i>
2. Awful	<i>Horrível</i>	12. Noisy	<i>Barulhento</i>
3. Bark	<i>Latir</i>	13. Owners	<i>Donos</i>
4. Clean	<i>Limpo</i>	14. Shouted	<i>Gritou</i>
5. Dirty	<i>Sujo</i>	15. Suppose	<i>Supor</i>
6. Easy	<i>Fácil</i>	16. Staff	<i>Funcionários</i>
7. Gave up	<i>Desistir</i>	17. Trouble	<i>Encrenca</i>
8. Get rid	<i>Se livrar</i>	18. Unwelcomed	<i>Não é bem-vindo</i>
9. Last	<i>Ultimo</i>	19. Way	<i>Jeito</i>
10. Lunch	<i>Almoço</i>	20. Woke up	<i>Acordou</i>

Source: Table built by the researcher.

Table 3.5.2.2 – List of words for the glossary on the expository text

Word from the text	Translation	Word from the text	Translation
1. Avoid	<i>Evitam</i>	11. Offer	<i>Oferecer</i>
2. Bargain	<i>Pechinchas</i>	12. Retailers	<i>Varejistas</i>
3. Buy	<i>Comprar</i>	13. Rules	<i>Regras</i>
4. Christmas	<i>Natal</i>	14. Shopping	<i>Compras</i>
5. Carry out	<i>Realizam</i>	15. Spent	<i>Gastam</i>
6. Coat	<i>Casaco</i>	16. Spread	<i>Espalhar</i>
7. Consumers	<i>Consumidores</i>	17. Thanksgiving	<i>Ação de Graças</i>
8. Donate	<i>Doam</i>	18. Throughout	<i>Através</i>
9. Exchange	<i>Trocar</i>	19. Walk	<i>Caminhar</i>
10. Holiday	<i>Feriado</i>	20. Winter	<i>Inverno</i>

Source: Table built by the researcher.

Although the tables above show that some words are more marked in Portuguese and may be known by more people, such as, Christmas, holiday, shopping, among others, the decision made was to stick with the frequency criteria.

The texts with glossary were used in a control condition. The participants had the glossary available at the end of each text and, as a matter of organization, the words were displayed in alphabetical order. No further instructions were given, they were free to check the meanings available in Portuguese in case they want to.

3.5.3 Pre-Reading Tasks

Texts C and D were presented preceded by the pre-reading tasks designed by the researcher with the support of the pre-task for a reading task proposed by Willis and Willis (2011) based on the TBLT literature. In order to be more challenging and allow learning experiences, some of the pre-reading tasks proposed by Willis and Willis (2011) were adapted and will be presented in detail in this subsection.

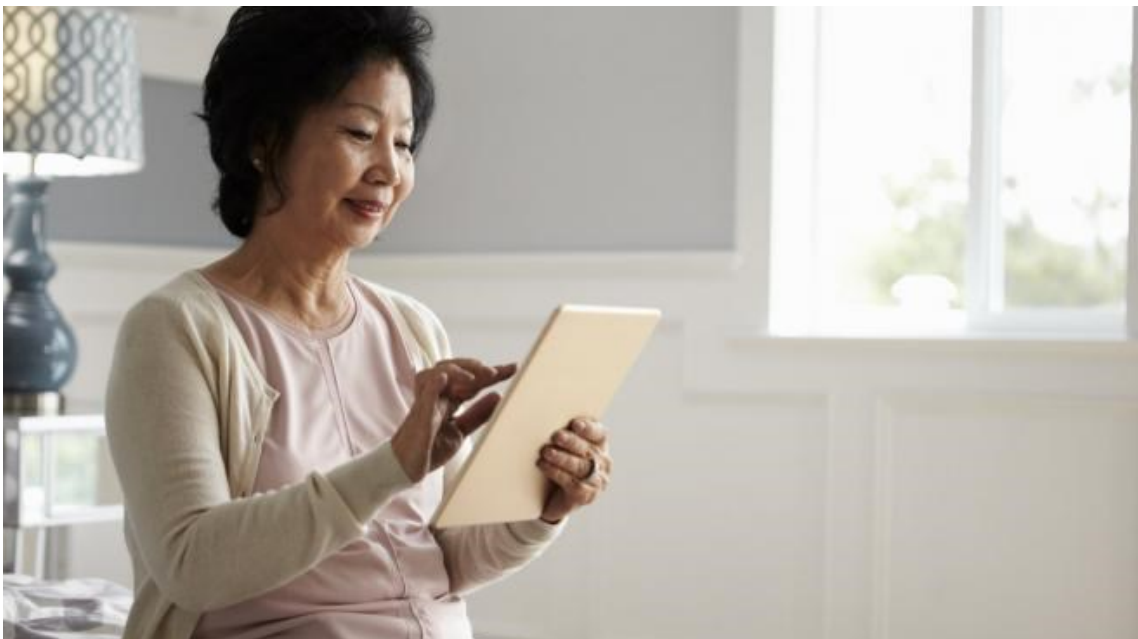
The first task during the pre-reading task moment is called *Priming for Prediction* (Willis & Willis, 2011) in which an image related to the text is presented alongside with the heading of the text. These images that were presented were available at the British Council website with the texts. The images were displayed on the overhead projector and can be seen below:

Figure 3.5.3.1 – The broken mirror



Source: British Council website

Figure 3.5.3.2 – Digital habits across generations



Source: British Council website

From these images, the following questions were asked orally to participants in both situations:

1. *What do you see in this image?*
2. *What is happening in this image?*
3. *What is the possible relation between this image and the text that we are going to read?*

Based on Willis and Willis (2011), this task requires meaning-focused language use, requiring students to use their language resources to activate words related to the image and the heading of the text. These proposed questions were not part of the priming for prediction task proposed by Willis and Willis. They were added in order to join the next step which is the prediction task. By these questions, the possible keywords are generated by the students and allow them to start to establish relations between the image and the content of the text.

The second pre-reading task to be presented to participants was the *Prediction Task* (Willis; Willis, 2011). During this task, the teacher is expected to bring keywords and key sentences to help students, however, this is another adaptation made based on the framework. Participants would come up with the keywords that they think are related to the text' topic based on the image, and only then the researcher would bring key sentences to be discussed.

This procedure was adopted in advance and tested during the pilot study. Participants would start to infer the possible topic of the text in advance but in some cases, they would go over a totally different story that could, in fact, obscure the real topic of the text. Based on that, five key sentences that opened the first five paragraphs were collected from the text and displayed on the overhead projector by the researcher in the same order they would appear on the text. The sentences were read and the researcher told that these sentences were connected to the text. It also kept the discussion about the text flowing.

After that, participants were put together in pairs and trios in which they were instructed to discuss between them possible hypotheses about the text, considering the key sentences presented from the text, the image, and keywords generated from the previous activities and written on the board. Participants were given about five minutes to discuss and take notes freely.

The third pre-reading task to be presented to participants was *Preparing to Report*. In this task, one student from the pairs or the trios was selected to expose the ideas exchanged between them or the hypotheses created so far based on the information they already had. More five minutes were given for this preparation and they were warned that they could write down

what they are going to talk about and was expected that they created a full story based on information so far.

The fourth and last pre-reading task was *Reporting*. At this moment, the student selected should report to the whole group the hypotheses and/or stories created and discussed among the groups. The other members of pairs and trios could also join the discussion to give support to their views. It was expected that the whole group would reach a consensus about the possible content of the text or the most suitable story.

3.5.4 Reading Comprehension Test

According to Pearson and Johnson (1974), questions are ‘a vital part of any discussion activity’ (PEARSON & JOHNSON, 1974, p. 154). Besides, they are also an effective instrument of data collection for research. Furthermore, in the present study two types of reading comprehension questions based on the taxonomy proposed by Pearson and Johnson (1974) was used: *textually explicit* and *textually implicit*.

The textually explicit questions do not require much cognitive engagement from the participants since they will have to find the answers on the surface of the text. On the other hand, the textually implicit questions require much more cognitive engagement from participants since the answers will not easily be found in the text, they will have to build a situational model to answer them appropriately.

Each text that was used in the study was followed by the Reading Comprehension Test. Each comprehension test had the total amount of six questions organized in the following way: three textually explicit and three textually implicit questions. The questions were displayed this way so that participants would feel motivated to answer from the beginning of the test. More difficult questions, in the beginning, could make them less motivated to answer them. The question type chosen was *open-ended* questions. In this way, participants would be able to express themselves in the way they would feel comfortable, avoiding their responses from being influenced by the possible answers provided in the comprehension test or luck in answering the questions. The Reading Comprehension Tests are presented in appendices J, K, L, and M.

Thus, it is worth mentioning that participants received the comprehension test right after finishing reading each text, but the texts were kept with them so that they could consult as many

times as they needed during the amount of time given. This procedure was adopted since this study was measuring comprehension and not memory of the content from the texts.

It is important to mention that the Reading Comprehension Test is not part of the task cycle, but it is an instrument to access offline comprehension, being the dependent variable of this study. It is also important to highlight that the reading comprehension questions were answered in Portuguese. Not only their answers were supposed to be in Portuguese, but also the questions were displayed in their native language. This decision was made in order to avoid copying and pasting directly from the text by participants, requiring more attention to their answers.

3.5.5 Retrospective Questionnaires

At the end of the data collection, participants were asked to fulfill a retrospective questionnaire (Appendix N) adapted from Tomitch (2003). In this questionnaire, the main goal was to analyze the participants' perception in relation to the reading situations that they had undergone including the treatment and the control conditions of the experiment. The questionnaire had both Likert scales and open-ended questions.

The questions presented aimed at analyzing if they understood the texts, the level of difficulty of each text in which they could select the best option that applied to them according to a Likert Scale (from 1 to 4), if they thought that the pre-reading tasks and the glossary had any effect on their reading comprehension or helped them in any sense. Thus, they were asked about their perception regarding the pre-reading tasks and the glossary, checking which one they thought was the best at helping them to understand the texts, citing advantages and disadvantages. The last question was if the Reading Comprehension Test helped them to understand the texts.

The questionnaire was administered in Portuguese, and participants had the chance to reflect on the reading situations they were exposed to. The questionnaire had questions composed of Likert scales in order to straightforward their perception concerning the difficulty of the texts since there was not a control for proficiency in the study. In addition, the open-ended questions had the aim to allow participants to freely express themselves in relation to their opinions and perceptions about the glossary and pre-reading tasks.

3.6 PROCEDURES FOR DATA COLLECTION

In order to address the experiment, see below table 3.6.1 in which the summarization of the data collection procedures of this study is presented.

Table 3.6.1 – Summarization of the data collection procedures

Steps	Pre-session Group A	1 st session Group A CONTROL	2 nd session Group A EXPERIMENTAL	Pre-session Group B	4 th session Group B CONTROL	5 th session Group B EXPERIMENTAL
1 st step	Explain the research to possible participants	Collect TCLEs	Pre-reading tasks	Explain the research to possible participants	Collect TCLEs	Pre-reading tasks
2 nd step	Hand in the TCLEs to the possible participants	Hand in the TALEs	Reading: expository text D	Hand in the TCLEs to the possible participants	Hand in the TALEs	Reading: narrative text C
3 rd step		Collect the TALEs	Reading comprehension test		Collect the TALEs	Reading comprehension test
4 th step		Reading: narrative text A with glossary	Pre-reading tasks		Reading: expository text B with glossary	Pre-reading tasks
5 th step		Reading comprehension test	Reading: narrative text C		Reading comprehension test	Reading: expository text D
6 th step		Reading: expository text B with glossary	Reading comprehension test		Reading: narrative text A with glossary	Reading comprehension test
7 th step		Reading comprehension test	Retrospective questionnaire		Reading comprehension test	Retrospective questionnaire
Pilot study = 4 (girls) Total number of participants group A and B = 9 (5 girls and 4 boys)						

Source: Table built by the researcher.

The first step was to contact CA and hand in the declaration of consent (Appendix O) for the person responsible at the institution, asking permission to carry out the study. Next, the English teachers were contacted via e-mail and invited to take part in this investigation. After the teachers' acceptance to take part in the study, the declaration consent was signed by the person responsible for *Coordenadoria de Pesquisa e Extensão* of CA and the project was submitted to *CEPSH-UFSC*.

After the approval of the *CEPSH-UFSC*, one of the teachers who accepted was contacted and the researcher went to the school to present the study for the possible participants and the consent forms were handed in. The researcher explained that they were invited to take part in the study and the consent forms should be signed by their parent/guardian.

Next, the other group from another teacher was contacted to invite the other group to participate in the pilot study. Five students went to the first session of the pilot and four in the second. All five students received consent forms and assent forms that were collected in the first session of data collection.

In the first session, in one of the groups that held the data collection, had consent forms collected and students were asked to sign the assent forms. This procedure was adopted to avoid participants to sign the papers by mistake since both documents were similar.

After that, participants received the instruction for reading in Portuguese in order to make sure the instructions were clear enough for them, and the instruction was that: they were going to read a text containing a glossary and after reading the text for the first time, they would receive a comprehension test containing six questions. No further instructions were given. Then, the narrative text with a glossary was handed in. Next, they were requested to answer the comprehension test. Right after that, participants read the expository text and right after they answered the comprehension questions.

In the second session, the first step started with the pre-reading tasks for the expository text presented in slides (Appendices P and Q), as already detailed in the *Instruments* subsection, then they read the expository text and, after their first contact with the text, they received and answered the comprehension test. After that, participants were engaged in the second set of pre-reading tasks, reading the narrative text and then answering the comprehension test. In the last step, the retrospective questionnaire was administrated in which participants had the chance to reflect on the reading situations that they were exposed to.

During the data collection of this group, another group had to be contacted since the imminent limited number of participants. The same procedures were adopted in order to collect data; however, the text order was altered. In the control section, participants started reading the expository text and then the narrative. In the treatment section, they read the narrative and then the expository, altering the order of the texts from the previous group.

It is important to highlight that the researcher was the only person who conducted the data collection. The teachers responsible for the groups were invited to take part as an observer and were present in the room during the whole data collection. The whole experiment intended to follow and mock a traditional English classroom situation to provide ecological validity, even though the experiment was conducted by the researcher and not by their regular teacher.

3.7 DATA ANALYSIS

The data analysis followed a within-subject design. In this type of investigation, the same participant is exposed to all conditions: control and treatment. When following a treatment condition, participants were exposed to the pre-reading tasks. As a control condition, participants were exposed to the texts followed by a glossary. The performance of participants was compared with their performance between the conditions that they had been exposed to.

The data analysis was conducted in the following way: the results from the reading comprehension questions were quantified by the researcher who attributed 1.0 point to correct answers, 0.5 to partially correct answers and 0 for incorrect answers. Some questions in the tests had more complex answers in which the participant could provide details to his/her answer. In these cases, the 1.0 point was divided by the number of details that would fully complete the answer. An answer with all the details would be attributed 1.0 point. For incomplete answers, the points received would correspond to a fraction of the point. For example, in one of the questions, three details would be necessary to fully answer the question, and for each correct detail, 0.33 was attributed. The minimum punctuation that could be obtained by each participant in each test was 0.0, and the maximum was 6.0. Later, this punctuation will be presented in percentages.

In the case of the retrospective questionnaires, since there were objective and open-ended questions, the objective questions were quantified to be presented in this thesis and the open-ended questions were translated and presented in the results.

The data were analyzed in light of the literature presented in the Review of the Literature section in which the ideas brought by the authors were retaken. The quantitative data is presented in tables and graphs following the qualitative analysis. Finishing each subsection, a discussion provided by the researcher is presented. At the end of the chapter, the Research Questions (RQs) are revisited accounting for the results from the present study.

It is worth to mention that the individual and general performance of participants on the pre-reading tasks, during the pre-reading procedures, were not analyzed in this research since it is not the objective of the present study. Only the effects of the pre-reading tasks were analyzed through the Reading Comprehension Tests.

CHAPTER IV

RESULTS AND DISCUSSION

The objective of this study was to check if the pre-reading tasks proposed by Willis and Willis (2011), and adapted according to the purpose of this research, had an effect on reading comprehension of two textual types: narrative and expository texts. In this sense, the pre-reading tasks were tested in a treatment session as opposed to a glossary in which was tested in a control condition.

In this regard, this chapter aims to present the results obtained from the instruments used in this research and discuss them in the light of the literature to verify whether the findings endorse or contradict previous investigations in this field of study. To achieve this aim, this chapter is organized in the following way: first, it presents the results from the *Reading Comprehension Questions*, then, it is presented the results obtained from the *Retrospective Questionnaires*, and it closes the chapter with the *Research Questions* from this study.

4.1 Reading Comprehension Tests

The aim of this section is to present the results obtained through the Reading Comprehension Tests (RCT) used in this study. All texts used in this investigation were genuinely written in the English language, however, the RCTs were designed in Portuguese, and participants' answers were in this same language. In this way, it would be avoided copying and pasting directly from the text by participants in their answers, and, in this manner, comprehension could be assessed.

This section is organized in the following way: the first subsection presents and discusses the general results obtained from the RCT, the second subsection presents the results from the narrative text contrasting with the same text type in both control and treatment

sessions, and closes with the third subsection in which the comparison between the control and treatment sessions is presented in relation to the expository text.

The tables and graphs are organized by sequential numbers. For example, the first number corresponds to the chapter, the second number to the section, the third number to the subsection, and the last corresponding to the number of the table. Furthermore, the punctuations attributed for each test for each participant's individual performance were converted into percentages in order to straighten the results from the data collected. The mean, maximum, and minimum are presented at the bottom of the tables following a general discussion of the results presented and the description of the specific participants' performance. It is worth to mention, in advance, that the point of cut considered in these tests was 70%, meaning that, whenever the results were equal or above this percentage, the result was considered positive.

4.1.1 General Results from the Reading Comprehension Tests

This subsection presents the general results obtained by the RCTs. In the treatment, participants were exposed to pre-reading tasks adapted from Willis and Willis (2011), as presented in the *Method* chapter before reading each textual type. As opposed to the treatment, in the control condition, participants had a glossary to check the unknown vocabulary at the end of each text.

Table 4.2.1.1, presented below, displays the scores of each participant achieved from the Reading Comprehension Test (RCT) done after reading the narrative text 'The broken mirror' right after the participants undertake the pre-reading tasks.

Table 4.2.1.1 – Results from the RCT in the pre-reading tasks session for the narrative text.

Participant	% of correct
<i>Narrative text</i>	
P1	83,34%
P2	83,34%
P3	50%
P4	100%
P5	100%
P6	83,34%
P7	91,67%
P8	33,34%
P9	50%
Mean	75%
Maximum	100%
Minimum	33,34%

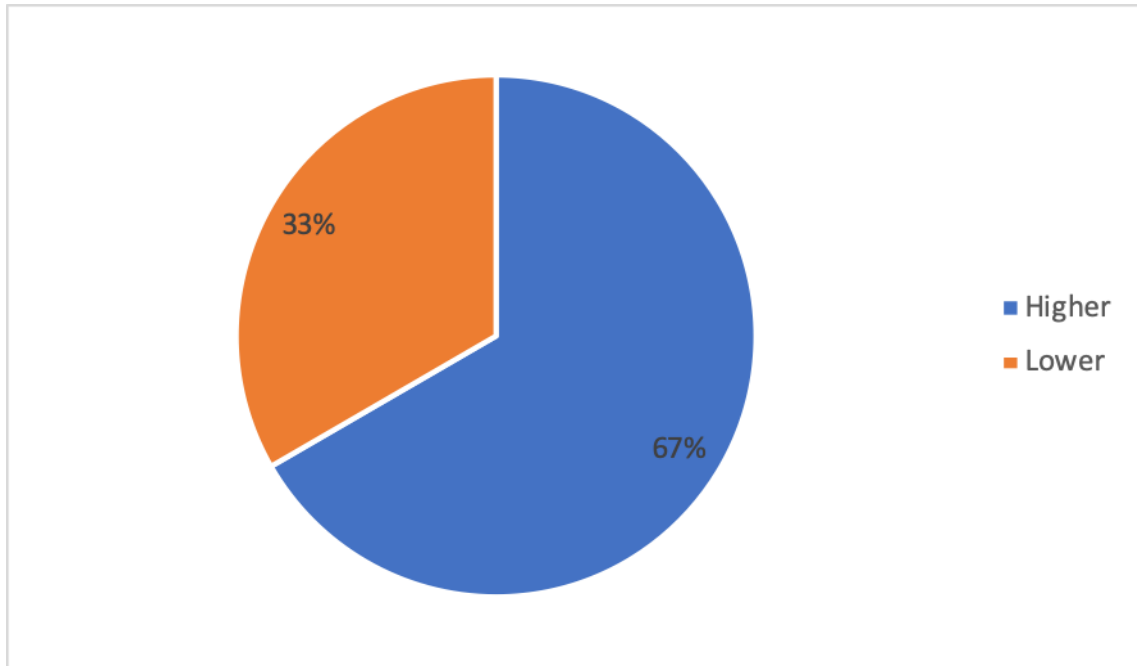
Source: Table built by the researcher

The results displayed above refer to the treatment session in which participants were exposed to the pre-reading tasks before reading the narrative text. The data shows that there was a slight positive effect concerning the pre-reading tasks since most participants had a positive performance on the RCT. This result was expected since previous studies in the area in relation to pre-reading activities have already shown that pre-reading procedures foster reading comprehension (TIERNEY; CUNNINGHAM, 1980; LANGER, 1980; TAGLIEBER, 1985; TOMITCH, 1991; CARRELL, 2006; ALEMI; EBALDI, 2010; BILOKCUOGLU, 2011, to mention some authors).

Checking participants' individual performance, participants P1, P2, P4, P5, P6, and P7 had scored above 70% in the tests, representing 66,67% of the sample. Participants P3, P8, and P9 had lower scores in relation to the other participants, representing 33,33%. The mean in the narrative text was 75%, which was a positive result that, in general, shows that comprehension could be achieved by the participants, as an effect of the pre-reading tasks. The maximum percentage reached by a participant in the narrative text was 100%, obtained by P4 and P6. The minimum percentage achieved by a participant in the narrative text was 33,34%, obtained by P8.

Graph 4.2.1.1 below illustrates the scores obtained in the Reading Comprehension Test (RCT) done by the participants in relation to the narrative text.

Graph 4.2.1.1 – Scores on the RCT for the narrative text in the treatment session



Source: Graph designed by the researcher.

Graph 4.2.1.1 above displays that for the narrative text, 67% of the participants obtained higher scores on the RCT. In other words, they had a good comprehension of the narrative text used in the treatment condition. On the other hand, 33% had lower scores on the RCT meaning that they could not achieve a good score in the test or were not able to fully comprehend the text.

The next table 4.2.1.2 below displays the results from the RCT achieved by each participant after reading the expository text 'Digital habits across generations', right after participants undertook the pre-reading tasks in relation to this text type.

Table 4.2.1.2 – Results from the RCT in the pre-reading task session for the expository text.

Participant	% of correct
<i>Expository text</i>	
P1	63,84%
P2	88,84%
P3	66,67%
P4	77,67%
P5	77,67%
P6	80,67%
P7	88,84%
P8	63,84%
P9	52,67%
Mean	73,34%
Maximum	88,84%
Minimum	52,67%

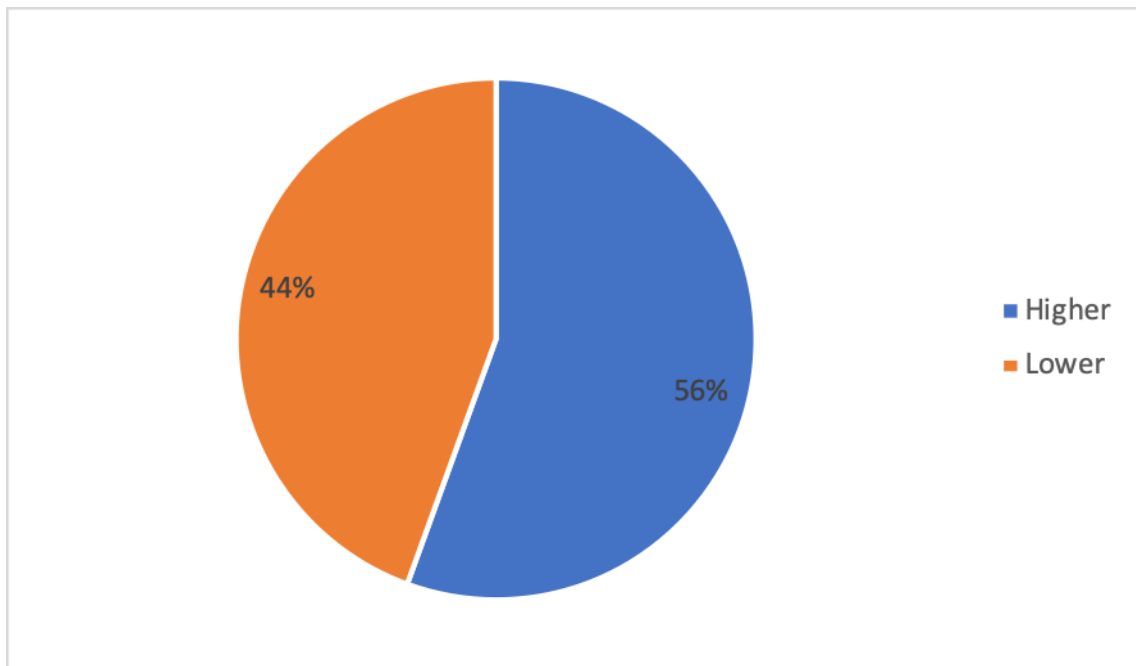
Source: Table built by the researcher

In general, the results shown above display that all participants had higher scores in the RCTs. Again, this result was expected since the pre-reading tasks adopted before participants read the expository text should have fomented reading comprehension.

Verifying participants' individual performance, P2, P4, P5, P6, and P7 scored higher than 70% in this comprehension test, representing 55,56% of the sample. P1, P3, P8, and P9 had scores below 70%, representing 44,44% of the investigated sample. However, P1, P3, and P8 had a medium score since their percentages were above 60%. Thus, the mean obtained by participants was 73,34%, which was a positive score in general, but it was slightly lower than the mean obtained for the narrative text. The minimum score was 52,67%, obtained by P9, and the maximum score obtained by a participant was 88,84%, obtained by P2 and P7.

Graph 4.2.1.2 illustrates the scores in the Reading Comprehension Test (RCT) done by the participants in relation to the expository text.

Graph 4.2.1.2 – Scores on the RCT for the expository text in the treatment session



Source: Graph designed by the researcher.

The graph above illustrates the results achieved by participants in relation to the expository text. These results show that the pre-reading tasks exposed to the participants and performed by them before reading the expository text seemed to have fostered their comprehension. This result is also considered positive since the mean is above 70%, meaning that participants could achieve a good comprehension of the proposed text.

The next table 4.2.1.3 presents the results obtained from the control condition for the narrative text. During this session, participants only received the narrative text to read, followed by a glossary in which they could check the unknown vocabulary at the end of each text. The table presented below displays the scores in percentages of each participant obtained from the RCT done after reading the text 'Alberto's New Neighbours' in the control condition.

Table 4.2.1.3 – Results from the RCT in the control session for the narrative text.

Participant	% of correct
<i>Narrative text</i>	
P1	58,34%
P2	44,34%
P3	25%
P4	88,84%
P5	66,67%
P6	25%
P7	0%
P8	55,5%
P9	72,17%
Mean	48,34%
Maximum	88,84%
Minimum	0%

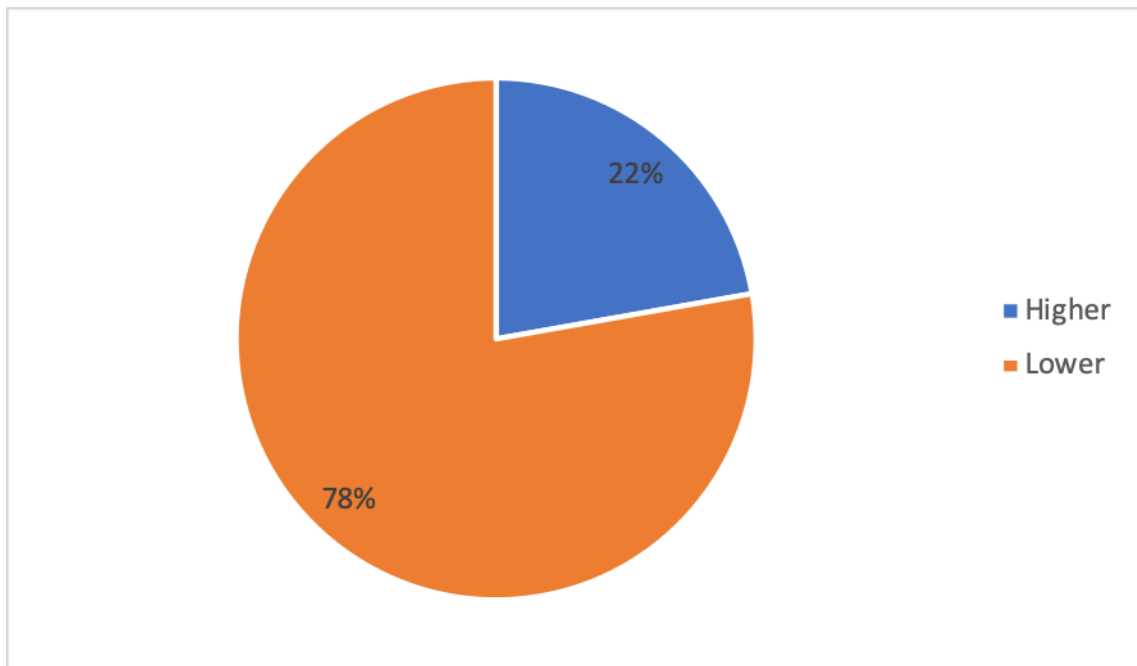
Source: Table built by the researcher.

By analyzing the table above, in general, participants' results are not positive, as expected. Since this text has not received any kind of treatment before they read it, it was expected that the participants would not perform well in this test. Previous research shows that readers need some kind of prediction before reading a text, which is necessary for the reader to be able to construct meaning from it and activate previous knowledge (AEBERSOLD; FIELD, 1998).

Verifying the individual performance, participants P4 and P9 have scored above 70%, representing 22,22% of the sample. On the other hand, P1 P2, P3, P5, P6, P7, and P8 have scored lower in this test, representing 77,78% of the sample investigated. However, it is worth mentioning that P5 has scored above 60%, which is not so negative. In this case, the mean in the narrative text was 48,34% which was not a positive result for this test, indicating that the glossary had not been helpful to readers to achieve comprehension, as expected. The maximum percentage obtained by a participant in this comprehension test was 88,84%, obtained by P4. The minimum score obtained by a participant in this test was 0%, by P7. This score was attributed since this participant had answered all questions as 'I do not know' or 'I did not understand'. Later, this and other participants' results will be triangulated with the participants' retrospective questionnaires.

Graph 4.2.1.3 below illustrates the scores obtained in the Reading Comprehension Test (RCT) done by the participants in relation to the narrative text.

Graph 4.2.1.3 – Scores on the RCT for the narrative text in the control session



Source: Graph designed by the researcher.

As can be seen by the graph displayed above, 62% of the participants achieved higher scores on the RCT for the narrative text, meaning that, in general, they had a good comprehension of the text. Thirty-eight percent of the participants had lower comprehension of the proposed text, even though they had a glossary to help them with the unknown vocabulary.

The next table 4.2.1.4 presents the results obtained by the participants in the RCT done after reading the expository text 'Black Friday and Buy Nothing Day', which was also followed by a glossary at the end of the text.

Table 4.2.1.4 – Results from the RCT in the control session for the expository text.

Participant	% of correct
<i>Expository text</i>	
P1	73,34%
P2	45%
P3	70%
P4	93,34%
P5	73,34%
P6	100%
P7	73,34%
P8	70%
P9	36,67%
Mean	70,5%
Maximum	100%
Minimum	36,67%

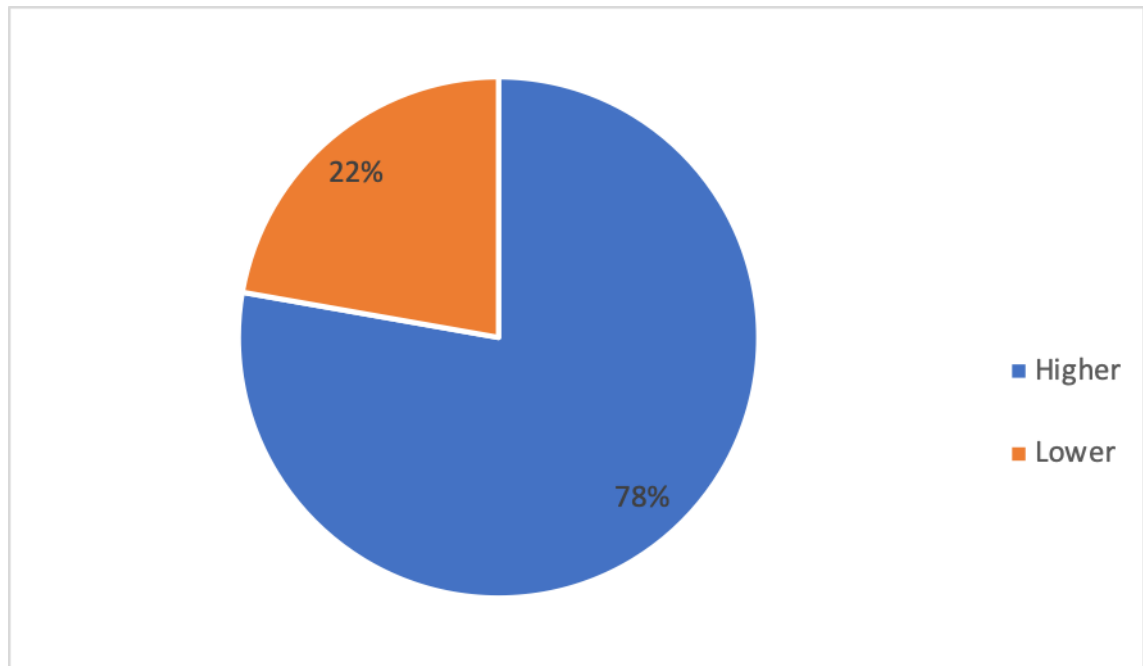
Source: Table built by the researcher.

By observing the chart above, it can be seen that, even though no pre-treatment was done in the expository text, the results were positive. This result seems to contradict previous studies in the area, which in fact, was not expected since the literature so far has claimed that expository text involves conceptual information that makes comprehension being more complex to be achieved (GRABE, 2009). In the following subsections of this chapter, this result will be discussed in detail.

By verifying the specific results for individual participants, P1, P3, P4, P5, P6, P7, and P8 had higher scores, representing 77,78% of the investigated sample. On the other hand, P2 and P9 had scored lower in this test, representing 22,22% of the sample. In this case, the mean in this expository text was 70,5%, which was a positive result. The maximum score obtained was 100%, obtained by P6, and the minimum score obtained in this test was 36,67% obtained by P9.

The next graph 4.2.1.4 below illustrates the results obtained from the Reading Comprehension Test (RCT) done by the participants as a result of reading the expository text.

Graph 4.2.1.4 – Scores on the RCT for the expository text in the control session.



Source: Graph designed by the researcher.

The graph above shows that for the expository text, 78% of the participants had higher scores on the RCT, and 22% of the participants had lower scores in the test. This means that, in general, most participants have achieved good comprehension of the proposed text.

In the next subsection of this chapter, these results presented so far will be retaken and contrasted between the control and treatment sessions for each text type in order to provide further discussion.

4.1.2 Results from the Reading Comprehension Tests for Narrative Texts

The aim of this subsection is to present the results from this study in relation to the narrative text obtained during the control and treatment sessions. Table 4.2.2.1, presented below, displays the percentage of the scores obtained by each participant in the Reading Comprehension Tests (RCT) done after reading the narrative text. The mean, maximum, and minimum are presented at the bottom of the table following a general discussion of the results presented and the description of the data.

Table 4.2.2.1 – Results from the RCT in relation to the narrative texts.

Participant	Narrative Texts	
	<i>Control</i>	<i>Treatment</i>
P1	58,34%	83,34%
P2	44,34%	83,34%
P3	25%	50%
P4	88,84%	100%
P5	66,67%	100%
P6	25%	83,34%
P7	0%	91,67%
P8	55,5%	33,34%
P9	72,17%	50%
Mean	48,34%	75%
Minimum	0%	33,34%
Maximum	88,84%	100%

Source: Table built by the researcher

By analyzing the general picture of the results presented in Table 4.2.2.1 above, it is possible to observe that the results from the treatment session increased when compared to the control session. This result was expected since previous studies have been showing that when a text is preceded by activities before reading a passage, textual comprehension is enhanced. Thus, this is the first result that shows that the pre-reading tasks, as proposed by this present study, are also beneficial to reading comprehension when compared to reading a text with a glossary.

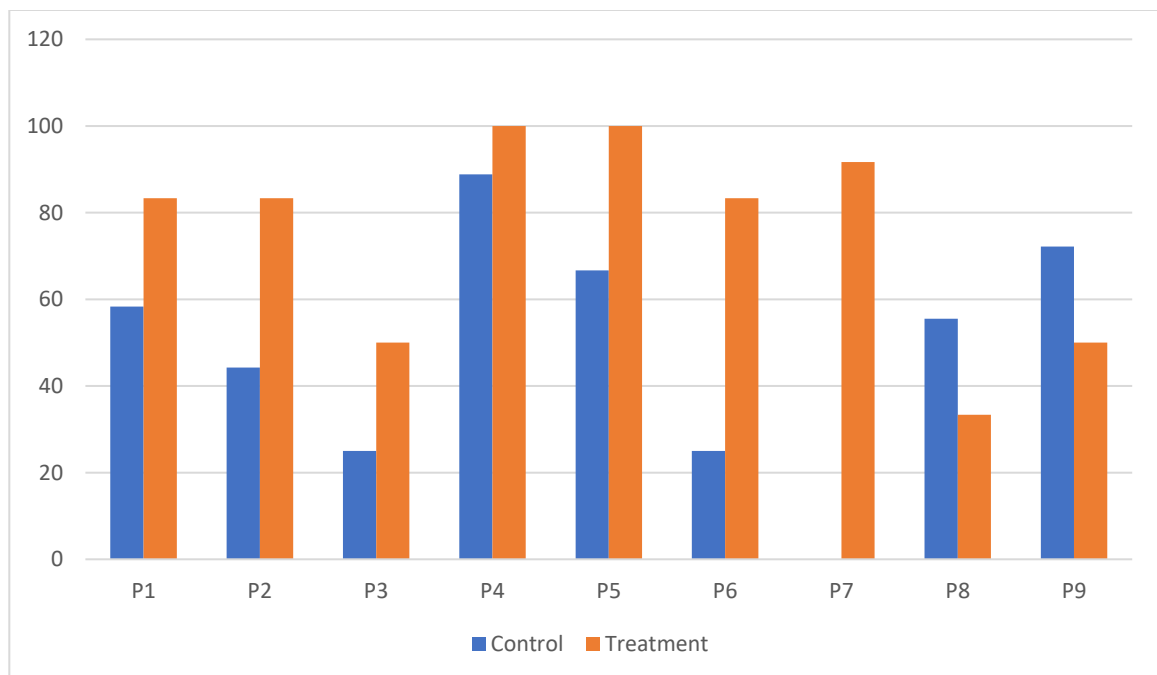
Based on the table 4.2.2.1 presented above, it can be observed that P1, P2, P3, P4, P5, P6, and P7 obtained higher scores in the RCT after reading the narrative text in the treatment session. This result represents 77,78% of the sample, which showed an increase in reading comprehension. In addition, P8 and P9 scored better in the control session, representing 22,22% of the sample. However, P1, P2, P5, P6, and P7 obtained scores above 70% in the treatment condition, indicating a positive effect of the pre-reading tasks.

The mean in the treatment session was 75%, which was higher than 48,34% obtained by participants in the control session. The maximum score obtained by a participant in the treatment was 100% scored by P4 and P5, still better when compared with the control session that was 88,84% obtained by P4. Also, the minimum score obtained by a participant in the treatment condition was 33,34% by P8, which was better than the 0% obtained by P7 in the control session.

Even though two participants scored better in the control session, based on the comparison between control and treatment, it can be noticed that the comprehension of the narrative text, after participants undertook the pre-reading tasks was better in the treatment session. This result shows that developing pre-reading tasks prior to reading a narrative text can foment textual comprehension.

Graph 4.2.2.1 below illustrates participants' individual performance compared with both sessions.

Graph 4.2.2.1 – Individual performance in the RCT in the narrative texts within-groups



Source: Graph designed by the researcher.

What we are able to observe from these results above is that, although participants P8 and P9 had scored lower when compared to the rest of the sample in the treatment session, there was a tendency that the pre-reading procedures adopted before participants read the narrative text, in general, had a positive effect on reading comprehension. Except for P8 and P9, all participants increased in scores in the treatment condition.

Bensoussan (1990) points out that narrative texts need more knowledge about cultural aspects of the foreign language and also its social values in addition to foreign language proficiency. Furthermore, the comprehension of this textual type is more bounded to global

coherence. Thus, the results that are shown in table 4.2.2.1 and graph 4.2.2.1 seem to endorse the idea brought by the author in which the narrative text used in this research could have required from the participants to establish a strong global coherence of the narrative text that most of them were not able to achieve in the control session. This might be due to a lack of appropriate language proficiency, which seems not to be the case since their performance increased in the treatment session, or they could not make the appropriate inferences that this textual type requires. In addition, they might have failed to activate previous knowledge concerning the topic of the text, and only having lexical items translated at the bottom of the page did not help participants to construct knowledge before reading. Thus, as expected, the glossary seems to not have an effect to help participants to reach this mentioned global coherence as observed by the results shown by this text type, since the vocabulary provided by the glossary should have helped more in the local coherence.

Based on the scores displayed in table 4.2.2.1, it is possible to infer that the pre-reading tasks developed prior to reading fostered the global coherence of the narrative text. When comparing the results from the glossary, they were not positive, as expected. These results presented from the pre-reading tasks seem to endorse Willis and Willis' (2011) view. The authors claim that all reading tasks need some kind of prediction, since readers read the title of the text or visualize an image related to the text, it enables them to predict what is the content of it. For instance, the authors acknowledge that tasks that involve predicting foster reading comprehension, especially for narrative texts. This view is corroborated by the results displayed in this subsection.

Considering this discussion brought and the results displayed, the pre-reading tasks designed with the support of the Task-Based Language Teaching (TBLT) literature brought by Willis and Willis (2011) and adapted to the purpose of this research, in a sense, seemed to have helped readers to build background knowledge and relate this knowledge to the content of the text. Furthermore, the pre-reading tasks might have helped to assist readers in making appropriate inferences concerning the content of the text, helping them to answer the proposed test. Additionally, since narratives require the reader to reach global coherence, then the pre-reading tasks might have also helped participants to achieve global coherence.

As already mentioned in the *Review of the Literature* chapter, the advantages in processing narrative texts are that they follow a chronological sequence of episodes since our everyday life is organized in a similar manner (Grabe, 2009). In this sense, the aforementioned

result for the narrative text also endorse the literature on reading which points that this textual type is easier to be processed by the reader due to the familiarity with the story structure.

Aebersold and Field (1997) claim that readers could benefit from an introduction to the text topic in advance. This benefit comes from the activation of prior knowledge or recall of previous information related to the topic that readers might already know. By activating previous knowledge or recalling consolidated information, readers can manipulate this information available in working memory as the text is being read, facilitating reading comprehension. In this sense, the procedures adopted in the treatment session seem to have helped participants to activate background knowledge, also enhancing their reading comprehension, explaining why their results showed a positive effect between sessions. Besides, the information shared between participants during the pre-reading tasks might have also played an important role, since this sharing of information could have facilitated reading comprehension. Reading a text with individual knowledge, in addition to the discussions conducted prior to reading it, could have changed reading comprehension.

Considering Davies (1995) and Aebersold and Field (1998), the authors claim that when L2 readers are facing a reading task in a foreign language, there is a need to raise students' motivation. Students need a purpose for reading, and this purpose influences reading (DAVIES, 1995; AEBERSOLD; FIELD, 1997). As it can be seen, by the results presented in this subsection, the purpose was created by the pre-reading tasks used in this study, and the outcome was positive since the majority of the results in the tests increased between both sessions.

The following subsection of this chapter aims to retake the results from the RCT collected from the expository texts, comparing them between control and treatment.

4.1.3 Results from Reading Comprehension Tests for Expository Texts

The focus of this subsection is to present the results from this investigation in relation to the expository text obtained during the control and treatment sessions. Table 4.2.3.1, presented below, displays the percentage of correct answers obtained by each participant from the Reading Comprehension Tests (RCT) done after reading the expository text.

Table 4.2.3.1 – Results from the RCT in relation to the expository texts.

Participant	Expository Texts	
	Control	Treatment
P1	73,34%	63,84%
P2	45%	88,84%
P3	70%	66,67%
P4	93,34%	77,67%
P5	73,34%	77,67%
P6	100%	80,67%
P7	73,34%	88,84%
P8	70%	63,84%
P9	36,67%	52,67%
Mean	70,5%	73,34%
Minimum	36,67%	52,67%
Maximum	100%	88,84%

Source: Table built by the researcher

The results displayed above were not expected. Overall, the participants in the control session obtained more positive scores when compared to the treatment session, indicating an advantage of the glossary in relation to the pre-reading tasks for the individual performance.

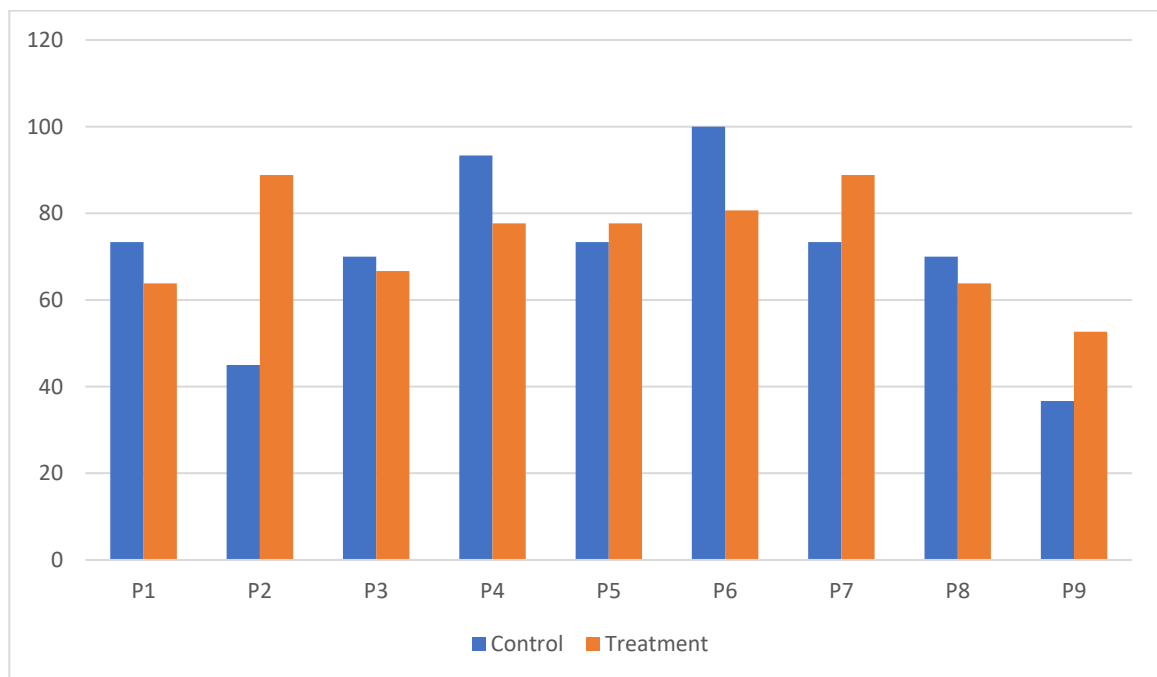
Table 4.2.3.1 displays the scores obtained by the participants in the expository texts in the control and treatment sessions. It can be observed that in the control session, P1, P3, P4, P6, and P8 obtained better scores than in the control session, representing 55,56% of the sample. In opposition, P2, P5, P7, and P9 obtained better scores in the treatment session, representing 44,44% of the sample.

However, the mean in the treatment session was 73,34%, which is slightly higher than the 70,5% obtained by participants in the control session. In general, it was expected that the mean in the control session would be below 70%, as the results displayed in the previous session for the narrative text. The maximum score obtained by a participant in the treatment was 88,84% scored by P7 and the maximum obtained in the control session was 100% by P6 which was the highest score possible to achieve in the comprehension test. In addition, the minimum score obtained by a participant in the treatment was 52,67% by P9, that was better than the 36,67% obtained also by P9 in the control session.

Although the results here seem to be very balanced between control and treatment sessions, the number of participants having more benefits in the control session was higher than during the treatment session. It means that for this group of participants, the glossary seems to have helped them to better achieve individual scores in comparison to the pre-reading tasks. However, the individual participants' scores who were better in the treatment, were higher. In other words, the participants who benefited from the pre-reading tasks got higher scores when compared with the number of participants who showed better scores with the glossary, that is why the mean was slightly higher in the treatment.

The graph provided below illustrates the individual scores in the expository text between the control and treatment sessions.

Graph 4.2.3.1 – Individual performance in the RCT in the narrative texts within-groups



Source: Graph designed by the researcher.

As it can be observed above, in the control session, more participants seem to have benefited from the glossary than from the pre-reading tasks. However, a careful observation should be made about these results and it is about the text chosen. The expository text used in the control condition was about the Black Friday. This topic might have activated previous knowledge from the participants, influencing their perception and resulting in better

comprehension of the text. In some of the answers from the comprehension tests, it could be noticed that they brought ideas from outside the text making pragmatic inferences (CHIKALANGA, 1992) using words such as ‘black fraud’, ‘deceived’, and every time they used the word ‘sale’, it was in quotation marks, considering that Brazil is well known by its false promotions during this time of the year. All of this information was exogenous, meaning that they were not present in the text, endorsing the argument that previous knowledge might have played a role in this condition.

In this sense, what might have happened to the text used in the control session was that the reader’s familiarity with the topic of the text (AEBERSOLD; FIELD, 1997, p. 66), fomented textual comprehension. Furthermore, since the nature of an expository text is to inform the reader and few inferential processes are required, then the participants from this study could have been benefited from prior knowledge in relation to the intimacy to the text structure additionally to the textual topic since the context of *Colégio de Aplicação (CA)* is a high school, part of *Universidade Federal de Santa Catarina (UFSC)*, in which students might be exposed to a great amount of expository texts when compared narrative texts in this specific context.

Even though some readers still faced issues in fully achieving comprehension, that might also be due to the educational context that they are inserted in which more expository texts are proposed in comparison to the narrative ones. Although participants from this study might be familiar with narrative texts, when it comes to testing, the type of text which they might be more required to read in such situations are, in essence, expository ones, explaining why their performance was positive on expository texts.

Despite the fact that the participants had background knowledge in the expository text used in the control situation and it is considered a limitation of the present study, it will receive further discussion in the limitations section. Notwithstanding, we can observe that in the treatment condition, participants also had a positive performance for the expository, being above 70%. In this situation, participants did not bring any exogenous information in their RCTs, meaning that prior knowledge might not have played the same role as in the text used in the control condition. It can be assumed here that the pre-reading tasks used before reading this text have helped participants to better achieve textual comprehension.

Whereas Willis and Willis do not mention the use of their prediction tasks for expository texts, as presented in this study as pre-reading tasks, this result provides empirical evidence that these pre-reading procedures adopted prior to reading for an expository text might also be

beneficial to reading comprehension since the mean was above 70% in the treatment condition. This result goes in line with the discussion brought in the previous section for narrative texts.

In the following subsection, a general discussion is presented about the text types used in this study in which additional discussion about the abovementioned results presented in the two previous subsections are brought.

4.1.4 General Discussion about Text Type

The results presented in relation to the expository text in the control session showed that the participants from this experiment obtained higher scores in the expository text when compared to the narrative texts. This result seems to contradict previous studies in the area.

According to Grabe (2009), expository texts are organized by an abstract logical framework (p. 250). It implies that this organization makes the reader establish less connection between the textual discourse and his/her background knowledge. Thus, this textual type requires the readers to read in a more bottom-up fashion since much more local coherence is required to achieve comprehension. Besides, readers are required to make few inferences when challenged to read this text type since the reader does not have great background knowledge in the topics approached by expository texts (BREWER; GÜLGÖZ, 1991; GRAESSER, 1981, apud GRAESSER; SINGER; TRABASSO, 1996, p. 372). Due to this fact, this textual type is more challenging to be processed by readers, requiring less generation of inferences when compared to the narrative texts in which more inferential processes are necessary so that readers could comprehend the text.

In opposition to expository texts, narratives are more closely related to readers' everyday life, meaning that, readers encounter more narrations than expositions daily. According to Graesser, Singer, and Trabasso (1996), an amalgam of the pursuit of goals, obstacles in pursuing these goals, and emotional reactions, are deeply connected to readers' experience of life and social awareness making the reader know from his/her background knowledge how a narration is organized and expected to develop. This familiarity with textual structure may increase reading comprehension. Moreover, narrative texts may require more generation of inferences, since this text type has gaps that readers are required to fulfill with

their own interpretation of the text. The abovementioned familiarity with narrative structure may help readers to fulfill these inconsistencies.

By analyzing the results from treatment conditions for both, narratives and expository texts, the results corroborate the literature aforementioned since the scores were higher for the narrative text than for the expository one. Besides, both results show positive gains in favor of the pre-reading tasks, taking into account that in these two texts, the mean of correct answers was above 70%, being 75% of correctness in the narrative text and 73,34% for the expository text. Both results are positive in comprehension and show a very slight advantage for narratives. This evidence also corroborates Roscioli (2017), in which the researcher found that narrative texts were easier for readers to comprehend when compared to expository texts.

However, this was not what happened during the control condition, considering the mean result obtained for the expository text in the control condition that was 70,5%, and the mean for the narrative that was 48,34%. This evidence seems to contradict previous studies in the area when we consider the glossary, however, as previously mentioned in the subsection above, prior knowledge seems to have played a key role in comprehension since participants had background knowledge in the topics approached by the expository text used in the control condition. Although this is a limitation of the present study, it confirms that background knowledge plays a very important role in which it can foment textual comprehension.

In the next subsection of this chapter, the retrospective questionnaires fulfilled by the participants after the data collection had finished will be discussed.

4.2 Retrospective Questionnaires Results

The aim of this subsection is to revisit the results from the Reading Comprehension Tests (RCT) in the light of the retrospective questionnaires in which the participants could reflect on their individual performance towards each text. Their individual performance will be triangulated with their retrospective questionnaires to verify whether their perception and results correlate.

In this instrument used during this research, participants had a chance to externalize their perceptions about the reading of a text followed by a glossary and their thoughts in relation to the relevance, or not, of the proposed pre-reading tasks prior to reading, evaluating which of the two they thought were more beneficial for them. The aim is to give a view of the

participants' perception of the texts used in this study. In this manner, the results and discussions presented are endorsed or refuted.

This subsection is organized in the following way: it presents and discusses the general results about the level of difficulty of each text, presents and discusses participants' individual performance, and their perception concerning reading situations that they were exposed to. In the final subsection, their perceptions regarding each text are presented in tables and an attempt is made to relate them to their reading performance.

4.2.1 General Perception

In this subsection, the qualitative data obtained from the retrospective questionnaires are presented and discussed. The aim is to evaluate their own perception in relation to each text used in this research. The questionnaires were administered in Portuguese, its questions will be translated verbatim, and participants' answers will be translated in general terms to be discussed.

The first question was: 'Did you understand the texts? Justify'. For this question, 77,78% answered that they understood the texts. On the other hand, 22,22% answered that they did not understand the texts. This last presented percentage corresponds to two participants, and their reasons were 'So, so, some were easier', and the other participants answered that 'I do not understand English very well'. From the positive respondents in general they claimed that the texts were easy to interpret, and they were able to read well in English.

The second question was: 'From 1 to 4, how would you classify the level of difficulty of text 1 entitled 'Alberto's New Neighbours'?'. From the sample of participants, 22,23% answered that the text was very easy, 33,33% was easy, 44,44% thought the text was difficult, and no one considered the texts was very difficult. Although the results shown here are balanced, the majority of participants thought the texts were, in some sense, easy.

The third question was: 'From 1 to 4, how would you classify the level of difficulty of text 2 entitled 'Black Friday and Buy Nothing Day'?'. From the sample of participants, 44,44% thought the texts were very easy, 33,33% believed the texts were easy, 22,23% reflected that the text was difficult, and again no one answered the texts was very difficult. Here again, the majority of participants believed that the texts were easy.

The fourth question was: 'From 1 to 4, how would you classify the level of difficulty of text 3 entitled 'The Broken Mirror'?''. From the sample of participants, 11,11% thought the texts were very easy, 55,56% believed the texts were easy, 33,33% considered the text was difficult, and no one answered that the text was very difficult. These results display that the majority of participants reflected that the text was easy.

The fifth question was: 'From 1 to 4, how would you classify the level of difficulty of text 4 entitled 'Digital Habits Across Generations'?''. From the sample of participants, 11,11% thought the text was very easy, 55,56% believed that the text was easy, 33,33% the text was difficult, and no one answered that the texts were too difficult. Once more, the results displayed show that the majority of participants reflected that the text was easy.

From the results displayed above, it is shown that the participants' perception towards the level of difficulty in relation to texts 3 and 4 was very balanced in the treatment session. It shows that, even though the text types were different during the treatment, the difficulty of them was perceived as the very same. However, the pre-reading tasks developed prior to reading might have played a role, influencing their perception towards the level of difficulty of these texts. In previous studies developed by Caldart (2012) and Tomitch (2003), the researchers also found evidence that readers' perception and performance do not correspond in some cases.

On the other hand, the participants' perception towards texts 1 and 2 used in the control sessions were mixed. It was displayed that text 1 was easy to comprehend, but 44% thought it was difficult. It endorses the idea that the glossary might not help to achieve global coherence for narrative texts. For instance, the participants' perception show that text 2 was very easy to comprehend, endorsing the idea that previous knowledge that participants had toward this topic might have influenced their results, since all texts used in this research were leveled as B1, in accordance to the Common European Framework of Reference (CEFR), as defined by the website British Council, and the level of difficulty should have been the very same. The following questions presented on the questionnaires were concerning the variables of this study.

The first question in relation to the first independent variable was regarding the glossary. The verbatim question was: 'In your perception, do you think the glossary has helped you to better understand texts 1 and 2 read in English? Justify, citing advantages and disadvantages if possible.'. From this question, all participants said that it helped to achieve comprehension. From their reasons, in general, five of them claimed that the glossary helped them with

unknown vocabulary, and two said that it helped to better understand the texts. The others did not explain their choice.

The second question in relation to the second independent variable was regarding the pre-reading tasks. The question was: 'In your perception, do you think the pre-reading tasks have helped you to better understand texts 3 and 4 read in English? Justify, citing advantages and disadvantages if possible.'. From this question, 88,89% of the participants answered that it helped to achieve comprehension, and 11,11% claimed it did not help. In favor of the pre-reading tasks, in general words, they mentioned that it was motivating, they liked the proposed task, it helped 'to think before reading', meaning that it might have activated background knowledge and probably had relevant lexical items activated above a threshold. They also reported that it helped to better interpret the text, it guided comprehension, and the pictures also fomented textual comprehension. The only respondent that answered that the pre-reading task was not good for comprehension claimed that for him, it did not seem to make a difference having or not the pre-reading tasks. However, the individual performance of this same respondent showed that his/her performance was better when s/he was exposed to the pre-reading tasks.

The third question was concerning the dependent variable regarding the Reading Comprehension Test. The question was: 'Considering your first reading of the text, in your perception, do you think that the Reading Comprehension Test helped to understand the texts read in English? Justify.'. 77,78% of the participants claimed that it helped, and 22,22% claimed it did not help. The ones who believed it helped, in general, they answered that it helped them to better think about the reading, helped in textual interpretation and comprehension. The only participant that explained that it did not help claimed that s/he thought that s/he performed badly in her/his answers.

The last question was in relation to the two independent variables. The question was: 'Between the pre-reading tasks and the glossary, which of these two strategies do you believe that better helped in textual comprehension? Justify.'. From the sample of participants, 66,67% claimed that the pre-reading tasks were the best choice, while 33,33% claimed that the glossary was the best. Their justifications in favor of the pre-reading tasks, in general, were that it gave a basis to achieve textual comprehension, it was more dynamic, it helped to understand the texts, and it exercised more reading interpretation. On the other hand, the ones who claimed

that the glossary worked better for them, they answered that some words given by the glossary were necessary to achieve comprehension, and it helped to fulfill gaps in textual comprehension.

4.2.2 Individual Performance and Reading Perception

This subsection presents the individual performance of each participant in relation to each text and also their perception regarding the reading situations that they were exposed to. The following tables will present the percentage of correct answers for each Reading Comprehension Test. Their perception in relating to the textual difficulty and their perception regarding the glossary and the pre-reading tasks, being pro or against, will be presented and discussed.

The following table 4.3.2.1, presents the reading performance and perception in relation to text 1 ‘Alberto’s New Neighbours’ (Narrative).

Table 4.3.2.1 – Reading performance and perception regarding text 1

Participant	% of correct answers	Perception	Glossary
P1	58,33%	Difficult	Pro
P2	44,33%	Difficult	Pro
P3	25%	Easy	Pro
P4	88,83%	Very Easy	Pro
P5	66,67%	Easy	Pro
P6	25%	Difficult	Pro
P7	0%	Easy	Pro
P8	55,5%	Very Easy	Pro
P9	72,16	Difficult	Pro

Source: Table built by the researcher.

The following table 4.3.2.2 presents the reading performance and perception in relation to text 3 ‘The Broken Mirror’ (Narrative).

Table 4.3.2.2 – Reading performance and perception regarding text 3

Participant	% of correct	Perception	Pre-Reading
P1	83,33%	Difficult	Pro
P2	83,33%	Easy	Pro
P3	50%	Difficult	Pro
P4	100%	Very Easy	Pro
P5	100%	Easy	Against
P6	83,33%	Easy	Pro
P7	91,67%	Difficult	Pro
P8	33,33%	Easy	Pro
P9	50%	Easy	Pro

Source: Table built by the researcher.

Comparing the results from table 4.3.2.2 above and table 4.3.2.1 in relation to the narrative texts, it can be seen that the pre-reading tasks did not only improve the participants' reading performance in the treatment session but also influenced their perception about reading. In other words, the pre-reading tasks might have also played a role in motivation since they could have also influenced their curiosity and attention to the contextual clues given during the treatment.

The following table 4.3.2.3 presents the reading performance and perception in relation to text 2 'Black Friday and Buy Nothing Day' (Expository).

Table 4.3.2.3 – Reading performance and perception regarding text 2.

Participant	% of correct answers	Perception	Glossary
P1	73,33%	Difficult	Pro
P2	45%	Easy	Pro
P3	70%	Difficult	Pro
P4	93,33%	Very Easy	Pro
P5	73,33%	Very Easy	Pro
P6	100%	Very Easy	Pro
P7	73,33%	Easy	Pro
P8	70%	Very Easy	Pro
P9	36,67%	Easy	Pro

Source: Table built by the researcher.

The following table 4.3.2.4 presents the reading performance and perception in relation to text 4 ‘Digital Habits Across Generations’ (Expository).

Table 4.3.2.4 – Reading performance and perception regarding text 4

Participant	% of correct answers	Perception	Pre-Reading
P1	63,83%	Difficult	Pro
P2	88,83%	Easy	Pro
P3	66,67%	Easy	Pro
P4	77,67%	Very Easy	Pro
P5	77,67%	Easy	Against
P6	80,67%	Easy	Pro
P7	88,83%	Difficult	Pro
P8	63,83%	Easy	Pro
P9	52,67%	Difficult	Pro

Source: Table built by the researcher.

Here the results shown from tables 4.3.2.3 above and 4.3.2.4 in relation to the expository texts seem to be balanced between them. Furthermore, one important aspect that is considered, and was mentioned already in the previous section, is that participants’ prior knowledge might have helped them to answer the test in relation to the expository used in the control condition, resulting in a contrast between control and treatment. Also, their perception might have been influenced by their prior knowledge since they believed that the text used in the control session was very easy when compared to the text used in the treatment condition.

Based on the four tables displayed above, two phenomena are happening regarding participants’ perception: one is the ‘illusion of knowing’ and the other one is what this researcher will call here as ‘L2 learner underestimation’.

The ‘illusion of knowing’ has been reported by Tomitch (2003) and Caldart (2012), among other researchers in the area of reading. In this situation, the reader believes that s/he had understood the text but, in fact, s/he did not. This is what happened to participants P3 and P7 in the control condition for the narrative text. Their perception regarding the reading was reported by them as ‘easy’. However, their performance was very low. This phenomenon could also be observed in relation to P8 for the narrative text read in the treatment condition and for P9 for the expository text read in the control condition.

On the other hand, as previously reported by Roscioli (2017), second language learners have a tendency to underestimate their L2 competence regarding proficiency and reading, having the perception that they would perform poorly, even when they perform well in the comprehension tests. This present study brings evidence of this phenomenon in the tables displayed above in the individual performance and perception of participants P9 in the control condition for the narrative text; P1 and P7 for the narrative text used in the treatment condition; P1, once more, and P3 for the expository text used in the control condition; and P7 in the expository text used in the treatment condition. This phenomenon needs additional investigation but it might be bounded to motivation to read and proficiency awareness.

Needless to say, P7 might be considered an outlier in this investigation considering that his/her results and perceptions are very mixed, not following a single pattern like the results from the other participants. Since this investigation had very few participants, the researcher opted to keep this participant's result in the discussion. It is worth to mention as well the results from P5 in which s/he claimed that the pre-reading tasks did not help him/her to improve comprehension, but participant's performance in the treatment condition was better than in the control for the narratives texts and slightly better for the expository text. Even though the participant's perception was not in favor of the pre-reading tasks, P5's individual performance showed that they improved his/her comprehension of the text.

In the following section, the research questions are retaken and discussed in light of the results of this study.

4.3 Research Questions Revisited

In order to close this chapter, the Research Questions (RQs) are revisited and answered in this subsection accounting for the results from this study and the most relevant arguments discussed so far.

RQ1 - What are the effects of pre-reading tasks on the reading comprehension of expository EFL texts, as measured by comprehension questions?

Previous studies in the area of reading have been showing that expository texts are more difficult to be processed due to its abstract and logical framework in which they are organized (GRABE, 2009). Besides, the amount of conceptual information present in this text type requires the reader to have more attention to local coherence, resulting in a more bottom-up reading.

The participants in this study had a positive performance while reading the expository texts in general when contrasted to narrative texts. This result might have been attributed to the context that the participants of this study were enrolled. *Colégio de Aplicação (CA)* is a high school that is part of *Universidade Federal de Santa Catarina (UFSC)* which, in fact, does not represent the majority of public schools in Brazil. This might imply that the students in this context are exposed to more expository texts in their native language and also in their foreign language due to the nature of this school which is to receive novice teachers in their practicum and also receive researchers from the university to conduct studies such as this investigation.

Despite the limitations encountered in this text type, the results from the pre-reading procedures adopted prior to reading an expository text showed that the pre-reading tasks had a positive effect on reading comprehension. The results showed that the mean on the experimental group was above the point of cut considered in this investigation, which was 70%, indicating that the pre-reading tasks might be beneficial to reading comprehension as the literature so far has been showing the same effect for the pre-reading activities.

RQ2 - What are the effects of pre-reading tasks on the reading comprehension of narrative EFL texts, as measured by comprehension questions?

Regarding the literature on reading studies, researchers have been claiming that narrative texts are easier to be understood by the readers since its organization follows a sequential manner that is similar to readers' everyday life (GRABE, 2009; DUBRAVAC; DALLE, 2002). However, this study shows that this rule does not apply to all readers, especially in EFL readers in the context of this study. Since the results shown, concerning the control session of this study, many readers could not reach global coherence and were not able to generate propositional inferences while reading, that are inferences that the reader makes based on the information available on the text (CHIKALANGA, 1992).

For instance, when the narrative text was preceded by pre-reading tasks designed by Willis and Willis (2011) and adapted to the purpose of this research, there were positive outcomes. Endorsing Willis and Willis (2011) in which the authors claimed that pre-reading tasks work well for narrative texts, this study had positive outcomes corroborating the argument brought by the authors. In the context of this investigation, the pre-reading tasks helped the readers to build background knowledge and activate previous knowledge during the proposed tasks. The participants' reading performance increased for most participants in the treatment condition showing a positive effect of the pre-reading tasks when preceding a narrative text.

RQ3 - What are the effects of using a glossary on the reading comprehension of expository EFL texts, as measured by comprehension questions?

In terms of the relevance of the glossary for reading comprehension, there is a slight advantage for expository texts. Since this study investigated the use of pre-reading tasks in a treatment session opposed to a glossary in a control condition, the results show that there are slight positive gains in EFL reading comprehension when expository texts are read with a glossary. The results show that local coherence is achieved more easily when the least frequent words are translated verbatim to readers to have access at the end of this textual type.

Although some aspects must be considered and will be discussed in the limitations of this present study, the use of a glossary seems to have a positive effect on reading comprehension of expository texts.

RQ4 - What are the effects of using a glossary on the reading comprehension of narrative EFL texts, as measured by comprehension questions?

The results of the present study have shown that readers did not seem to understand the narrative text, only having a glossary at the end of the text. It seems that the narrative texts were extra demanding in this investigation, especially for the control condition. In this regard, the text used in this situation required readers to make propositional inferences (CHIKALANGA, 1990) in order to figure out a key information that would allow readers to fully understand the text, even though this information was explicitly written at the very end of the text. However, readers did not fully achieve comprehension, not making the necessary inferences in this reading situation. Therefore, the glossary seems not to be helpful in reading comprehension when it comes to the narrative text used in this investigation.

Concerning the relevant literature, according to Bensoussan (1990), narrative texts are full of ‘cultural-specific materials’ (p. 49) of a language that foreign language readers might not be aware of them due to lack of language proficiency, reading proficiency, and also knowledge about the culture of that language. Furthermore, this textual type requires strong global coherence, and inferences are required to fulfill gaps, such as propositional, that are inferences logically elaborated by the reader based on the text, and pragmatic, that are inferences based on reader’s previous knowledge that is activated while reading (CHIKALANGA, 1990). Therefore, the glossary seems to not have an effect on reading comprehension when it comes to the narrative text used in this investigation.

RQ5 - What is the perception of the high school students from *Colégio de Aplicação* in terms of the two reading situations they were exposed to: reading a text preceded by pre-reading tasks and reading a text preceded by a glossary?

Regarding participants’ perception collected from this study, all participants claimed that the glossary helped reading comprehension, helping them with specific unknown vocabulary and the majority of them believed that the pre-reading tasks fomented textual comprehension. However, the results from the comprehension test seem to contradict their perspective, mainly in relation to the narrative text used in this study.

In relation to the pre-reading tasks, most participants claimed that undertaking the pre-reading tasks before reading the texts was motivating, helped them to better understand the texts, giving it a context and guided their reading comprehension. Despite the pre-reading situation that they were exposed to, they also believed that the pictures shown during the treatment conditions also fomented textual comprehension. Besides, the results have shown that the pre-reading tasks worked for both text types since the point of cut in both treatment conditions were above 70%, indicating a positive effect on reading comprehension.

CHAPTER V

FINAL REMARKS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH, AND PEDAGOGICAL IMPLICATIONS

This chapter aims to retake the objective of this study that was to verify if the pre-reading tasks would have an effect on reading comprehension and provide a general discussion in the *Final Remarks* subsection about the results presented in the previous chapter. In addition, the *Limitations* of this investigation will be presented and discussed alongside with some *Suggestions for Further Research*. Closing the chapter, the *Pedagogical Implications* of this study are discussed.

5.1 Final Remarks

The rationale of this study was nurtured by theoretical support of previous research developed by Taglieber (1985) and Tomitch (1988) in which the authors presented the advantages of reading texts after participants being exposed to pre-reading activities as a way to foster reading comprehension. The second motivation was previous investigations developed by Caldart (2012) and Roscioli (2017) that confronted narrative and expository texts prepared with pre-reading activities and how they would be processed in L2. The third and final work was the prediction tasks proposed by Willis and Willis (2011) with the support of Tasks Based Language Teaching (TBLT) as it is presented and discussed in this investigation as pre-reading tasks.

Regarding the aforementioned literature, there were three main objectives in this study: the first one was to investigate if reading comprehension would be affected by the implementation of the proposed pre-reading tasks; the second was to verify whether the narrative and expository texts would differentiate in comprehension between the control and

treatment conditions, and finally, to assess the perspective of high school students towards the reading situations that they had faced during the procedures adopted in this research.

The results of this investigation have shown that pre-reading tasks foster reading comprehension, especially in the context in which this study was conducted, since in both treatment conditions the results showed that the group performance was positive, being above the point of cut considered in this study. Besides, for narrative texts, the pre-reading tasks would have more positive effects when compared to the expository texts. This result provides empirical support for Willis and Willis (2011) in which the authors claimed that their proposed prediction tasks would work for narratives texts, even though these prediction tasks had been adapted in order to attend the objectives of this study. In addition, this study also found evidence that the pre-reading tasks would also have a positive effect on reading comprehension of expository texts.

Although there were some limitations concerning the expository texts used in this study, which will be addressed in the next subsection, there were slight positive effects on comprehension fostered by the pre-reading tasks. Nonetheless, this result is still inconclusive from this study and further investigation is needed to verify if there would be differences in comprehension once a text is read with and without pre-reading tasks.

Besides, this present study also provides some evidence that, depending on the context, expository texts would be better understood by the readers when compared to narrative texts, contradicting previous studies in the area. However, additional research is required in order to corroborate this result. As speculated in the previous chapter, this result might be attributed to the context in which this study was conducted.

Regarding participants' perception, the pre-reading tasks used in this study were accepted by the majority of the participants as being helpful in reading comprehension. Moreover, the results from this investigation also show that pre-reading tasks are beneficial to reading comprehension and also engage readers, raising their motivation to read the proposed texts, as reported in their retrospective questionnaires.

As stated in the *Review of the Literature* chapter, the literature in the area has been considering pre-reading activities since 1980 as being beneficial to reading comprehension (TIERNEY; CUNNINGHAM, 1980; TAGLIEBER, 1985; TOMITCH 1988; ALEMI; EBALDI, 2010; BILOKCUOGLU, 2011). Henceforth, this study also presents a discussion

related to the classification regarding activities, exercises, and tasks in this investigation. Therefore, according to this researcher's knowledge, this is the first study to consider tasks as a pre-reading procedure, also providing empirical evidence that the pre-reading tasks as proposed in this study might be beneficial to reading comprehension, along with the pre-reading activities accounted by the literature so far. However, much more research is needed in different EFL/ L2 contexts to allow generalizations about pre-reading tasks.

The next subsection of this chapter presents and discusses the limitations of this study and provides further thoughts on possible future research.

5.2 Limitations of the Study and Suggestions for Further Research

As this research was being conducted, some restrictions have been encountered. In this regard, this subsection aims to present these limitations and provide further thoughts on possible future research.

Limitation 1: number of participants.

The group of participants desired for data collection was the final graders of high school, and all three third-year students of *Colégio de Aplicação* (CA) were invited to participate in this investigation. Even though 27 participants accepted to take part in this present study, due to the within-subject design, only 9 participants had attended all data collection procedures, restricting the number of data to be analyzed. Besides, strikes in the school occurred, reducing the number of students attending the classes. As a result, more generalizations could not be made, and statistical analysis could not be run. As a suggestion for further research, or replication of this present research, it is suggested that a more expressive sample of participants is considered so that the results presented in this study could be confronted.

Limitation 2: context of participants.

The desired context of participants was a Brazilian public high school, which is the context of CA. However, CA is part of UFSC, therefore, it does not represent the majority of

public high schools in Brazil, being this specific context. As a result, the researcher who conducted this study believes that participants in this context are more acquainted with the textual structure of expository texts than narrative text, explaining why most of the results were positive for the expository texts. Further research is needed with other school' contexts that better represent Brazilian high school' contexts so that more reliable generalizations could be made.

Limitation 3: control for background knowledge.

One of the unexpected results from this investigation was in relation to one text that, by the evidence provided by the Reading Comprehension Tests (RCTs), showed that participants had background knowledge about the content of the text read, and they used this prior knowledge to answer the proposed RCT. This limitation could have been avoided by a Prior Knowledge Test that could have been adapted from Bilikozen and Akyel (2014). Further research should take into consideration an adapted version of this test in order to avoid this limitation.

Limitation 4: textual shuffle

In the beginning, the design of this study was thought to be developed in a single group. However, since the limited number of participants was imminent, more groups had to be contacted after the research had been approved by the ethics committee, and the data collection started. As a result, further adjustments in the design were not possible. As a suggestion for further research, the use of the same text in both control and treatment conditions in different groups, with and without the pre-reading tasks should be considered. This suggestion might be an option to provide more reliable results.

Limitation 5: proficiency.

In order to avoid the loss of participants during the data collection sessions, the proficiency test was removed at the beginning of the design of this study. It was assumed that

most participants from the selected context would fit in the B1 level of proficiency since they were about to graduate in high school. Even though the data collected from the Reading Comprehension Tests showed that they could read and understand in English, during the pre-reading task procedures some participants refused to speak in English since they believed they were not able to communicate in such a language. The proficiency test could have eliminated the insecurity faced by the participants and also could provide more reliable data about the results discussed.

Despite the aforementioned limitations, it is believed that this study has contributed with more information about reading instruction and provided more discussion about tasks in foreign language instructional contexts. The next subsection aims to discuss the possible pedagogical implications of this investigation.

5.3 Pedagogical Implications

As already stated by Tomitch (1988), linguistic knowledge is not sufficient for reading comprehension to occur (TOMITCH, 1988, p. 69-70). This means that there are more cognitive processes that are involved in reading comprehension and may overcome language proficiency when a reader is reading a text.

Prior research has been tackling this issue, providing empirical evidence that pre-reading activities are effective to activate previous schemata and provide background knowledge (TOMITCH, 1988). Activated background knowledge, on the other hand, may be able to foster inferential processes (CALDART, 2012; ROSCIOLI, 2017). In line with this thought, other relevant investigations in the field claim that reading is an interactive process between the text and the reader (CARRELL, 1998), who is able to activate his or her prior schemata, make inferences, construct background knowledge and manipulate this prior knowledge with current information encountered in the text.

Despite the shortcomings already mentioned, this researcher believes that this study has contributed a little more to reading instruction in educational contexts. From the beginning of the conception of this study, it was directly aiming for an application in educational contexts.

Catching students' attention in a classroom is not always a simple task, especially in L2 classrooms. This task becomes even harder when an English teacher proposes a reading task.

Most of the time, students are not motivated to read due to proficiency and linguistic limitations. As this study has discussed and presented evidence for, this motivation might be raised by the proposed pre-reading tasks, challenging students to make predictions about the texts, therefore, fomenting their curiosity. Even though this research provides empirical evidence for only two text types, adaptations can be made according to teachers' purpose. Most importantly, this preparation to read fosters reading comprehension, enabling readers to better read a passage in L2. In addition, this study provides a discussion of an alternative to deal with texts inside a classroom. In that regard, this investigation goes in line with the Brazilian regulatory documents of high school education that encourage teachers to develop communicative skills, such as reading and speaking, which are embraced in this study by the pre-reading tasks and reading task, being contextualized activities.

Regarding these aforementioned aspects, this researcher also believes that this current investigation has contributed a little to the growing body of research on the use of pre-reading tasks to foster reading comprehension in high school contexts.

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APPENDICES

Appendix A – Ethics Review Board Approval

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC



PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos

Pesquisador: Lêda Maria Braga Tomitch

Área Temática:

Versão: 1

CAAE: 11735119.6.0000.0121

Instituição Proponente: Centro de comunicação e expressão

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 3.326.428

Apresentação do Projeto:

Dissertação de mestrado de Dionatan Bastos Cardozo do Curso de Pós Graduação em Letras - Inglês: Estudos Linguísticos e Literários, orientada por Lêda Maria Braga Tomitch. Estudo prospectivo, com previsão de 15 participantes. Critérios de inclusão: Este estudo será realizado no Colégio de Aplicação localizado em Florianópolis / SC / Brasil. O objetivo é ter participantes com idades entre 16 e 19 anos, de uma turma de terceiro ano do ensino médio. Critérios de exclusão: nada consta. Os participantes serão submetidos a: tarefas sobre textos narrativos e expositivos.

Objetivo da Pesquisa:

Objetivo Primário:

Investigar se as tarefas de pré-leitura possuem algum efeito na compreensão leitora em língua inglesa de alunos das séries finais do ensino médio, quando comparado a leitura de um texto amparado por glossário.

Objetivo Secundário:

Investigar a percepção dos alunos quando expostos a textos do tipo narrativo e textos do tipo expositivo em língua inglesa quando amparado por glossário ou por tarefas de pré-leitura.

Avaliação dos Riscos e Benefícios:

Análise adequada dos riscos e benefícios.

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vítor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

**UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC**



Continuação do Parecer: 3.326.428

Comentários e Considerações sobre a Pesquisa:

Sem comentários adicionais.

Considerações sobre os Termos de apresentação obrigatória:

A folha de rosto vem assinada pelo/a pesquisador/a responsável e pela autoridade institucional competente. Consta declaração da instituição onde será realizada a pesquisa, autorizando a pesquisa e comprometendo-se a cumprir os termos da res. 466/12. O cronograma informa que a coleta de dados acontecerá a partir de junho de 2019. O orçamento informa despesas de R\$ 400,00 com financiamento próprio. O TCLE é esclarecedor a respeito de objetivos, procedimentos, riscos e direitos dos participantes, e cumpre as exigências da res. 466/12. O TALE apresentado está adequado.

Recomendações:

Sem recomendações adicionais.

Conclusões ou Pendências e Lista de Inadequações:

Pela aprovação.

Considerações Finais a critério do CEP:

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BÁSICAS_DO_PROJETO_1322108.pdf	11/04/2019 16:37:08		Aceito
Outros	Memorando_ao_CEPESH_11_de_Abril_Modificacoes_Documentais.pdf	11/04/2019 16:21:09	DIONATAN BASTOS CARDOZO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TALE_Participante_Revisado_em_11_de_Abril.pdf	11/04/2019 16:20:32	DIONATAN BASTOS CARDOZO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_Responsavel_Legal_Revisado_em_11_de_Abril.pdf	11/04/2019 16:20:21	DIONATAN BASTOS CARDOZO	Aceito
Projeto Detalhado / Brochura Investigador	Projeto_Completo_Traduzido_Revisado_em_11_de_Abril.pdf	11/04/2019 16:18:07	DIONATAN BASTOS CARDOZO	Aceito
Folha de Rosto	Folha_de_Rosto.pdf	05/04/2019 15:44:18	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Narrativo_2_Original.pdf	05/04/2019 09:17:50	DIONATAN BASTOS CARDOZO	Aceito

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

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Continuação do Parecer: 3.326.428

Outros	Texto_Narrativo_2_Traduzido.pdf	05/04/2019 09:17:26	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Narrativo_1_com_Glossario_Original.pdf	05/04/2019 09:17:00	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Narrativo_1_com_Glossario_Traduzido.pdf	05/04/2019 09:16:33	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Expositivo_2_Original.pdf	05/04/2019 09:15:52	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Expositivo_2_Traduzido.pdf	05/04/2019 09:15:34	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Expositivo_1_com_Glossario_Traduzido.pdf	05/04/2019 09:11:03	DIONATAN BASTOS CARDOZO	Aceito
Outros	Texto_Expositivo_1_com_Glossario_Original.pdf	05/04/2019 09:10:37	DIONATAN BASTOS CARDOZO	Aceito
Declaração de Instituição e Infraestrutura	Declaracao_de_Anuencia.pdf	02/04/2019 11:06:39	DIONATAN BASTOS CARDOZO	Aceito
Outros	Questoes_de_Compreensao_Leitora_Texto_Narrativo_1.pdf	28/03/2019 22:42:15	DIONATAN BASTOS CARDOZO	Aceito
Outros	Questoes_de_compreensao_Leitora_Texto_Expositivo_1.pdf	28/03/2019 17:25:52	DIONATAN BASTOS CARDOZO	Aceito
Outros	Ciclo_de_Tarefas_de_Pre_Leitura_Texto_Narrativo_2.pdf	28/03/2019 17:23:16	DIONATAN BASTOS CARDOZO	Aceito
Outros	Ciclo_de_Tarefas_de_Pre_Leitura_2_Texto_Expositivo_2.pdf	28/03/2019 17:22:39	DIONATAN BASTOS CARDOZO	Aceito
Outros	Questoes_de_Compreensao_Leitora_Texto_Narrativo_2.pdf	28/03/2019 17:20:52	DIONATAN BASTOS CARDOZO	Aceito
Outros	Questoes_de_Compreensao_Leitora_Texto_Expositivo_2.pdf	28/03/2019 17:20:10	DIONATAN BASTOS CARDOZO	Aceito
Outros	Questionario_de_Percepcao.pdf	28/03/2019 17:11:18	DIONATAN BASTOS CARDOZO	Aceito

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

FLORIANOPOLIS, 15 de Maio de 2019

**Assinado por:
Nelson Canzian da Silva
(Coordenador(a))**

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vítor Lima, nº 222, sala 401
Bairro: Trindade **CEP:** 88.040-400
UF: SC **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094 **E-mail:** cep.propesq@contato.ufsc.br

Appendix B – Consent Form



**UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS:
ESTUDOS LINGÜÍSTICOS E LITERÁRIOS**

Termo de Consentimento Livre e Esclarecido – Responsável Legal

Prezada (o) Sra./Sr. Pais ou responsável legal,

Meu nome é Dionatan Bastos Cardozo, estudante de Mestrado da UFSC. Faço pesquisa na área de Leitura e Cognição sob a orientação da professora Lêda Maria Braga Tomitch. Convido você para autorizar a participação do seu filho(a) na pesquisa: “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

Por que esta pesquisa está sendo realizada?

Pesquisas na área de leitura afirmam que a conhecimento vocabulário e gramatical não são suficientes para o completo entendimento de um texto em língua inglesa. Dessa forma, alguns autores propõem o uso de atividades de pré-leitura como uma forma de auxiliar o leitor na compreensão textual. Entretanto, pouco se sabe sobre os efeitos de tarefas de pré-leitura na compreensão leitora quando comparado a dois tipos textuais diferentes e também a percepção dos alunos em relação a leitura dos textos. Assim, o objetivo da pesquisa é analisar se as tarefas de pré-leitura auxiliam na compreensão leitora em língua inglesa.

O que vai acontecer?

No primeiro encontro os participantes serão convidados a ler um texto do tipo narrativo e um texto do tipo expositivo amparados por glossário e responderão perguntas de compreensão. No segundo e último encontro, os participantes realizarão tarefas de pré-leitura antes da leitura de cada tipo textual, seguidos também pelas perguntas de compreensão e um questionário de percepção.

Haverá algum risco ao participar dessa pesquisa?

Os riscos são mínimos. O participante pode ter desconforto, irritabilidade e/ou fadiga durante a leitura dos textos, tarefas e/ou questionários.

Haverá algum benefício?

Não há benefícios diretos. Entretanto, os achados desse estudo podem ajudar no desenvolvimento da área tanto para pesquisas futuras, como para auxílio do uso de textos em língua estrangeira em sala de aula. Também os participantes podem se beneficiar indiretamente através da aquisição de vocabulário relacionado aos textos lidos.

A identidade dos participantes será revelada?

De forma alguma. Todos os dados serão confidenciais, ou seja, somente os pesquisadores terão acesso aos nomes dos participantes. Durante a coleta de dados, todos os participantes serão identificados apenas por números. Entretanto, toda pesquisa corre o risco de quebra de sigilo, dessa forma, me comprometo a fazer tudo que estiver ao meu alcance para manter os nomes dos participantes confidenciais.

Haverá acompanhamento de alguém?

Sim, durante todo o processo de coleta de dados eu estarei presente. Qualquer dúvida poderá ser sanada comigo ou com minha orientadora antes, durante ou depois da pesquisa.

A participação nessa pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação, o participante não será afetado de modo algum.

Haverá alguma despesa?

Não. A pesquisa vai acontecer no contra turno de aula, nas dependências do Colégio de Aplicação. Poderá haver ressarcimento de deslocamento por ser no contra turno de aulas e no caso de eventuais despesas não previstas pelos pesquisadores.

Haverá benefício financeiro?

As resoluções não permitem compensação financeira pela participação, porém, os seguintes direitos são assegurados: ressarcimento de quaisquer gastos oriundos da participação na pesquisa e indenização por possíveis danos resultantes da participação na pesquisa.

É possível desistir de participar ou cancelar essa autorização?

Sim. É possível cancelar a participação a qualquer momento da pesquisa. Caso haja o cancelamento, não haverá prejuízo algum para o participante. Isso pode ser feito através do meu telefone (48) 99605-6446, e-mail: cardozo.dionatan@icloud.com ou pessoalmente. Caso opte, todos os dados já coletados poderão também ser destruídos ou devolvidos ao participante.

Como faço o contato para esclarecer dúvidas?

Eu responderei prontamente no telefone e e-mail acima. O e-mail da minha orientadora é: leda@cce.ufsc.br ou ledatomitch@gmail.com

Ela também pode ser contatada através do seguinte endereço:

Universidade Federal de Santa Catarina – Centro de Comunicação e Expressão – CCE “B” – Sala 109 Campus Universitário – Trindade – Florianópolis – SC – CEP: 88.040-900

Caso você queira entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC (CEPSH-UFSC), que é o órgão que aprova esse tipo de pesquisas, use uma dessas formas de contato:

Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC, CEP 88.040-400, Contato: (48) 3721-6094 ou cep.propesq@contato.ufsc.br

O CEPSH-UFSC é um órgão colegiado interdisciplinar, deliberativo, consultivo e educativo, vinculado à Universidade Federal de Santa Catarina, mas independente na tomada de decisões, criado para defender os interesses dos participantes da pesquisa em sua integridade e dignidade e para contribuir no desenvolvimento da pesquisa dentro de padrões éticos.

Essa pesquisa cumpre os termos das resoluções CNS 466/12 e 510/16 e também suas complementares, que são os documentos que normatizam pesquisas como essa no Brasil.

Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e outra com o pesquisador. A assinatura desse documento me permite usar os dados coletados. Muito obrigado!

DECLARAÇÃO DE CONSENTIMENTO PÓS-INFORMAÇÃO

Eu, _____ (nome completo), declaro que fui esclarecido(a) sobre a pesquisa “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos” e concordo em autorizar meu filho(a) _____ (nome completo do filho(a) a participar desse estudo e que os dados obtidos sejam utilizados para a realização da mesma.

Nome completo do responsável legal _____

CPF _____

Florianópolis – SC, ____ de _____ de 2019.

Assinatura do responsável legal

Assinatura dos Pesquisadores

Dionatan Bastos Cardozo
Mestrando-pesquisador

Lêda Maria Braga Tomitch
Orientadora e pesquisadora responsável

Appendix C – Assent Form



**UNIVERSIDADE FEDERAL DE SANTA CATARINA
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS:
ESTUDOS LINGUISTICOS E LITERARIOS**

Termo de Assentimento Livre e Esclarecido – Participante

Prezado(a) aluno(a),

Meu nome é Dionatan Bastos Cardozo, estudante de Mestrado da UFSC. Faço pesquisa na área de Leitura e Cognição sob a orientação da professora Lêda Maria Braga Tomitch. Convido você para ser participante na pesquisa: “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

Por que esta pesquisa está sendo realizada?

Pesquisas na área de leitura afirmam que a conhecimento vocabulário e gramatical não são suficientes para o completo entendimento de um texto em língua inglesa. Dessa forma, alguns autores propõem o uso de atividades de pré-leitura como uma forma de auxiliar o leitor na compreensão textual. Entretanto, pouco se sabe sobre os efeitos de tarefas de pré-leitura na compreensão leitora quando comparado a dois tipos textuais diferentes e também a percepção dos alunos em relação a leitura dos textos. Assim, o objetivo da pesquisa é analisar se as tarefas de pré-leitura auxiliam na compreensão leitora em língua inglesa.

O que vai acontecer?

No primeiro encontro os participantes serão convidados a ler um texto do gênero narrativo e um texto do gênero expositivo amparados por glossário e responderão perguntas de compreensão. No segundo e último encontro, os participantes realizarão tarefas de pré-leitura antes da leitura de cada tipo textual, seguidos também pelas perguntas de compreensão e um questionário de percepção.

Haverá algum risco ao participar dessa pesquisa?

Os riscos são mínimos. O participante pode ter desconforto, irritabilidade e/ou fadiga durante a leitura dos textos, tarefas e/ou questionários.

Haverá algum benefício?

Não há benefícios diretos. Entretanto, os achados desse estudo podem ajudar no desenvolvimento da área tanto para pesquisas futuras, como para auxílio do uso de textos em língua estrangeira em sala de aula. Também os participantes podem se beneficiar indiretamente através da aquisição de vocabulário relacionado aos textos lidos.

A identidade dos participantes será revelada?

De forma alguma. Todos os dados serão confidenciais, ou seja, somente os pesquisadores terão acesso aos nomes dos participantes. Durante a coleta de dados, todos os participantes serão identificados apenas por números. Entretanto, toda pesquisa corre o risco de quebra de sigilo, dessa forma, me comprometo a fazer tudo que estiver ao meu alcance para manter os nomes dos participantes confidenciais.

Haverá acompanhamento de alguém?

Sim, durante todo o processo de coleta de dados eu estarei presente. Qualquer dúvida poderá ser sanada comigo ou com minha orientadora antes, durante ou depois da pesquisa.

A participação nessa pesquisa é obrigatória?

Não. A participação é totalmente voluntária. Esse documento é um convite. Caso haja a recusa na participação, o participante não será afetado de modo algum.

Haverá alguma despesa?

Não. A pesquisa vai acontecer no contra turno de aula, nas dependências do Colégio de Aplicação. Poderá haver ressarcimento de deslocamento por ser no contra turno de aulas e no caso de eventuais despesas não previstas pelos pesquisadores.

Haverá benefício financeiro?

As resoluções não permitem compensação financeira pela sua participação, porém, os seguintes direitos lhe são assegurados: ressarcimento de quaisquer gastos oriundos da participação na pesquisa; e indenização por possíveis danos resultantes da participação na pesquisa.

É possível desistir de participar ou cancelar essa autorização?

Sim. É possível cancelar a participação a qualquer momento da pesquisa. Caso haja o cancelamento, não haverá prejuízo algum para o participante. Isso pode ser feito através do meu telefone (48) 99605-6446, e-mail: cardozo.dionatan@icloud.com ou pessoalmente. Caso opte, todos os dados já coletados poderão também ser destruídos ou devolvidos ao participante.

Como faço o contato para esclarecer dúvidas?

Eu responderei prontamente no telefone e e-mail acima. O e-mail da minha orientadora é: leda@cce.ufsc.br ou ledatomitch@gmail.com

Ela também pode ser contatada através do seguinte endereço:

Universidade Federal de Santa Catarina - Centro de Comunicação e Expressão – CCE “B” – Sala 109 Campus Universitário – Trindade – Florianópolis – SC – CEP: 88.040-900

Caso você queira entrar em contato com o Comitê de Ética em Pesquisas com Seres Humanos da UFSC (CEPSH-UFSC), que é o órgão que aprova esse tipo de pesquisas, use uma dessas formas de contato:

Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401, Trindade, Florianópolis/SC, CEP 88.040-400, Contato: (48) 3721-6094 ou cep.propesq@contato.ufsc.br

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Esse documento deverá ser assinado em duas vias, todas as páginas rubricadas, ficando uma via com você e outra com o pesquisador. A assinatura desse documento me permite usar os dados coletados. Muito obrigado!

DECLARAÇÃO DE ASSENTIMENTO PÓS-INFORMAÇÃO

Eu, _____ (nome completo), declaro que fui esclarecido(a) sobre a pesquisa: “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”, fiz perguntas quando necessário, concordo em participar desse estudo e autorizo que os dados coletados sejam utilizados para a realização da mesma.

Nome completo do Participante _____

CPF _____

Florianópolis – SC, ____ de _____ de 2019.

Assinatura do responsável legal

Assinatura dos Pesquisadores

Dionatan Bastos Cardozo
Mestrando-pesquisador

Lêda Maria Braga Tomitch
Orientadora e pesquisadora responsável

Appendix D – Stimuli 1: narrative text A



Narrative Text A
Alberto's new neighbours



Este texto é parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

Alberto's new neighbours

Alberto took one look at his new neighbours and knew that his life was going to get more difficult. He watched them arrive in their big, noisy car and watched them get out. There they were, two of them, as big and as noisy as their car.

'Terrible!' he thought. 'How am I going to put up with them?' He went to tell Mimi.

'Have you seen the new neighbours?' he asked her.

'No,' she said. 'Who are they?'

'Two of them. The ones we don't like. Big and noisy. Just like they always are.'

'Oh no,' said Mimi. 'How awful! Still, I suppose we can just ignore them.'

'I suppose you're right,' agreed Alberto.

For a few days, then, Alberto and Mimi tried to ignore their new neighbours.

When the neighbours went out for a walk, Alberto and Mimi didn't say hello to them. When the neighbours were in their garden, Alberto and Mimi went inside. This was OK for a few days, but things didn't stay this way ...

One day, Alberto woke up from his sleep to find one of the neighbours in his garden. 'Mimi!' he shouted. 'Have you seen this!? He's in our garden!!!! Look!'

'How terrible,' said Mimi. 'Let's call our staff and make sure they get rid of him immediately!'

Mimi went off to call their staff. Two minutes later, Alberto and Mimi's head of staff was out in the garden trying to get rid of the unwelcome neighbour. 'Go on!' he shouted. 'Get out of here! Go home!' The neighbour didn't say anything but gave Alberto and Mimi's head of staff a dirty look, then he went back into his garden. Alberto and Mimi felt better and then asked their head of staff to prepare their lunch for them.

However, it wasn't enough. Over the next few days, Alberto and Mimi often found one or other or both of their new neighbours walking around their own garden. It was terrible. To show how they felt, Alberto and Mimi went into their neighbours' garden at night, when the neighbours were inside, and broke all the flowers.

The next morning one of the neighbours came to talk to Alberto.

'Hey!' he said. 'Hey, you!' Alberto ignored him, but he continued talking. 'You came into our garden last night and broke all the flowers!' Alberto didn't say anything but gave his neighbour a dirty look. 'Now I'm in trouble!' continued his neighbour. 'They think I did it!'

'Who are "they"?' asked Alberto.

'My owners, of course,' replied the neighbour.

'Owners!?' said Alberto. 'You have "owners"?'

'Course we do,' said his neighbour. 'Don't you?'

'Oh, no,' replied Alberto. 'We have staff.'

Alberto went to tell Mimi that the neighbours didn't have staff but owners.

The next day, Alberto and Mimi were actually very friendly with their new neighbours. They tried to explain how to make their owners become 'staff'.

'Listen,' said Alberto to them. 'It's very easy. First, understand that the house is your house, not theirs.'

'And second,' said Mimi, 'make sure that you are always clean.'

'Make sure they give you food whenever you want!'

'Sit on the newspaper while they are reading it!'

'Sleep as much as possible – on their beds!'

'And finally, try not to bark but to miaow instead.'

But it was no good. The neighbours just didn't understand. After a week, they gave up.

'It's no good,' said Mimi. 'They'll never understand – dogs have owners, cats have staff.'

Glossary

1. Arrive - *chegar*
2. Awful - *horrível*
3. Bark - *latir*
4. Clean - *limpo*
5. Dirty - *sujo*
6. Easy - *fácil*
7. Gave up - *desistir*
8. Get rid - *se livrar*
9. Last - *último*
10. Lunch - *almoço*
11. Neighbour - *vizinho*
12. Noisy - *barulhento*
13. Owners - *donos*
14. Shouted - *gritou*
15. Suppose - *supor*
16. Staff - *funcionários*
17. Trouble - *encrenca*
18. Unwelcomed - *não é bem-vindo*
19. Way - *jeito*
20. Woke up - *acordou*

Appendix E – Stimuli 2: expository text B

**Expository Text B
Black Friday and Buy Nothing Day**

Este texto é parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

Black Friday and Buy Nothing Day**What is Black Friday?**

Black Friday is the day after the American holiday of Thanksgiving, which is celebrated on the fourth Thursday of November. Because it is a holiday in the United States, it has long been a popular day for consumers to start shopping for Christmas. Over the last 20 years big retailers have started to offer discounts and bargains on this day, and it has become more and more popular. Last year, people in the USA spent an estimated \$54.7 billion between Black Friday and Cyber Monday (the Monday after Thanksgiving, when people often buy more online). The idea of Black Friday has also spread around the world. For example, in 2017, people in the UK spent the equivalent of \$10.3 billion, in Germany \$7.6 billion and in France \$6.2 billion.

What’s the alternative to Black Friday?

Instead of taking the opportunity to buy as much as possible on Black Friday, you could do the opposite and buy absolutely nothing. Since 1997, Buy Nothing Day has been held on the same day as Black Friday. The rules are simple. Just don’t buy anything at all for 24 hours. Many people are surprised how difficult this actually is. (...)

What else can you do on Buy Nothing Day

Some people carry out protests at shopping centers. Others avoid the shops completely and go for a walk in nature instead. Another alternative, the Buy Nothing Coat Exchange, is an

idea which is spreading. People donate winter coats throughout November and anyone who needs one can come and take one on Buy Nothing Day.

Glossary

1. Avoid - evitar
2. Bargain - pechinchas
3. Buy - comprar
4. Christmas - natal
5. Carry out - realizam
6. Coat - casaco
7. Consumers - consumidores
8. Donate - doar
9. Exchange - trocar
10. Holiday - feriado
11. Offer - oferecer
12. Retailers - varejistas
13. Rules - regras
14. Shopping - compras
15. Spent - gastaram
16. Spread - espalhar
17. Thanksgiving - Ação de Graças
18. Throughout - através
19. Walk - caminhar
20. Winter - inverno

Referência: <https://learnenglish.britishcouncil.org/magazine/black-friday-and-buy-nothing-day> acessado em 22 de fevereiro de 2019 às 21:26.

Appendix F – Stimuli 3: narrative text C

**Narrative Text C**
The broken mirror

Este texto é parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

The broken mirror

Nikos was an ordinary man. Nothing particularly good and bad ever happened to him. He went through life accepting the mixture of good and bad things that happen to everyone. He never looked for any explanation or reason about why things happened just the way they did.

One morning Nikos woke up and walked into the bathroom. He started to shave, as he did every morning, but as he was shaving, he noticed that the mirror on the bathroom wall wasn't straight. He tried to move it to one side to make it straighter, but as soon as he touched it, the mirror fell off the wall and hit the floor with a huge crash. It broke into a thousand pieces. Nikos knew that some people thought this was unlucky. 'Seven years' bad luck,' they said, when a mirror broke. But Nikos wasn't superstitious. Nikos wasn't superstitious at all. He didn't care. He thought superstition was nonsense. He picked up the pieces of the mirror, put them in the bin and finished shaving without a mirror.

Later that evening, at a bar, Nikos told his friends what happened to him. 'Nikos, come and play cards with us!' joked one of his friends. 'I'm sure to win!' Nikos didn't usually play cards, but tonight he decided to. His friend put a large amount of money on the table. His friend thought Nikos was going to lose. Nikos thought he was going to lose.

Nikos won. Then he played another game, and he won again. He won a lot of money.

The next day Nikos bought a book about superstitions from all over the world. When he had read the book he decided to do everything that would bring him bad luck.

The more superstitious things he did, the luckier he became. He went into the bar and started to tell all his friends what he thought.

‘You see!’ he told them. ‘I was right all along! Superstition is nonsense! The more things I do to break ridiculous superstitions, the more lucky I am!’

‘But Nikos,’ replied one of his friends, ‘don’t you see that you are actually as superstitious as we are? You are so careful to break superstitions, and this brings you luck. But you are only lucky when you do these things. Your disbelief is actually a kind of belief!’

The next day, he stopped doing superstitions. He also stopped winning money on the lottery. He started to lose at games of cards or dice.

He was a normal man again. Sometimes he was lucky, sometimes he wasn’t. He didn’t not believe in superstitions any more, but he didn’t believe in them either.

‘Nikos,’ said his friend to him, ‘it was your belief in yourself that made you lucky. It was your self-confidence that helped you, not superstitions.’

Nikos listened to his friend and thought that he was right. But however rational he still believed himself to be, he always wondered what would have happened if he hadn’t broken that mirror

Appendix G – Stimuli 4: expository text D



Expository Text D
Digital habits across generations



A leitura deste texto é parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”.

Digital habits across generations

Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. The over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Referência: <https://learnenglish.britishcouncil.org/intermediate-b1-reading/digital-habits-across-generations> acessado em 22 de fevereiro de 2019 às 21:46.

Appendix H – List of Frequency: narrative text A

Table 7.1 – List of words frequency for the narrative text

WORD	FREQUENCY	WORD	FREQUENCY
unwelcomed	22	neighbor	275
noisy	3898	bark	4930
trouble	5177	woke up	5757
gave up	5954	way	6604
get rid	8493	easy	9300
dirty	11114	shouted	11959
arrive	14335	suppose	16562
last	21219	lunch	23220
clean	24325	staff	24730
owners	25032	flowers	25642
get out	27793	while	29579
broke	32778	gave	34801
newspaper	37522	garden	38800
inside	40856	agreed	42438
watched	46064	sleep	49735
thought	51509	bed	60304
listen	64984	walk	67240
explain	80797	better	83895
stay	96933	tried	96977
enough	105880	both	106361
food	107728	understand	121354
often	140731	felt	143362
sit	147185	house	149251
seen	162787	trying	169395
anything	175330	next	176306
always	179474	call	182491
few	197266	asked	209318
big	227169	talk	229429
went	229673	find	239772
came	249238	become	259102
still	296953	over	300349
home	332004	look	360912
around	379873	tell	388155
life	390751	things	400724
want	514972	say	526285
here	587757	just	677711
think	772787	make	857168
knew	875730	new	875730
more	1336613	said	1424089

Source: Table built by the researcher

Appendix I – List of Frequency: expository text B

Table 7.2 – List of words frequency for the expository text

WORD	FREQUENCY	WORD	FREQUENCY
donate	3353	retailers	5763
bargain	6391	thanksgiving	8647
holiday	20242	coat	21105
shopping	22669	consumers	25286
exchange	32406	carry	38641
Christmas	38673	spread	39131
avoid	42648	winter	44157
rules	53525	throughout	58629
offer	65331	walk	67240
buy	73297	spent	80267
anyone	84518	held	102866
needs	104268	instead	112461
else	124507	start	136803
actually	161634	others	165033
anything	175330	nothing	176381
since	278768	same	314534
come	379374	around	379873
between	379935	take	411261
day	425858	much	520680
go	529413	after	666234
because	741236	could	886150
which	962411	people	977322
can	1229276		

Source: Table built by the researcher.

Appendix J – Reading Comprehension Test A



Teste de Compreensão Leitora
Texto Narrativo A
Alberto's New Neighbours



Estas questões de compreensão leitora fazem parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”. As informações aqui reportadas serão confidenciais.

Participante nº: _____
 Data: ____ / ____ /2019

Responda às perguntas abaixo atentamente. **Procure dar detalhes** em suas respostas e se necessário faça uso de exemplos para expressar-se mais claramente. Você não precisa respeitar o limite de linhas, podendo escrever mais atrás da folha. As respostas devem estar em **Português**.

1. Como Alberto descreve os novos vizinhos?

2. Como Alberto e Mimi tratam os novos vizinhos inicialmente?

3. Quais as dicas que Alberto e Mimi dão aos vizinhos para que transformem seus donos em funcionários?

4. O que os vizinhos poderiam estar fazendo no jardim de Alberto e Mimi?

5. Por que Alberto e Mimi acreditam ter funcionários e os vizinhos donos?

6. Por que você acha que os vizinhos de Alberto e Mimi são chamados apenas de vizinhos ao longo do texto, não tendo nomes próprios?

Appendix K - Reading Comprehension Test B



Teste de Compreensão Leitora
Texto Expositivo B
Black Friday and Buy Nothing Day



Estas questões de compreensão leitora fazem parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”. As informações aqui reportadas serão confidenciais.

Participante nº: _____

Data: ____ / ____ /2019

Responda às perguntas abaixo atentamente. **Procure dar detalhes** em suas respostas e se necessário faça uso de exemplos para expressar-se mais claramente. Você não precisa respeitar o limite de linhas, podendo escrever mais atrás da folha. As respostas devem estar em **Português**.

1. Qual é o feriado americano que precede a Black Friday?

2. Quais são as regras do Buy Nothing Day?

3. O que as pessoas fazem no dia do Buy Nothing Day?

4. Quais os problemas que podem ser gerados através da Black Friday?

5. Baseado no texto, por que você acha que a Black Friday pode ter se tornando tão popular mundo afora?

6. Quais os benefícios que podem ser gerados pelo Buy Nothing day?

Appendix L - Reading Comprehension Test C



Teste de Compreensão Leitora
Texto Narrativo C
The Broken Mirror



Estas questões de compreensão leitora fazem parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”. As informações aqui reportadas serão confidenciais.

Participante nº: _____

Data: ____ / ____ /2019

Responda às perguntas abaixo atentamente. **Procure dar detalhes** em suas respostas e se necessário faça uso de exemplos para expressar-se mais claramente. Você não precisa respeitar o limite de linhas, podendo escrever mais atrás da folha. As respostas devem estar em **Português**.

1. O que Nikos percebeu enquanto se barbeava?

2. Quando os amigos de Nikos o convida para jogar cartas, o que acontece ao fim da partida?

3. Qual atitude Nikos decide tomar após ler o livro de superstições?

4. Conforme a superstição do espelho quebrado, o que poderia ter acontecido a Nikos considerando as atitudes que ele toma logo em seguida de quebrar o espelho?

5. O que poderia ter acontecido se Nikos não tivesse quebrado o espelho naquela manhã?

6. De acordo com o texto, você acha que Nikos teve sorte ou não? Explique.

Appendix M – Reading Comprehension Test D



Teste de Compreensão Leitora
Texto Expositivo D
Digital Habits Across Generation



Estas questões de compreensão leitora fazem parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”. As informações aqui reportadas serão confidenciais.

Participante nº: _____

Data: ____ / ____ /2019

Responda às perguntas abaixo atentamente. **Procure dar detalhes** em suas respostas e se necessário faça uso de exemplos para expressar-se mais claramente. Você não precisa respeitar o limite de linhas, podendo escrever mais atrás da folha. As respostas devem estar em **Português**.

1. De acordo com o texto, quem serão o segundo maior grupo de usuários do Facebook?

2. Por que Chloe dorme com o smartphone dela?

3. De que forma a utilização do Facebook contribuiu para a vida de Sheila?

4. De acordo com Sheila, seus avós só conseguiam ver fotos dela através de cartas. Por quê?

5. De acordo com o autor, o grupo de idade menor de 17 anos está cada vez menos presente no Facebook. A que fatores você atribui o uso menor dessa rede social por pessoas dessa idade?

6. No início do texto, o autor afirma que os hábitos online de diferentes gerações não poderiam ser mais diferentes entre si. De acordo com o texto, porquê o autor diz isso?

Appendix N – Retrospective Questionnaire



Questionário de Percepção



Este questionário é parte da pesquisa intitulada “Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos”. As informações aqui reportadas serão confidenciais.

Participante nº: _____

Data: ____ / ____ /2019

Responda às perguntas abaixo atentamente. Procure dar detalhes e se necessário faça uso de exemplos para expressar-se mais claramente.

1. Você conseguiu entender os textos? Justifique:

Sim () Não ()

2. Em uma escala de 1 a 4, como você classificaria o grau de dificuldade do texto 1 intitulado “*Alberto’s New Neighbours*”?

Muito fácil _____ Muito difícil

1 () 2 () 3 () 4 ()

3. Em uma escala de 1 a 4, como você classificaria o grau de dificuldade do texto 2 intitulado “*Black Friday and Buy Nothing Day*”?

Muito fácil _____ Muito difícil

1 () 2 () 3 () 4 ()

4. Em uma escala de 1 a 4, como você classificaria o grau de dificuldade do texto 3 intitulado “*The Broken Mirror*”?

Muito fácil _____ Muito difícil
 1 () 2 () 3 () 4 ()

5. Em uma escala de 1 a 4, como você classificaria o grau de dificuldade do texto 4 intitulado “*Digital Habits Across Generations*”?

Muito fácil _____ Muito difícil
 1 () 2 () 3 () 4 ()

6. Na sua percepção, você acha que o glossário ajudou a entender melhor os textos 1 e 2 lidos em inglês? Justifique:

Sim () Não ()

7. Na sua percepção, você acha que o as tarefas de pré-leitura ajudaram a entender melhor os textos 3 e 4 lidos em inglês? Justifique:

Sim () Não ()

8. Entre as tarefas de pré-leitura e o glossário, qual dessas duas estratégias você acredita que melhor auxiliou no entendimento do texto? Justifique.

Appendix O – Declaration of Consent

DECLARAÇÃO DE ANUÊNCIA

Coleta de dados oficial

Declaro para os devidos fins e efeitos legais que, objetivando atender as exigências para obtenção de parecer do Comitê de Ética em Pesquisa com Seres Humanos da Universidade Federal de Santa Catarina, e como representante legal do Colégio de Aplicação da Universidade Federal de Santa Catarina, onde serão coletado os dados, tomei conhecimento da pesquisa "*Os Efeitos de Tarefas de Pré-Leitura na Compreensão Leitora em L2 de Textos Expositivos e Narrativos*" sob responsabilidade de *Dionatan Bastos Cardozo* e orientação da docente *Dra. Léda Maria Braga Tomitch*, autorizo a sua execução e declaro que cumprirei os termos das Resoluções CNS 466/12, CNS 510/16 e complementares, e como esta instituição tem condição para o desenvolvimento deste projeto, autorizo a sua execução nos termos propostos.

Florianópolis, 22/09/2019.

ASSINATURA: *Leila Lira Peter*



NOME: *Leila Lira Peter*

CARGO: *Coord. Pesquisa e Extensão do CA/UFSC*

CARIMBO DO/A RESPONSÁVEL

Leila Lira Peter -
COORDENADORA DE PESQUISA E EXTENSAO
CA/CED/UFSC
SIAPE: 2169864
PORT. Nº 2010/2018/CP

Slide 1



**The Effects of Pre-Reading Tasks in L2 Reading
Comprehension of Expository and Narrative
Texts**

**Ma. Candidate: Dionatan Bastos Cardozo
Advisor: Lêda Maria Braga Tomitch**

Slide 2

Pre-Reading Task
Expository Text D

Slide 3

Priming for Prediction

Slide 4

1. What do you see in this image?



Digital Habits Across Generations

Slide 5

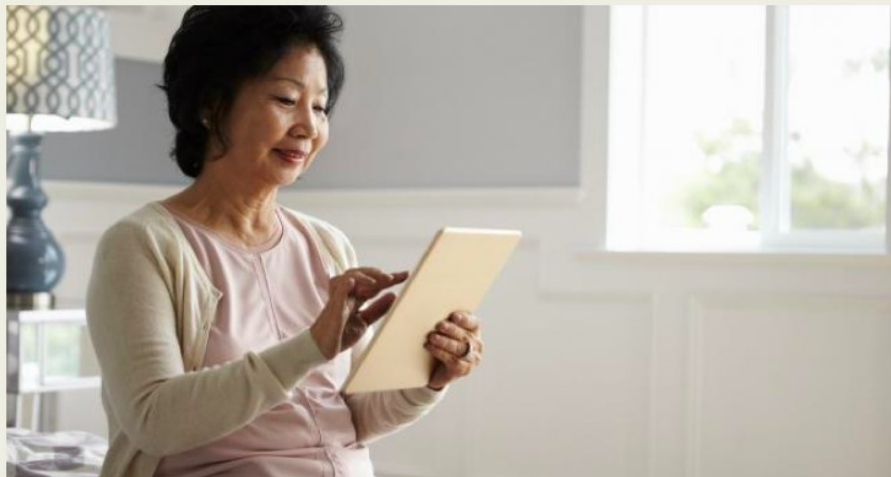
2. What it is happening in this image?



Digital Habits Across Generations

Slide 6

3. What it is the possible relation between this image and the text that we are going to read?



Digital Habits Across Generations

Slide 7

Prediction Task

Slide 8

Contextual clues

- **Today's grandparents are joining grandchildren on social media;**
- **'I joined to see what my grandchildren are doing';**
- **Sheila's grandchildren are less likely to use Facebook themselves;**
- **Chloe's age group is spending so much time on their phones (...);**
- **Teenagers might have their parents to thank for their smartphone (...).**

Slide 9

Get together in couples

- **Take notes about the possible content of the text (hypothesis).**

*** Remember to consider the keywords, key sentences and the questions discussed.**

Slide 10

Preparing to Report

Slide 11

- **Decide the most suitable hypothesis.**
- **Select one person from the couple to share the hypothesis created. This person should be prepared to speak to the whole class.**

Slide 12

Reporting

Slide 13

- › **Let's listen the hypothesis created.**
- › **What do you think is the most suitable hypothesis?**

Slide 14

Reading

Expository Text D

Slide 15

Reading Comprehension Test

Slide 16

Pre-Reading Task

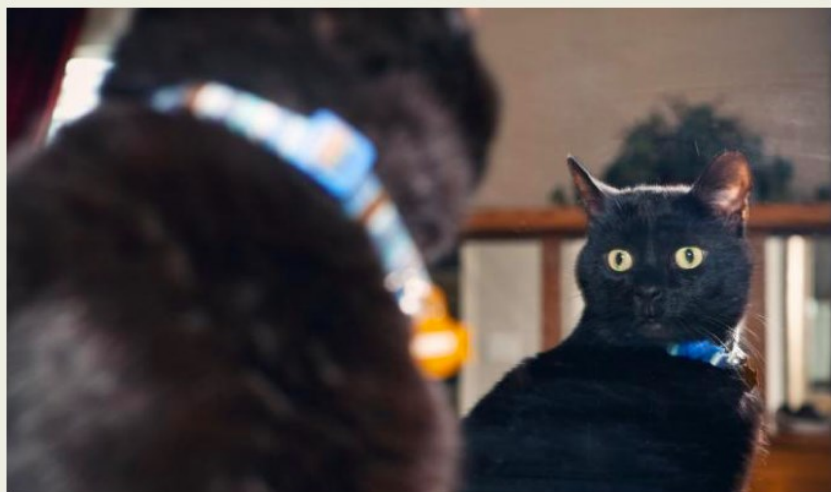
Narrative Text C

Slide 17

Priming for Prediction

Slide 18

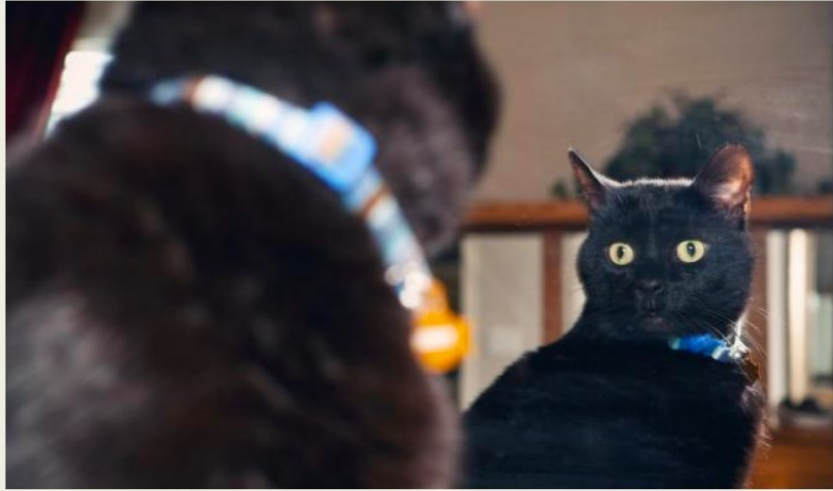
1. What do you see in this image?



The Broken Mirror

Slide 19

2. What it is happening in this image?



The Broken Mirror

Slide 20

3. What it is the possible relation between this image and the text that we are going to read?



The Broken Mirror

Slide 21

Prediction Task

Slide 22

Contextual clues

- **Nikos was an ordinary man;**
- **One morning Nikos woke up and walked into the bathroom;**
- **Later that evening, at a bar, Nikos told his friends what happened to him;**
- **The next day Nikos bought a book about superstitions;**
- **The next day he stopped doing superstitions;**
- **He was a normal man again.**

Slide 23

Get together in couples

- **Take notes about the possible content of the text (hypothesis).**

*** Remember to consider the keywords, key sentences and the questions discussed.**

Slide 24

Preparing to Report

Slide 25

- **Decide the most suitable hypothesis.**
- **Select one person from the couple to share the hypothesis created. This person should be prepared to speak to the whole class.**

Slide 26

Reporting

Slide 27

- › **Let's listen the hypothesis created.**
- › **What do you think is the most suitable hypothesis?**

Slide 28

Reading

Narrative Text C

Slide 29

Reading Comprehension Test

Slide 30


Retrospective Questionnaire

Slide 31


**Thank you so much for your
participation on my research!**

Appendix P – Slides with pre-reading tasks for group B

Slide 1



UNIVERSIDADE FEDERAL
DE SANTA CATARINA



CAPES

The Effects of Pre-Reading Tasks in L2 Reading Comprehension of Expository and Narrative Texts

Ma. Candidate: Dionatan Bastos Cardozo
Advisor: Lêda Maria Braga Tomitch

Slide 2

Pre-Reading Task

Narrative Text C

Slide 3

Priming for Prediction

Slide 4

1. What do you see in this image?



The Broken Mirror

Slide 5

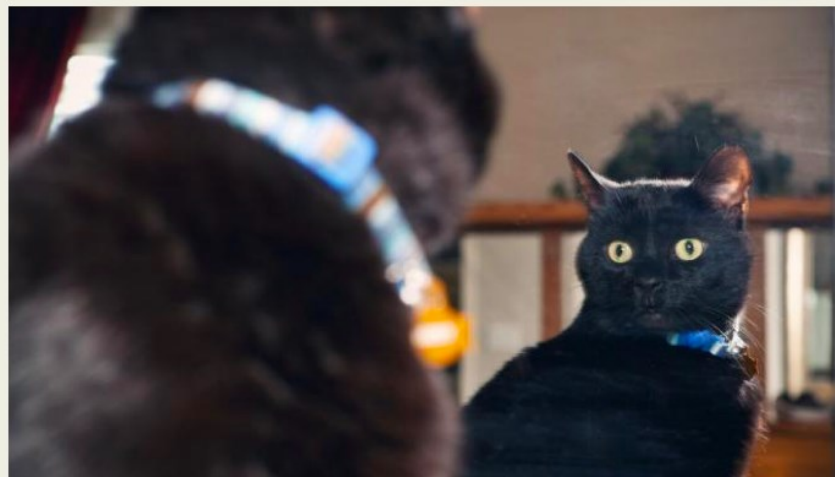
2. What is happening in this image?



The Broken Mirror

Slide 6

3. What is the possible relation between this image and the text that we are going to read?



The Broken Mirror

Slide 7

Prediction Task

Slide 8

Contextual clues

- › **Nikos was an ordinary man;**
- › **One morning Nikos woke up and walked into the bathroom;**
- › **Later that evening, at a bar, Nikos told his friends what happened to him;**
- › **The next day Nikos bought a book about superstitions;**
- › **The next day he stopped doing superstitions;**
- › **He was a normal man again.**

Slide 9

Get together in couples

- **Take notes about the possible content of the text (hypothesis).**

*** Remember to consider the keywords, key sentences and the questions discussed.**

Slide 10

Preparing to Report

Slide 11

- **Decide the most suitable hypothesis.**
- **Select one person from the couple to share the hypothesis created. This person should be prepared to speak to the whole class.**

Slide 12

Reporting

Slide 13

- **Let's listen the hypothesis created.**
- **What do you think is the most suitable hypothesis?**

Slide 14

Reading

Narrative Text C

Slide 15

Reading Comprehension Test

Slide 16

Pre-Reading Task

Narrative Text C

Slide 17

Priming for Prediction

Slide 18

1. What do you see in this image?



Digital Habits Across Generations

Slide 19

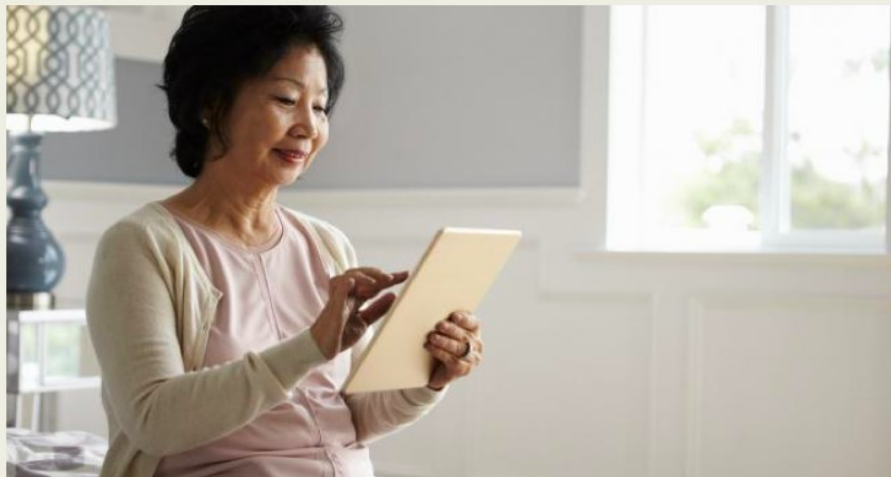
2. What is happening in this image?



Digital Habits Across Generations

Slide 20

3. What is the possible relation between this image and the text that we are going to read?



Digital Habits Across Generations

Slide 21

Prediction Task

Slide 22

Contextual clues

- **Today's grandparents are joining grandchildren on social media;**
- **'I joined to see what my grandchildren are doing';**
- **Sheila's grandchildren are less likely to use Facebook themselves;**
- **Chloe's age group is spending so much time on their phones (...);**
- **Teenagers might have their parents to thank for their smartphone (...).**

Slide 23

Get together in couples

- **Take notes about the possible content of the text (hypothesis).**

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Slide 24

Preparing to Report

Slide 25

- **Decide the most suitable hypothesis.**
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Slide 26

Reporting

Slide 27

- **Let's listen the hypothesis created.**
- **What do you think is the most suitable hypothesis?**

Slide 28

Reading

Narrative Text C

Slide 29



Reading Comprehension Test

Slide 30



Retrospective Questionnaire

Slide 31

**Thank you so much for your
participation on my research!**

