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PÓS-GRADUAÇÃO EM LETRAS-INGLÊS

**THE PERFORMANCE OF PROFICIENT EFL READERS WHEN READING TO
RECALL AND TO SUMMARIZE EXPOSITORY TEXTS**

POR

LUCIANE BARETTA

**Dissertação submetida à Universidade Federal de Santa Catarina para
obtenção do grau de MESTRE EM LETRAS**

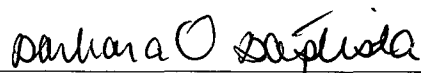
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Opção inglês e Literatura Correspondente



Profa. Dra. Barbara Oughton Baptista

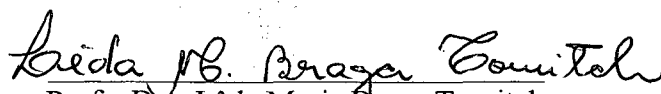
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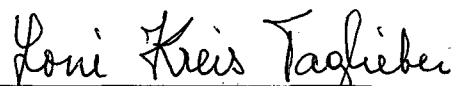
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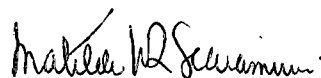


Profa. Dra. Lêda Maria Braga Tomitch

(Presidente da Banca)



Profa. Dra. Loni Kreis Taglieber



Profa. Dra. Matilde Scaramucci

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ABSTRACT

THE PERFORMANCE OF PROFICIENT EFL READERS WHEN READING TO RECALL AND TO SUMMARIZE EXPOSITORY TEXTS

LUCIANE BARETTA

UNIVERSIDADE FEDERAL DE SANTA CATARINA

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Supervising Professor: Dr. Lêda Maria Braga Tomitch

Reading research literature has indicated that there is a considerable variety of factors that may influence the way readers react to texts. Among these various factors, resides the common assumption that the nature of the subsequent task of reading may influence the way readers approach a text. The present research aimed at investigating the performance of proficient EFL readers when reading to recall and to summarize two expository texts from the *Newsweek* magazine. The eight participants in this study were instructed to read the texts silently and to verbalize all the thoughts that might occur during their reading time, following the Pause Protocol procedure (Cavalcanti, 1987), adapted by Tomitch (1995). After reading the texts, the participants were asked to write a recall of text 1: 'Like hitting a wall' and to write a summary of text 2: 'Melting away'. The information obtained from the subjects' pause protocols was analyzed and categorized basically following the coding system method designed by Block (1986). The

eight recall protocols and eight summaries produced by the subjects were analyzed according to the number (%) and type of 'idea units' (main ideas, supporting ideas, and details) reproduced in each of them. Results showed that subjects tended to differ in their reading of the two texts: strategy use was more frequent when reading to recall than when reading to summarize, corroborating previous findings that suggested that different tasks generate different readers' approach towards texts. No significant differences were observed in terms of the 'idea units' reproduced in recall protocols and summaries, since mean scores of main ideas, supporting ideas and details were quite similar in both written protocols and summaries. The findings of the present investigation indicate that there is some relationship between texts and their subsequent comprehension measure, and that proficient readers are capable of focusing their reading according to different types of texts and to different task's demands.

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RESUMO**THE PERFORMANCE OF PROFICIENT EFL READERS WHEN
READING TO RECALL AND TO SUMMARIZE EXPOSITORY TEXTS****LUCIANE BARETTA****UNIVERSIDADE FEDERAL DE SANTA CATARINA****1998**

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Pesquisas na área de leitura têm demonstrado que há uma variedade considerável de fatores que podem influenciar a maneira como os leitores reagem aos textos. Entre esses vários fatores está a concepção de que a natureza da subsequente tarefa de leitura pode influenciar a maneira com a qual leitores interagem com um texto. A presente pesquisa tem como objetivo investigar o processamento de leitores proficientes em inglês durante a leitura de dois textos expositivos da revista *Newsweek*, para realizar as tarefas de evocação do conteúdo lido e escrita de um resumo. Os oito participantes deste estudo foram instruídos a ler o texto silenciosamente e a verbalizar todos os pensamentos que pudessem ocorrer durante sua leitura, seguindo a técnica introspectiva do Protocolo de Pausa (Cavalcanti, 1987), adaptado por Tomitch (1995). Após a leitura dos textos, os participantes foram instruídos a escrever tudo o que conseguiam lembrar (evocação) do texto 1: "Like hitting a wall" e a resumir o texto 2: "Melting away". A informação obtida

dos 'protocolos de pausa' foi analisada e categorizada seguindo, basicamente, o sistema de codificação desenvolvido por Block (1986). Os textos escritos (evocação do conteúdo e resumo) produzidos por cada um dos informantes foram analisados de acordo com o número (%) e tipo de 'idea units' (idéias principais, idéias subordinadas e detalhes) reproduzidas em cada um dos textos. Os resultados indicaram que os informantes parecem diferenciar a leitura dos dois textos: o uso de estratégias foi mais frequente durante a leitura para 'evocação' do texto 1 do que durante a leitura para resumir o texto 2, corroborando resultados anteriores que demonstram que diferentes tarefas originam diferentes interações com textos. Com relação a reprodução das 'idea units' nos textos escritos pelos informantes, não foram observadas diferenças significativas. Os escores de idéias principais, idéias subordinadas e detalhes foram bastante similares em ambos os protocolos de escrita. Como um todo, o presente estudo indica que há uma relação entre os textos e a medida de compreensão adotada, e que leitores proficientes são capazes de adaptar sua leitura de acordo com os diferentes tipos de texto e com as diferentes atividades propostas.

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CHAPTER ONE

INTRODUCTION

The area of Second Language Acquisition research has started to take into account other areas besides listening and speaking. For the past years, reading and writing abilities (Lee, 1986) and language learning and communication strategies (Cohen, 1998) are issues that have become frequent topics in the area of Second Language research.

The field of L2 reading research has consistently improved during the last 15 years. This recent interest for the 'act of reading' accounts for multiple sources, including, among others, the development of more communicative methods for language teaching, which in fact, are a consequence of the understanding and acceptance of *psycholinguistic* models of reading. The necessity to investigate specific and different groups of learners is another issue that has contributed a great deal to the development of reading research in the L2 milieu. (Eskey and Grabe, 1988).

Studies in the area of reading comprehension have been based on a range of different procedures for investigating what goes on in the readers' mind from the focusing of the eyes on the printed page until the encoding of information is achieved. Traditionally, reading researchers have tested readers' comprehension through a variety of tasks, the so-called reading comprehension tests. These tests, as Riley and Lee (1996) describe in their article, are divided into two modes of response: the *discrete-point* and the *global* modes. The *discrete-point* mode involves those tasks which are related to isolated parts of textual information, i.e., matching, true-false, multiple choice, open-ended questions and others. The *global* mode, on the other hand, involves integrative tasks, such

as summaries and recall protocols, which enlarge and combine the whole textual information into a meaning that leads to a response (p. 173-174).

The task of summary writing has been regarded as a valid measure of the readers' textual comprehension by reading researchers. According to current literature, when summarizing a text, readers have to comprehend "individual propositions" and the relationship among those textual elements, "by constructing a text macrostructure" (Kintsch and van Dijk, 1978; van Dijk and Kintsch, 1983), i.e., by selecting and condensing the important/main ideas of a passage. This macrostructure or the main ideas of a passage, frequently expressed as a summary, have been viewed as the representation of what readers understand about a text. In this way, summarizing has become a useful tool to assess and measure reading comprehension.

A host of researchers have investigated the relationship between main idea identification and training on summary writing (Taylor, 1984; Hare and Borchardt, 1984; Rinehart, Stahl and Erickson, 1986; Carr and Ogle, 1987; Tavares, 1991; Casazza, 1993, among others). As found by most of the researchers cited above, instruction on summary writing and main idea identification have demonstrated to be effective tools for improving subjects' comprehension of texts. Other lines of research have studied the various aspects that might affect the task of summarizing. Basically, results from empirical data have supported the following accounts: (a) skilled readers are more efficient in the identification of main ideas and tend to produce better summaries than less skilled readers (Brown and Day, 1983; Winograd, 1984; Johns, 1985; Johns and Mayes, 1990); (b) the language of assessment (L1 versus L2) influences the amount and quality of information reproduced in summaries (Kozminsky and Graetz, 1986; Wolf, 1993); (c) different types of summaries, i.e., with or without access to the original text, with or without length restrictions, directed to a teacher, to a peer or to the researcher, can exert influence on the

readers' approach towards the text (Hare, 1992; Goldman, 1997); (d) different genres of text generate different types of summaries (Hare, 1992; Copmann and Griffith, 1994); (e) readers with some prior knowledge on the topic of the text under examination tend to produce better summaries than those readers with little or no knowledge on the topic (Richgels et al., 1987; Afflerbach, 1990).

It is due to the great variety of factors that may influence the way readers approach a text that for the past few years, there has been a growing interest to investigate what strategies are involved in the course of the reading comprehension process (van Dijk and Kintsch, 1983). Due to the limitations of the act of reading, i.e., the impossibility to observe what occurs in the readers' minds while they are processing textual information, various researchers have started to consider the use of verbal reports as a means of eliciting non-observable data.

Basically, the procedure for verbal reports consists of asking the reader to report on all the thoughts that might occur while reading a text. According to reading research literature, it is through verbal reports that the strategies and responses carried out consciously while reading can be investigated and described. In light of this view, a considerable number of studies have been undertaken in order to investigate the cognitive and metacognitive strategies (Knight et al., 1985; Block, 1986; 1992; Cavalcanti, 1987; Pritchard, 1990; Trabasso and Magliano, 1996; Zwaan and Brown, 1997; Young and Oxford, 1997) adopted by readers to achieve comprehension.

Comprehension strategies are active plans (Young and Oxford, 1997) that demonstrate how readers react towards the task, how they transform written input into a meaningful code and what they do to overcome (if any) comprehension failures (Block, 1986). According to Brown (1980), effective reading involves active strategies of

monitoring, checking, and self-testing, independent of the purpose of the reading act, i.e., reading for summarizing or for 'doing' (following instructions).

As observed in current reading literature (see Baker and Brown, 1984, for an extensive review of findings) successful/older and unsuccessful/younger readers tend to differ in the strategies they use while reading. Baker and Brown (1984) summarize a different source of findings related to readers' cognitive monitoring in reading. Nine activities commonly related to 'good' comprehension were considered, providing evidence for the following accounts: (a) successful/older readers are more resourceful in tackling different reading and studying tasks, i.e., they adjust their reading according to task's demands; (b) unsuccessful/younger readers tend to envision reading as a decoding process rather than as a meaning-comprehension gathering process; (c) unsuccessful/younger readers have more difficulty in distinguishing important from less important information; (d) successful/older readers tend to identify textual inconsistencies more often than unsuccessful/younger readers; (e) successful/older readers tend to evaluate the incoming information to what they already know more frequently than unsuccessful/younger readers; (f) successful/older readers identify the source of a problem more frequently and more explicitly and tend to express their strategic plans more often than unsuccessful/younger readers.

Research investigating the differences between those labeled as 'good' and 'poor' readers has found that besides subjects' individual differences, there are other factors that might influence the way readers approach texts. Hare (1992) and Goldman (1997) for instance, point out that the variables of *task* (i.e., different testing methods, reader's expectations about the task, limitation of time and length...) and *text* (different genres, length, complexity, rhetorical devices...), together with *person characteristics*, are constraints that may affect the strategies adopted in the meaning construction process.

In the present study, as will be described below, I intend to investigate the effect of global modes of response, i.e., summary and recall protocol (variable of task), on the process of reading comprehension, assessed through verbal reports.

1.1 - The Study

The purpose of the present study is twofold. First, the strategies used by proficient EFL readers when reading to respond to two reading comprehension measures, defined as global modes of response, i.e., summary and recall protocol, are investigated. Secondly, the two reading comprehension measures are compared and evaluated in terms of main ideas, supporting ideas and details reproduced, in order to verify the differences (if any) between these two global modes of response.

Eight Brazilian native speakers of Portuguese were the subjects of this study. These subjects, all EFL teachers, are UFSC graduates from the period of 1990 to 1997. Data collection was divided into two tasks, which were all collected individually with each of the eight subjects.

The first task was divided into two parts. Basically, in the first session, all the subjects received written instructions about the study and training on the pause protocol procedure (Cavalcanti, 1987; Tomitch, 1995). Following the training session, the subjects were given the text *Like Hitting a Wall* and were told that after reading the text, they would have to write down everything they could remember about the text, without referring back to it (see appendix A).

The second task consisted of reading the text *Melting Away*, again, following the pause protocol procedure. The subjects were told that after finishing their reading, they would have to write a summary of that text, again, also without access to it (see appendix

A). The two tasks were administered on two different days, which varied according to each subject's availability.

1.2 – Research Questions

In order to fulfill the purpose of this study, answers to the following questions will be pursued:

1 – Do the tasks of reading to recall and reading to summarize influence the way readers approach the text?

2 – Are there any differences between the strategies applied by the subjects while reading to recall and while reading to summarize a text?

3 - Are there any differences in the overall occurrence of main ideas (MI), supporting ideas (S) and details (D) across the two tasks of reading to recall and reading to summarize?

4 - Are there any differences between the number of main ideas (MI) produced by readers when instructed to recall everything they can remember and when instructed to summarize?

5- Is there a relationship between the number of main ideas (MI) reproduced in the recall protocols and in the summaries and the strategies used while reading the two texts?

1.3 – Significance of the Study

The present study extends previous research in the following ways.

First, although there are some studies comparing the effect of test methods on readers' performance through different tasks (Shohamy, 1984; Lee, 1986; Wolf, 1993; Goldman et al. 1995; Riley and Lee, 1996, among others), there are only two studies, according to my knowledge, comparing the effect of *global modes* of response, i.e., summary and recall protocols. In the study carried out by Goldman et al. (1995), college students were asked to read in their L1 and in Riley and Lee's (1996) investigation, two levels of 'early-stage' L2 readers were tested. It is my intention, therefore, to extend previous research by examining the effects of summarizing and recalling on proficient EFL readers' comprehension process.

Secondly, although there are studies analyzing subjects' reading strategies, there are no L2 studies, again, to this researcher's knowledge, investigating readers' performance while reading to respond to the tasks of summarizing and recalling. According to my knowledge, there is only one study, carried out by Block (1986), which investigated L2 reading strategies and adopted two different comprehension measures: retelling and multiple choice questions. Through my research, I expect to contribute to the existing field of research about reading strategies by providing some findings concerning the effects of different testing methods, i.e. summary and recall protocol, on proficient EFL readers' strategy use.

1.4 – Organization of the Thesis

The present study is organized in five chapters. In chapter one, a brief introduction on the topics of reading comprehension and reading strategies was provided. Chapter two reviews some of the literature concerned with (a) the study of the reading process, (b) reading comprehension assessment and (c) some of the current research on reading strategies. Chapter three describes the methodology designed for and applied in this study. Chapter four presents the analysis of the data generated by the two tasks of reading to recall and reading to summarize. The five research questions are addressed and discussed in this chapter. Finally, in chapter five, some final considerations, pedagogical implications and topics for further research are discussed.

CHAPTER TWO

REVIEW OF THE LITERATURE

In this chapter some of the literature concerned with: (1) the study of the reading process; (2) reading comprehension assessment and (3) issues concerning the research on reading strategies has been reviewed.

2.1 – The study of the reading process

Until recently, reading and writing were seen and described as two divergent processes. Early underlying assumptions viewed reading as a receptive and non-creative process where the meaning residing in the text went straight into the reader's mind (Dole et al., 1991). Writing, on the other hand, was seen as a creative and productive process, with the transmission of meaning from the writer's mind to the paper (Rubin and Hansen, 1984).

Over the past years, as cognitive research increased, reading has assumed a more significant and interactive role. Since Goodman's psycholinguistic theory, reading has been seen as a *psycholinguistic guessing game* and the reader has assumed an active, participant role on the process of translating textual graphemic/phonetic input into a meaning code (Samuels and Kamil, 1988).

The subsequent interactive models, especially the one proposed by Rumelhart in 1977, have contributed to as well as reinforced the active view of reading, where "the reader is seen to be able to draw simultaneously, but selectively, upon a range of sources

of information: visual, orthographic, lexical, semantic, syntactic and schematic” (Davies, 1995: 64). In this way, meaning has started to be seen not as something that resides in the text, but rather as something elaborated by readers as they relate the information from the text to their previous knowledge and to their knowledge of language (Dole et al., 1991; Devitt, 1997).

The term *interactive reading*, however, has started to enlarge its perspective especially when used in the L1 reading research environment. According to Devitt (1997), interactive reading can also be interpreted as the interaction occurring within the reader between *lower-level* (word recognition, meaning generation at propositional level) and *higher-level* (organization of overall textual information, integration of textual information with previous knowledge) processing. As the author observes, this interaction may involve few subprocesses of only one level, or it may be global, involving all subprocesses and levels at the same time or yet, involving only proximal levels.

According to recent findings, one of the crucial basis to effective processing in reading is the automaticity of some of the lower-level subprocesses. As readers process great part of the text to which they are exposed, they need to have some processes automatized, as for instance, orthographic processing and phonological decoding. The reasoning is that working-memory capacity is limited and unable to draw attention to the various steps involved in reading (Gagné et al., 1993).

As described by Devitt (1997) and as assumed by various current models of reading, especially by schema theorists, the act of reading involves the multiple operation of lower and higher- level processes, activated by textual input on the one hand, and the background knowledge possessed by the reader, on the other. These two sources of knowledge are then, interpreted and correlated one to the other, originating new information which will be either accepted or rejected by the reader, according to the

expectations generated in his/her *schema* i.e., his/her stored knowledge (Anderson, 1984, cited in Garner, 1988:13)

Furthermore, as highlighted by studies with children, skilled/less skilled readers (see Gagné et al., 1993) and in the L2 reading milieu (Kozminsky and Graetz, 1986; Lee, 1986; Wolf, 1993; Zwaan and Brown, 1996), the reader's knowledge of the language, whether L1 or L2, plays a crucial role on each of the subprocesses of reading. Issues like phonological awareness, vocabulary and grammatical knowledge tend to present a straight correlation with the act of reading, even though it has not been established whether linguistic knowledge contributes to better reading or whether reading influences linguistic development (Devitt, 1997).

In the specific case of L2 reading, it is assumed that the subprocesses involved in L2 reading are the same as those encountered in L1 reading. Their operation however, is activated by different sources of data: the reader's L2 linguistic knowledge on the one hand, and the textual input on the other (Devitt, 1997). Even though Devitt does not discuss it thoroughly, it seems plausible to include the reader's stored knowledge as a third source of information for the feeding of each subprocess. As Davies (1995) states, in early stages of L2 reading, it is quite predictable that readers rely more heavily on their background knowledge than L1 novice readers. Even though L2 readers have experiences from reading in L1 and probably know how to cope with difficulties, they still lack knowledge of phonology, grammar and vocabulary of the target language, a problem that does not exist for L1 novice readers. On the other hand, even with L2 proficient readers, there is the problem of the culture of the target language, which may not be the same as that of the reader's L1 language. Therefore, if the reader does not connect the incoming information with his/her in-head knowledge, reading comprehension will be deficient or may not occur at all.

Despite the fact that research concerning the act of reading is not so recent, the complex processes involved in reading has been the subject of much research and speculation for the last decades. Many theorists have attempted to describe the reading process through the conceptualization of abstract models. Even though many models have been criticized and disregarded by recent theories, the models proposed throughout these last decades have contributed a great deal to the understanding and improvement of the teaching of reading (Garner, 1988; Davies, 1995).

The private nature of reading, however, impedes us to observe it thoroughly. The information available so far has been based on a range of different procedures for studying the various processes involved in the act of interpreting someone else's words. According to Davies (1995), there are two basic approaches to the study of reading, namely: *formal* and *informal* methods. The first approach comprises a set of *informal* methods such as: interviews, questionnaires and reading diaries, as a means of investigating personal reading outside the school. The objective of these *informal* studies, as Davies posits it, is (1) to have a picture of readers' own perception of reading; (2) to bring a 'real-world' context to the classroom, based on the reading material selected for reading outside classroom environment and (3) to stimulate students' reflection on the nature and purposes of their readings.

The second approach involves a group of more *formal* methods which, conversely to the informal methods, aims at studying the reading that occurs inside the classroom. The focus of *formal* methods is on the readers' behavior while reading a passage or on the 'product' of the act of reading, that is, a comprehension test, as for instance, a summary, answers to a questionnaire or multiple choice alternatives, which will reflect whether readers achieve or not the understanding of a text. As Davies describes, the *formal* methods of investigation include the observation and analysis of: (a) reading

aloud; (b) silent reading and more recently, (c) the reading process, through the use of *introspective* data and methods.

With regard to the 'reading aloud' investigations, when readers are asked to read out loud, Davies highlights the great amount of information to be observed and analyzed.

These include the relative speed and fluency of the reading, the degree of confidence or anxiety exhibited by the reader, the use of different strategies, such as following the words or lines with a finger, regression to an earlier part of the text, or reference forward to a part of the text not read, hesitation and self-correction. (Davies, 1995, p. 12; emphasis in the original).

It is based on information provided by reading aloud that some researchers developed the *miscue analysis* technique (Marie Clay, 1968; 1969; Kenneth Goodman, 1969; Rose-Marie Weber, 1970, all cited in Davies, 1995:13). According to this method, the recording and analysis of 'errors' produced by readers are an important source of information on the way readers process a text.

Investigations involving 'silent reading', on the other hand, do not allow direct observation. For this reason, traditionally, readers were commonly asked to provide a 'product' of their reading, often dubbed as a reading comprehension test. The form and nature of reading comprehension tests vary across the literature, depending on the focus and aims of the research. Despite this fact, the tasks of multiple-choice, short/open-ended questions, summary and recall protocols are some of the tests frequently addressed in the reading literature.

The third type of *formal* methods for studying reading comprises the so-called *introspective* methods of research, which have demonstrated to be a useful tool for assessing cognitive processing (Cohen, 1998). In this method, readers are asked to report on their thoughts either while performing a task or just after finishing it. Cohen (1987;1998) describes three types of verbal reports: (a) the *self-report*, when learners

describe what they usually do in a given task; (b) the *self-observation*, when learners report on their specific language behavior, either introspectively (within a few seconds of the mental event) or retrospectively (just after the process is completed) and (c) the *self-revelation*, when readers verbalize their thoughts at the same time the information is being processed. In an adaptation of the *self-revelation* or the *think-aloud* protocol method, Cavalcanti (1987) designed the *Pause Protocol Procedure*, which consists of asking the subjects to verbalize their thoughts every time they encounter a *pause*, i.e., a “problem or something that called their attention” (p.250). Besides this, the subjects also have to give a report about the content of paragraphs every time they finish reading one.

The use of introspective methods or verbal reports have contributed to various findings in the current literature, especially in the fields of language learning strategies and more recently, in the field of reading research (see for instance, Block, 1986; Cavalcanti, 1987; Afflerbach, 1990; Pritchard, 1990; Block, 1992; Tomitch, 1995; Young and Oxford, 1997, among others).

In the next sections, some of the literature concerned with the assessment of ‘silent reading’ through reading comprehension tests and the use of verbal reports will be reviewed. More specifically, I will address the use of summary and recall protocols as valid measures of reading comprehension and how the process and strategies involved in reading comprehension have been investigated.

2.2 – Reading comprehension assessment

In the last decades, reading comprehension literature has regarded the task of summary writing as a valid measure of the readers’ textual comprehension. Guiding this

line of research is the overall assumption that, when summarizing a text, readers have to comprehend “individual propositions” and the relationship among those textual elements “by constructing a text macrostructure” (Kintsch and van Dijk, 1978; van Dijk and Kintsch, 1983), i.e., by selecting and condensing the important/main ideas of a passage. This macrostructure or the main ideas of a passage, frequently expressed as a summary, have been viewed as the representation of what readers understand about a text. In this way, summarizing has become a useful tool to assess and measure reading comprehension.

Studies developed to investigate the performance of those labeled as good comprehenders reveal that the ability to identify important ideas and that training on summary writing skills are directly related to better scores on reading comprehension tests. Tavares (1991), for example, investigates the influence of main idea identification instruction on EFL readers’ comprehension tests and summarizing ability. Twenty-four low-level students received nine training lessons of direct instruction. Students were pre and post tested on four reading comprehension tests (both in L1 and in the target language) and on a summary writing task (again, both in L1 and in the target language). Tavares found that, as hypothesized, instruction on main idea identification did improve students’ reading comprehension: the experimental group showed higher scores both in L1 and in the target language post tests. In relation to the second hypothesis, i.e., that training would improve students’ summary quality, Tavares observed that although there were no significant differences on the total results, the experimental group outperformed the control group in the content section of their summaries by including more main ideas and fewer secondary ideas and details.

In a similar vein, Rinehart, Stahl & Erickson (1986) developed an experiment where a five-day summarization training was given to 70 sixth-grade students from two

elementary schools as an aid to reading and studying skills. The aim of training was to focus students' attention on higher level information but also to highlight the importance of information that supported the main ideas. Results showed that training affected both reading and studying behaviors. Summarization training improved the writing of short paragraphs that had main ideas clearly stated and the recall of major information in studying tasks. As reasoned by the authors, this last finding seems to support the metacognitive hypothesis that training on summarizing "improves reading skill by heightening awareness of top-level information in texts" (p.433).

Another study by Hare and Borchardt (1984), investigated the effects of inductive and deductive summarization training program to twenty-two high-school students. The program included a list of four general steps plus a series of four rules, which were an adaptation of Day's (1980) summarization rules. Data analysis revealed that both the deductive and inductive training groups performed significantly different from the control group. After the three instructional sessions, both experimental groups showed some improvement in the use of summarization rules and in the quality of the summaries produced.

As a consequence of empirical data and also due to pedagogical reasons, some instructional programs have been developed aiming at helping to improve students' summarizing and comprehension abilities. Carr and Ogle (1987) for instance, developed a reading-thinking technique, the "K-W-L Plus", which aims at helping students to monitor their reading. The technique is basically divided into three steps: listing of what is *Known* about the topic; questioning of what it is *Wanted* to know; and mapping and summarizing of what was *Learnt* during reading. As observed by the authors, the "K-W-L Plus" technique has shown to be very effective to high school students, who started to transfer

its use to new situations, “because they have concrete evidence that they were successful in eliciting information from the text” (p.631).

In another instructional summarizing program by Casazza (1993), students are instructed according to the EMQA model. First, students receive explicit *Explanation* about summarizing; next, they receive the teacher’s *Modelling* of both reading and summarizing processes; then, students are induced to *Question* the process of summary-writing; and finally, there is the *Application* component, when students construct their own summaries. Casazza noticed that EMQA provided students with a learning strategy that improved their reading comprehension. Moreover, in a brief article, Taylor (1984) describes and systematizes in a series of six steps, the process by which skilled readers/writers construct their summaries. The author assumes that if the aspects of reading, analyzing and writing are stressed in instruction, the complex task of summarizing will then, start to be easier.

Nevertheless, despite being commonly accepted that summary training does improve reading comprehension skills, a host of research has been undertaken to investigate the various aspects that may affect and influence the process of summarizing. In one of the seminal studies on reading differences between those labeled as good and poor readers, Winograd (1984) observed that readers “differ in what they considered important, in what they included in their summary and in how they transformed original texts” (p.404). It was observed, however, that poor readers did show consistency when selecting main ideas from texts, yet there was little correlation between the previously selected information and the information included in their summaries.

In an adaptation of Winograd’s study, Johns (1985) investigates the summarizing skills of 54 “underprepared” and 53 “adept” university students. As shown by the results, the underprepared students’ summaries contained fewer of the ideas units reproduced in

the experts' versions. In addition, it was observed that the underprepared group appeared not to make effective use of macro-operators, generating this way, long sentences with little information. In a further investigation, Johns and Mayes (1990) observed that when comparing low and high proficiency ESL university students, the results are not so dissimilar. In this case, even though the low proficiency group adopted the copy-delete strategy more often, both groups demonstrated difficulty for condensing ideas from the source text.

In line with this perspective of skilled/less skilled readers' performance, Brown and Day (1983) organized in a set of six rules, the basic condensation steps taken by children and adults when summarizing expository prose. These rules, in fact an adaptation of the Kintsch and van Dijk's (1978) macrorules, propose the *deletion* of (1) trivial and (2) redundant material; the *substitution* of superordinate (3) terms and (4) actions for a list of subcomponents of those; the (5) *selection* of a topic sentence and lastly, if there is not a topic sentence, (6) the *invention* of one that summarizes the author's main point. According to the authors, the process of summarizing is governed by a developmental progression pattern. Thus, novice readers/writers tend to use less elaborated strategies to summarize, because they are at a different level and have not yet achieved sophisticated rules as the ones applied by experts. Bereiter, et al. (1988) also observed that younger writers tend to approach their texts in a "knowledge-telling" fashion: their writing is concerned with how much and how they will express what they have to say. Older writers, on the other hand, tend to focus their attention on content (belief, logical consistency) and rhetoric (aim of composing), following what the authors name "knowledge-transforming model".

In another line of research, scholars have been investigating whether the language of assessment (L1 or L2) may influence the summarization task. Kozminsky and Graetz

(1986), for instance, compared the study activities (note-taking, underlining, marking), performed while reading L1 (Hebrew) and L2 (English) texts, using summary protocols (written in L1) as a direct comparison measure of those materials. According to the findings, L2 readers “studied the text less efficiently than L1 subjects” (p. 17), since they tended to focus study activities on the word level, contrary to L1 readers, who concentrated more on the paragraph structure level. Consequently, L2 readers “used fewer of their text-generated activities in the summaries when compared to L1 subjects” (p.17), a fact that seems to account for the poor summary quality of L2 readers. In a related and extended study, Wolf (1993) found that reading comprehension tests are indeed affected by the language of assessment: “Subjects tested in their native language outperformed those tested in the target language” (p. 481). In addition, Wolf observed that scores on reading comprehension tests are also determined by the level of proficiency in the L2 and also by the nature of the task (multiple-choice, open-ended questions and rational deletion cloze were the variables used to accomplish this study). Wolf’s last finding parallels other research which included the summarization task and examined its correlation with the tasks of: (a) multiple-choice (Head et al., 1989); (b) short-answer questions (Bensoussan and Kreindler, 1990); and (c) recall (Goldman et al., 1995 and Riley and Lee, 1996). In the main, the studies cited above suggest that there may exist significant differences in results according to the nature of the tasks and that the kinds of text comprehension they assess, i.e., the cognitive processes involved in answering the tasks, have to overlap. As argued by Head et al (1989) in their article, the tasks of summarizing and answering multiple-choice questions “share very little overlap” (p.8), for that they demand that the subject tackles the text in different fashions. Explaining better, when synthesizing a text, the subject has to have a picture of the whole text in mind in order to decide what and how the important ideas should appear in the summary. When answering

multiple-choice questions, on the other hand, the subject has only to decide which is the best alternative, not having to elaborate the most appropriate answer.

Riley and Lee (1996) also account for this problem of using different tasks to measure different aspects of reading comprehension. As they put it in their article, there are two general categories of testing methods: the *discrete-point* and the *global* modes of response. In the first category, the tasks of: matching, true-false, multiple-choice, cloze deletion would be included, among others, since they “focus attention on isolated bits of information” (p. 173), reflecting this way, a fragmented reading. The global mode of response, on the other hand, would include integrative tasks such as summarization and free recall, where various parts of the text have to be taken into account in order to convey the meaning for constructing a significant response.

According to Gordon and Hanauer (1995) the effect of the testing method on readers' performance has been frequently investigated. As they put it, there is sufficient evidence from L2 empirical research to assert that both the language of assessment and the testing method do exert their influence on readers' performance. It is due to findings like these, that scholars have been analyzing and comparing results in order to identify what other variables may influence the way subjects respond to test items in different methods of reading comprehension assessment.

Hare (1992) and Goldman (1997) for instance, point out three major factors that may account for different results in reading comprehension tests. According to their extensive review, the variables of task, text and person characteristics are constraints that may affect the strategies adopted in the meaning construction process.

Starting with the task variable, Hare and Goldman complement the variable of different testing methods effects already discussed above, by adding that the knowledge and the strategies involved in reading are also determined by the readers' expectations

about the task to be performed. In the specific case of summarizing, for instance, Hare mentions the different kinds of summaries, which can be addressed to a teacher, a peer, a researcher, or to the summarizer himself/herself. In all these cases, it is expected that the summaries will differ one from the other, since, depending on the audience, different aspects of a single text will be emphasized. Yet, in the case of summarizing and written recall there is the issue of limiting the amount of information to be reproduced. As reasoned by Hare, length restrictions may bedevil summarizers with condensing problems, forcing them to drop out important ideas instead of synthesizing them so that length limitation can be fulfilled.

Moreover, if we take into account that some experiments require summarizing without access to the original text, then we have another variable which heavily influences the reproduction of ideas. As supported by reading literature, when summarizing from memory, students tend to reproduce those ideas higher in the hierarchy, i.e., the more central points, rather than those at the low levels (Johnson, 1970; Meyer, 1975, cited in Meyer and Rice, 1982; Kintsch and van Dijk, 1978; van Dijk and Kintsch, 1983). An example to this assertion, is the study of Terzi and Kleiman (1985) with 8th graders, where they examined the effect of producing summaries with and without access to the passage. According to their analyses, students who summarized with access to the passage tended to organize their texts in a similar sequence to the original, to repeat information and to exclude parts necessary for comprehension, since decisions about what was important seemed to be established at the paragraph and not at the global level. Students with no access to the text, on the other hand, tended to write more cohesive and “independent” texts, since they tended to integrate the textual information as a whole.

Regarding the variables constrained by text, Goldman and Hare highlight the effect that different genres may exert on a reader's response. As supported by empirical research, performing a task based on narratives is easier than performing one based on expository prose, since the narrative structure tends to be more consistent and predictable than exposition, which actually, presents various sub-genres. Copmann and Griffith (1994) in a study undertaken with children with specific learning disabilities, language impairments and normal achieving children, observed that all the three groups "recalled more events correctly for the narrative passage, and omitted more events when recalling [exposition]" (p.241). Copmann and Griffith argue that this finding is probably due to children's early contact with narrative structures.

Other aspects cited by Hare and Goldman are those related to text length and complexity. As discussed by Hare, longer texts are relatively more difficult to summarize or to recall for that they demand greater efforts in the construction of meaning: local propositions need to be carefully interpreted in order to build a coherent macrostructure of the whole passage (p.106). Moreover, as pointed out by Goldman et al. (1995) and Goldman (1997), rhetorical devices in the text structure such as: paragraph indentation, signal words or phrases (e.g., first, in summary, concluding...), and typographical markers (e.g., italicizing, bolding), are features that may shed some light on the readers' overall organization and selection of central ideas of a given passage.

Finally, in relation to the learner's characteristics, Goldman (1997) and Hare (1992) agree on the variable related to the readers' previous knowledge about topic and structural organization of texts. According to some empirical research (Richgels et al., 1987; Afflerbach, 1990; Carrell, 1992; Tomitch, 1995), readers with some prior knowledge about the content and the structure of a given text, tend to perform better on reading comprehension tests.

Regarding other variables related to learner's differences, Goldman (1997) points out the readers' personal interest for the content of the text and the individual differences in working memory capacity. According to her review, personal interest in a topic highly influences the learning or deep comprehension in that domain. On the other hand, situational or text-based interest, i.e., the interest generated by the information from the text, can have a negative influence on readers' performance. It was observed that readers tend to select information that mostly interests themselves, rather than those classified as important by the context (Winograd, 1984). Furthermore, as has been demonstrated by studies on working memory span, less proficient readers tend to have a shorter capacity for input processing, a factor that may set real limits to the global comprehension of a passage. Indeed, as observed by Tomitch (1995; 1998) readers with a higher working memory capacity tend to comprehend better and recall more information from texts than readers with a lower working memory capacity.

Taking the specific issue of summarizing, Hare (1992) contends that the learners' different views of the task is another aspect that has to be taken into account. As reasoned by her, although learners generally know that summarizing implies shortening the original, most of them are involved in the activity of copy-deletion (Brown and Day, 1983; Winograd, 1984), for that they do not know what information exactly should be part of a summary, even though they are able to identify or describe a "good" summary. By the same token, it is important to consider the learners' different skills levels, since according to the literature, adult readers tend to differ on the strategies applied when selecting, condensing or composing main ideas (Brown and Day, 1983; Bereiter et al., 1988).

The several variables constrained by the issues of task, text and learners' characteristics revised here should not be taken as unique or definitive but rather as an

attempt to group the main factors influencing the use of different strategies to attain comprehension. As Perfetti (1997) asserts: “individuals can vary in an endless variety of knowledge and skills that are important for reading comprehension” (p. 342). It is due to these variations, that much research has been carried out over the past decades searching for explanations about the processes involved in discourse comprehension and production. In the specific case of cognitive research on reading, many studies have been undertaken trying to understand the process and the strategies involved in the meaning construction process. It is this issue of strategy use as a means to attain comprehension that is the topic of the next section.

2.3. Research on reading strategies

2.3.1 – Strategies: definition and methods of data collection

Over the last decades, a great deal of research has been undertaken in order to understand and establish what processes are involved in learning from text. In the main, these processes have been studied from the perspective of individual differences in strategy use among learners. As Cohen (1998) describes,

language learning and language use strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through storage, retention, recall, and application of information about that language (p. 4, emphasis in the original).

Accordingly, as described by Cohen (1998), *language learning strategies* are strategies which are somewhat connected to the conscious selection of material that needs to be learnt in a given situation. Consider for example, the learning of new words which

appear in a text. In this situation, the learner may take note of some words, go to the dictionary to look up their meaning and either simply try to memorize them or write a new sentence where the new vocabulary appears.

The strategies related to *language use* include four subdivisions, namely: *retrieval strategies*, *rehearsal strategies*, *cover strategies* and *communication strategies*. As the name already reveals, *retrieval strategies* are those strategies connected to the activation and 'calling up' of information related to language learning. Suppose for instance, that a learner had difficulty in memorizing the meaning of 'handkerchief' in English until he visualized in his mind a picture with one of his father's handkerchief and its meaning in English printed on it. Thereafter, every time this learner meets the word 'handkerchief' he calls up the 'association picture' from storage and associates the meaning retrieved to the given context. *Rehearsal strategies* are those strategies used to practice a specific learning structure, e.g., buying clothes. As Cohen (1998) describes, although rehearsal strategies can be part of *language learning strategies*, i.e., memorizing the sequence of 'buying clothes situation', they tend to be more connected to *language use strategies*, since it is expected that the material involving rehearsal strategies will indeed be used in communicative contexts. *Cover strategies* are strategies used by learners to disguise their lack of knowledge. An example of this type of strategy is to memorize answers or comments that will probably emerge in a conversation class situation. As a fourth subdivision of language use strategies, we have *communication strategies*, which are described as those strategies used to convey meaningful and informative message in order to establish some sort of communication. As an example of a communicative strategy, we have the use of paraphrasing, adopted to explain what a learner wants to say but does not know the word or expression.

The two broad types of strategies described above, i.e., *language learning* and *language use* strategies can also be divided, as highlighted by Cohen (1998) and according to literature from cognitive psychology, into: (a) *affective*; (b) *social*; (c) *cognitive* and (d) *metacognitive* strategies.

Affective strategies are those which are applied to reduce or regulate learners' emotions. *Social strategies* encompass learners' attitudes to promote their interaction with other learners and/or native speakers (Cohen, 1998:8). Although there is some controversy about the distinction between *metacognitive* and *cognitive* strategies, *metacognitive* strategies are described as those strategies related to conscious use and monitoring of comprehension or production while it is still occurring and self-evaluation when the learning task has been accomplished. *Cognitive* strategies, on the other hand, are more related to specific and individual learning activities, i.e., inferencing, elaboration, guessing... which are adapted according to the learning material demands (O'Malley & Chamot, 1990:98). Most of the strategies described above have been accessed and investigated through a series of different methods. According to Cohen (1992), language learner strategies have received considerable attention from researchers over the last decade, a fact that has stimulated the use of different methods to assess the strategies used by learners: interviews, questionnaires, observation performance and miscue analysis, language tests and more recently, through verbal reports (p.3).

Despite some criticism upon its efficacy and validity as a scientific method, verbal report data has recently achieved popularity among researchers, due to the useful information that underlies many of the learners' strategies when performing a task (Cohen, 1987; 1992, 1998). According to verbal report advocates, cognitive processes are cycles of states which are transformed into information processes, which are then stored in different memories, with different capacities and accessing features. In this way,

that information recently acquired (attended or heeded) by the central processor is kept in STM [short-term memory], and is directly accessible for further processing (e.g. for producing verbal reports), whereas information from LTM [long-term memory] must first be retrieved (transferred to STM) before it can be reported (Ericsson & Simon, 1987: 25).

Considering the literature on the use of verbal report data to attain learners' strategies, one can observe that researchers have adopted three basic types of report: self-report, self-observation and self-revelation (this division is according to Cohen, 1987; 1998). In self-report, subjects describe what they normally do in a particular learning circumstance: how they learn a new word, for instance. In self-observation, learners are asked to perform a specific learning situation and are asked to report on their procedures, either while performing the task or just after finishing it. In self-revelation, learners are asked to "think-aloud" while information is processed, trying to verbalize everything that they are thinking while performing the task. The self-revelation, or most commonly, think-aloud method was developed by Newell & Simon in 1972 (cited in Cavalcanti, 1987) to investigate cognitive problem-solving strategies. Since then, other areas related to cognition have started to utilize this method of introspective report. In the specific case of reading, think-aloud protocols have been mostly used to study the cognitive/metacognitive comprehension strategies of ESL/native readers (Block, 1986; 1992; Cavalcanti, 1987; Pritchard, 1990; Chambliss, 1995; Trabasso and Magliano, 1996; Zwaan and Brown, 1996, among others).

2.3.2 – Some research on reading strategy use

Reading research in L1 and L2 fields has shown that strategy use is different in proficient and less proficient readers. Proficient readers tend to approach texts in different

ways, using several strategies to aid comprehension whereas less proficient readers tend to use fewer and less effective resources (Ryan, 1981, cited in Paris et al., 1983; August et al. 1984; Baker and Brown, 1984; Block, 1986; 1992). Indeed, as found by Block (1992), both proficient and non proficient readers tended to notice when a problem exists. However, proficient readers tended to identify more frequently and explicitly the source of the problem than the non proficient. Moreover, when words were not understood, non proficient readers felt they had not understood the message, contrary to proficient readers, who were not worried about the meaning of unknown words, since they could grasp the central idea. In their work with children, August et al. (1984) also observed that “less skilled readers were significantly poorer at reporting the missing page [of a story], placing it correctly, and fixing the story” (p. 46).

In her study with college-level students enrolled in remedial reading classes, Block (1986) observed that subjects tended to use different levels of strategies: *general comprehension* and *local linguistic* strategies (p.472). Among the *general strategies*, Block observed that her 9 subjects used to: (1) anticipate content; (2) recognize text structure; (3) integrate information; (4) question information in the text; (5) interpret the text; (6) use general knowledge and associations; (7) comment on behavior or process; (8) monitor comprehension; (9) correct behavior or process and (10) react to text to help them surpass comprehension failures. Among the *local strategies*, Block’s subjects used to: (11) paraphrase; (12) reread; question meaning of (13) a clause or sentence and (14) of a word and (15) solve vocabulary problems. According to the subjects’ use of the fifteen strategies mentioned above, Block observed two distinctive and consistent patterns of strategy use. The group nominated as “integrators” was basically formed by those readers who integrated information from text, were more aware of text structure and were more likely to monitor their understanding of the text. The “nonintegrators” on the other hand,

tended to concentrate on their personal experiences to help them overcome textual comprehension problems.

Paris and his colleagues (1983; 1991) claim that this difference in strategy use among readers is correlated with cognitive development and social contexts of instruction. In both studies, Paris et al. investigate the development of children in becoming strategic readers. According to their work from 1983 and to psychological research, there are three types of knowledge acquired by learners as they attain expertise. The first two types, namely: *declarative* and *procedural* knowledge, or *knowing that* and *knowing how*, include the type of information related to the task's characteristics and purpose, (read to summarize, read to find an answer to a question), and execution of different and varied actions to perform a task. Thus, expert readers generally know that they have to focus their reading according to the type of text and that the way they approach the text, i.e., skimming, scanning, finding the central idea, is determined by the given task.

Nevertheless, as Paris et al. point out, knowledge about tasks and procedures to perform them is not enough to assert that strategic reading is occurring, since it only demonstrates the learner's capability and not the conditions for performing actions. For this, the *conditional* knowledge or *knowing when* and *why* is introduced (Paris et al, 1983:303), for describing the circumstances in which learners apply and select different procedures to changing task demands. Therefore, even if a learner has the procedural knowledge for skimming, for instance, she/he will select it and expend effort in the task only if she/he realizes its need at that particular circumstance.

Considering this, it seems plausible to conclude that even though poor readers perform differently and less efficiently on tests, this does not necessarily mean that they do not have strategic procedural knowledge, but rather that they may not know *when* and

why to use it. This assumption is consistent with the findings of Winograd (1984), who observed that although the majority of his 8th graders informants were aware of summarization demands, “poor readers failed to use, or used ineffectively, those summarization transformations used by better readers” (p. 415). On the other hand, as Paris and his colleagues state, *declarative, procedural and conditional* knowledge about reading strategies do not assure learners’ spontaneous and effective use of those strategies. As has been observed, development of strategic reading is enhanced by learners’ self-motivation to select and use specific strategies to a given task. Within this motivation, the following aspects are included: awareness of tasks’ value, different reading goals, self-confidence in efficacy and achievement of goals (Paris et al., 1991:634).

In a study undertaken by Lorch et al. (1995), college readers were presented with descriptions of different types of reading materials and the purpose for reading each material. Readers were instructed to think about their behavior, i.e., how they read each of the situations presented. Results demonstrated that readers distinguished at least 14 different types of reading situations and that readers’ behavior was claimed to be different in each of those 14 distinct types of reading materials. Nevertheless, as the authors emphasized, these results were based on the subjects’ analyses of reading situations. No behavioral data was collected in this study, a fact that does not minimize the value of the research. As Lorch et al. posit it, the 14 reading situations “are associated with different reading goals and different types of texts. Both of these factors are likely to affect the strategy adjustments students make to read effectively in different reading situations”(p. 394).

This last assumption is in agreement with some of the findings presented in section 2.2, that is, that readers tend to perform differently in reading situations not only due to individual differences, but also due to different types of texts and testing methods.

In the present chapter, some of the important issues concerning the study of the reading process were discussed. The next chapter gives details of the present study, which was conducted in order to investigate the influence of two different testing methods, namely: recall protocol and summary, on proficient readers' performance and strategy use.

CHAPTER THREE

METHODOLOGY

3.1 – Subjects

Ten Brazilian native speakers of Portuguese participated in the study. These subjects, all EFL teachers, are UFSC graduates from the period of 1990 to 1997. At the time of the experiment, all the participants had been teaching English either at private or regular schools, a fact that assured their continuous contact with the target language. Although no tests were used to measure the subjects' reading proficiency and knowledge on the task of summarizing, this assumption was based on the subjects' background, since all the subjects took the "Letras" course at Universidade Federal de Santa Catarina, a fact that presupposes their level of EFL reading proficiency and knowledge on summary writing (see appendix G for the subjects' responses about summarization instruction).

From the 10 subjects, two of them were eliminated from the tally. One, due to technical problems in the recording of the first verbal protocol, and the other for not completing the second part of the experiment.

Regarding the 08 subjects considered in this study, two of them have lived abroad (United States or England) for approximately two years; another two have already traveled for short periods and the other four have never left the country. Even though it is quite probable that the four participants with some experience in the English speaking countries have a better command of the target language, this variable was not considered. First, because the participants were told they would read an English text and that they would have to comment on and write about it. Second, due to the focus of this research,

which regards proficient EFL readers' behavior rather than their level of fluency in the target language. No comments were made in relation to the language they were supposed to adopt.

3.2 – The instruments of data collection

3.2.1 – Verbal Reports

The use of verbal reports as a means of eliciting cognitive processing data has been the subject of much debate. Although critics argue that much of our mental processing occurs at an unconscious and therefore, non-observable level, the use of verbal report methods has changed favorably, especially in the field of second language research (Cavalcanti, 1987; Cohen, 1992; 1998). According to Cohen (1992) the use of verbal report techniques as a complement to other research methods has provided significant findings for the understanding of learning and use of language. In fact, much of the recent literature regarding learning strategies and learning styles is grounded on the information generated by verbal report data.

In the specific case of reading, the use of verbal reports emerged with the growing interest for the ongoing *process* of reading. As Cavalcanti (1987) explains, this interest for understanding what goes on in the readers' s mind has fostered new theories about the reading act and, consequently, the adaptation of tools for eliciting and measuring the reading process became necessary. The verbal protocol used in the present study is an adaptation of the *Pause Protocol Procedure* (Cavalcanti, 1987) applied by Tomitch (1995) (see appendix A).

The pause protocol procedure consists of asking subjects to read a text silently and to think aloud, i.e., verbalize their thoughts whenever they encounter a "problem or

something that called their attention" (Cavalcanti, 1987:250). Besides this, the subjects are also asked to stop and give a report at the end of each paragraph, where a red dot has been placed as a reminder.

As a complement to the pause protocol procedure, retrospective written questionnaires were applied after the recalling and summarizing activities (see appendix B). The first and second questionnaires mentioned above are specifically related to the subjects's evaluation of the previous task, i.e., recalling or summarizing, whereas the third questionnaire, applied after all the tasks were administered, refers to both tasks. This third questionnaire was designed to be applied after all the tasks were completed due to the type of information it elicits. If the questionnaire had been applied after each task was completed, it could have influenced the subjects' s behavior on the subsequent task.

Besides the questionnaires, notes on the subjects' behavior (use of strategies, gestures, movements...) were taken by the researcher while subjects were reading the texts. Although largely questioned about its inability to describe inner thought strategies (Cohen, 1998:32), the *observational method* was included in this study aiming at observing subjects' *behavioristic strategies* or *overt behavior*, as described in O'Malley and Chamot (1990), while interacting with the texts. Even though the third questionnaire broaches this issue in some of its questions (see appendix B), it was expected that the subjects might demonstrate a different kind of behavior, which might be forgotten or not even noticed while *thinking aloud* or answering the questionnaires.

3.2.2 - Recall and Summary

Although it has been shown by supporting data that readers tend to perform differently according to the nature of the tasks, according to a recent survey by Riley and

Lee (1996), there are few L2 experiments applying and comparing different reading comprehension measures. Most of the literature so far, is related to studies in L1, mainly those dealing with global modes of response, i.e., the writing of summaries and recall protocols.

As supported by recent theorizing, the task of summary writing is closely connected to main idea identification, a fundamental skill in constructing meaning from texts. Therefore, when summarizing a text, readers have to comprehend the "individual propositions" and the relationship among those textual elements, "by constructing a text macrostructure" (Kintsch and van Dijk, 1978; van Dijk and Kintsch, 1983). Empirical research using the task of summary writing as a measure of subjects' reading comprehension usually analyses the protocols in terms of the number of main and subordinate ideas reproduced and the way in which the information from the original text was reproduced in the summary (Brown and Day, 1983; Winograd, 1984; Gonçalves de Carvalho, 1984; Terzi and Kleiman, 1985; Kozminsky and Graetz, 1986; Johns and Mayes, 1990; Ghiraldelo, 1993, among others).

The studies using the free written recall, on the other hand, often evaluate subjects' reading comprehension through the amount of information recalled. The type and quality of the information reproduced tend to take a secondary stand, as Riley and Lee (1996) argue and exemplify in their article (p.177). According to the literature, however, there is evidence that after reading a text, subjects tend to recall the most important ideas more frequently than those less important in the hierarchy (Johnson, 1970; Meyer, 1975, cited in Meyer and Rice, 1982; Meyer et al., 1980; Kintsch and van Dijk, 1978; Goldman et al. 1995).

The aim of the present study is twofold: (1) to investigate the different strategies applied by subjects while constructing meaning from texts when reading to recall and to

summarize expository texts; and (2) to investigate whether there are differences between the quantity and type of information reproduced in two tests of reading comprehension, namely recall and summary, following Riley and Lee (1996).

3.3 - Texts used in the Study

The texts chosen for this study were collected from *Newsweek* - a weekly magazine published in the United States. Since all the subjects were EFL teachers, they were considered proficient readers of English. The criteria for text selection were first, based on the topic, which should contain general information; the second consideration was based on the similar number of words and textual distribution (number of paragraphs); finally, the texts should be structured according to the rhetorical function of exposition and rhetorical pattern of problem-solution, as described in Davies (1995). The problem-solution pattern was chosen for this study due to its wide use in both L1 and L2 classrooms (Davies, 1995), a fact that suggests the subjects' probable awareness of this kind of text structure, which according to some data, may help their performance on the tasks.

The two texts used in this study were read and judged by 04 EFL teachers, other than the participants in this study, in terms of difficulty and organizational pattern. All 04 teachers agreed that the texts were organized in a problem-solution pattern and that although there were many unknown words, this should not interfere in the overall comprehension of the texts, since all the subjects were very proficient readers.

The two texts were presented to the subjects in their original format. Half of the final paragraph was taken off from the first text, "Like hitting a wall", so that the number of words between the two texts would not be so dissimilar. This reduction of the final

paragraph did not interfere with the global coherence in the text. The second text, “Melting away” was presented in its complete version. Red dots were placed at the end of each paragraph of both texts (see appendix C) to remind the subjects, previously instructed, that they should stop reading and give a report of their comprehension so far, as described earlier, in the verbal report section.

3.4 – Design

The present study is divided into two tasks. In both tasks, the results obtained from the written recall (task 1) and from the summary (task 2) were related to the information obtained from the pause protocol procedure and the retrospective written questionnaires. Besides this, the notes taken during the reading activity were also considered, and they served as a complement to the pause protocol procedure, since it was possible to observe some of the subjects' behavioral strategies which were not verbalized during the protocol.

3.5 – Procedure

Data collection was divided into two tasks which were all collected individually with each of the eight subjects, in a quiet room. The table in which the subjects performed their activity contained two dictionaries – one Portuguese/English/Portuguese and one English/English – and school supplies (sheets of paper, pens, pencils, highlighter pens, a ruler and an eraser). All these materials were put in the middle of the table so that the subject had to put them aside for starting to read.

The first task was divided into two parts. First, all the subjects received written instructions about the study and the pause protocol procedure (see appendix A). Second, a

training session on the pause protocol procedure was conducted, in order to acquaint the subjects with the procedure. For this session, a sample text entitled “Drinks from Fruits and Grains”, extracted from *Authentic Reading* (Walter, 1982) was used. The option for this text was due to its type of information (some curiosities about drinks), which was expected to elicit the subjects' comments upon the text and their reading procedure in a natural way.

Following the training session, the subjects were given the text *Like Hitting a Wall* (see appendix C) and were instructed to read it at their own and usual rate, following the same procedure performed in the training session. The subjects were told that after reading the text, they would have to write down everything they could remember about the text, without referring back to it (see appendix A). After finishing the written recall, the subjects were required to answer a retrospective questionnaire about their performance on the task, as described earlier, in section 3.2.1 (see appendix B).

The second task consisted of reading the text *Melting Away* (see appendix C), again, following the pause protocol procedure. The subjects were told that after finishing their reading, they would have to write a summary of that text, again, with no access to it (see appendix A). Immediately after writing the summary, the subjects were asked to answer two retrospective questionnaires: the first, related to the reading-summarizing activity and the latter, related to both experiments (see appendix B).

The two tasks were administered on two different days, which varied according to each subject's availability.

3.6 – Analysis

3.6.1 - Pause Protocols

The pause protocols produced by the subjects while reading the two texts were analyzed and categorized following the coding system method designed by Block (1986).

In this method, the subjects' responses are not only analyzed according to the type of strategies used, but also according to the way readers react to the text. As stated by the author, this analysis was borrowed from composing research, especially the terms *extensive* and *reflexive modes*, which were previously used by Emig (1971) and Perl (1978) (both authors are cited in Block, 1986:471). As described by Block,

In the reflexive mode, readers relate affectively and personally, direct their attention away from the text and toward themselves, and focus on their own thoughts and feelings rather than on the information in the text. They tend to respond in the first or second person. In the extensive mode, readers attempt to deal with the message conveyed by the author; their focus is on understanding the ideas of the author, not on relating the text to themselves, and they tend to respond in the third person (p. 471-472).

The type of strategies were analyzed and categorized according to the levels proposed by Block: (a) general strategies, subdivided into comprehension-gathering and comprehension monitoring strategies and (b) local strategies, applied to understand specific parts of the text. Examples of each strategy type will be displayed in the next chapter, where the complete analysis will be discussed.

3.6.2 – Recall Protocols and Summaries

The eight recall protocols and eight summaries produced by the subjects were analyzed according to the number and type of 'idea units' contained in each of them. This analysis was based on the two source texts, which were read and separated into 'idea

units' by two independent raters. Based on Riley and Lee (1996), "idea units corresponded either to individual (simple) sentences, ... or phrases" (p.180), which were then, categorized into main ideas, (MI), supporting ideas (S) and details (D), according to the organization of information presented in each of the passages.

The two texts were first divided and scored individually by the raters. Second, the two raters and the researcher compared and discussed their classification until a consensus was reached (see appendix E for a complete display of the categorization). At this moment, it was decided that the division of the texts into 'idea units' would be based on a syntactic criterion, where each 'idea unit' corresponded either to (a) a clause, characterized by the presence of a verb or (b) single phrases, formed by a group of words which contains an idea. Regarding the classification of each 'idea unit' into MI, S, and D it was decided that each 'idea unit' would be categorized according to their level of importance within the paragraph and to the way the information was structurally organized as a whole.

For the purpose of analysis, a parenthesis was put before each idea unit division, following the method of propositional analysis developed and adopted by Tomitch (1995). The recall protocols and the summaries were then matched with their respective source texts for the number of idea units reproduced (see appendix F). In this study, an idea unit was scored as recalled/summarized whenever the subject literally or partially reproduced it. Paraphrases of idea units were also accepted, since the subjects did not have access to the text while performing the writing task.

3.7 -The Pilot Study

A pilot study was carried out three weeks before the actual experiment. This was done in order to test the procedures and instructions given in this study. The pilot study involved four participants, all EFL teachers, who, after finishing all the tasks, received explanation about this study and were asked for any suggestions.

Drawing on these four participants' performance and comments, the following aspects were considered:

- **The number of tasks:** In this pilot study, the subjects were asked to perform three different tasks: read to recall, read to summarize and read expecting either a recall or a summary. It was observed that for these four subjects, there was no difference between the summary and the recall tasks, since they claimed they wrote everything they remembered in the summary and that their recall was a summary of the text after all. For this reason, it was decided that the third part of the experiment – reading a text without knowing the following task (recall or summarize) – would be excluded.

- **The number of sessions:** Since the study involved two different tasks and since it was observed that each session took about one hour and a half, it was decided to carry out the experiment in two distinct sessions. This conclusion was reached not only because of the time that each session involved, but also because of the probability that the subjects' second performance would not occur so naturally as the first one, because of the fact that the subjects would be tired and influenced by the first task.

- **Subjects' attitude towards the instructions:** The pilot study facilitated the observation of the performance of the subjects, who tended not to follow the usual steps they are used to when reading on their own. For this reason, it was decided to emphasize in the instruction (through a note calling the subjects' attention and bolding typographical resources) that the subjects should read at their own rate and that they should read as they normally do when on their own (see appendix A). Moreover, as observed by one of the subjects, the dictionaries and school supplies (pens, pencils, eraser, ruler, sheets of paper) were very discrete and distant from the reader who could not even notice them. Therefore, as suggested by this subject, the "strategic material" was put in the middle of the table, so that the subject had to put it aside for starting to read.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF THE RESULTS

The results of this study will be discussed in terms of the data provided by the pause protocols, the notes taken by the researcher during subjects' reading time, and the retrospective questionnaires, all related to the subjects' recall and summary protocols. A comparison between the two tasks (reading to recall and reading to summarize) will be discussed throughout the chapter.

4.1 – Analysis of the Pause Protocols

Tapes of the pause protocols recorded during subjects' reading time were transcribed verbatim, i.e., the subjects' exact wording, hesitations, and silences were preserved and coded for a better visualization. The transcriptions were compared with the original texts and were divided according to the organization of paragraphs in them (see appendix D). This division of subjects' reports into paragraphs was adopted in order to better locate and relate subjects' comments about specific information located in different paragraphs of the texts.

Each protocol was analyzed and responses were classified by *mode of response* and *strategy type*, following the coding system developed by Block (1986).

4.1.1 – Mode of Response

As already mentioned in chapter three, section 3.6.1, mode of response refers to the way readers interact with the text. Borrowed from composing process research, this coding method distinguishes between two ways of approaching the text: in the *reflexive* mode and in the *extensive* mode of responses. In the *reflexive* mode, readers interact personally and affectively with the text, tending to relate information from the text to their personal experience. In this mode, readers tend to use first or second person (I / you). Verbs like remind and think are quite frequent, as we can see in the examples below:

“Lugana? hum a luc- lux- luxury hotel in Lugano it reminds me that ãh in Gramado there is a a place when you can buy chocolate and the name is Lugano hum OK.” (S5, text 2)

“Ah agora eu li aqui do seat belt cinto de segurança ai só parei porque eu me lembrei que eu nunca uso sou terrível eu nunca coloco!” (S1, text 1)

“I think in Brazil this seat-belt usage they talk about here is much more é increased much more now because of the Law of Regulations I think (unintel) I think that 80 per cent of people probably use this.” (S2, text 1)

“Eu sempre achei que elas fossem seguras, fossem feitas, eu nunca soube que elas pudessem causar algum problema. Sempre pensei em ter um carro que ti- queria ter um air bag num carro, nunca pensei que pudesse causar algum transtorno.” (S3, text 1)

The *extensive* mode on the other hand, is adopted when readers concentrate their reading on the ideas expressed by the author; no connection is made between the information presented in the texts and the readers themselves. In this mode, responses tend to occur in the third person (he / she / it / they) although there are some occurrences in the first person, as shown in the examples below:

“OK and then the last paragraph ãh it’s a you know tells us a fact although that we have this forty strange deaths caused by the air bags more that a thousand lives were, were saved because of the usage of air bags that’s it.” (S4, text 1)

“No meio do primeiro parágrafo eu parei pra ver o quem era o autor do texto porque porque eu achei que o texto começava duma maneira ãh que não ia direto ao assunto.” (S8, text 1)

“Tá o primeiro parágrafo está falando que os europeus não não aspiram mais tanto a Suíça e Áustria e a ocupação dos hotéis cada vez tem menos gente nos hotéis e baixou né? O número de pessoas que passam que esquam lá nos Alpes suíços e que não esquam mais.”(S7, text 2)

“Hum, very interesting this idea of improvements ãh, technological improvements may create unforeseen problems...” (S2, text 1)

Considering that the readers in this study did not receive explicit instruction about the language (English or Portuguese) they use report their thoughts or to write about the texts, a new category that could reflect the readers’ option to approach their responses about the texts had to be developed. For this reason, the language adopted by the subjects while performing the tasks was considered and also interpreted as a personal way of interacting with the information provided in the texts. For an overview of the language adopted by the readers in this study, consider the following table:

Table 1 – Language adopted by subjects while performing the tasks of pause protocol, recall and summarizing.

SUBJECTS	LIKE HITTING A WALL				MELTING AWAY			
	Pause Protocol		Recall		Pause Protocol		Summary	
	English	Portuguese	English	Portuguese	English	Portuguese	English	Portuguese
1		X		X		X		X
2	X		X		X		X	
3		X		X		X		X
4	X		X		X		X	
5	X		X		X		X	
6		X	X			X	X	
7		X	X			X	X	
8		X		X		X		X

As can be seen above, only 03 of the subjects opted to report their thoughts in English while the other 05 decided for Portuguese. In the case of the written protocols, we

have the opposite: from the 08 subjects, 03 opted for writing their recalls and summaries in Portuguese, while the other 05 decided for writing in English. Apparently, this preference for Portuguese in the pause protocols is not directly related to the subjects' confidence in speaking the target language. From the 05 subjects who used Portuguese, 01 of them had lived abroad, another had already had experience traveling to an English speaking country and the other 02 were taking the Master's course in English at the time this study was carried out. Furthermore, when asked about their preference for using Portuguese in the verbal reports, the subjects gave the following accounts: (a) when they have an option, they prefer to talk in Portuguese; (b) they talked in Portuguese because it is not common to talk in English out of the classroom environment or (c) there was no specific reason: they just started talking and did not think about the language used.

It is possible, however, that the 05 subjects opted to report their thoughts in their mother tongue due to the nature of the pause protocol procedure, which asked for the verbalization of 'intimate' thoughts. Furthermore, it is also possible that the subjects did not see a direct 'audience' for their verbalizations, i.e., they tried to say out loud whatever came to their minds while they were reading the texts. On the other hand, in the case of the recall protocols and summaries, it is possible that they considered the researcher as their audience, envisioning it more like a "classroom task" opting this way, to write in English.

The research questions posed at the beginning of this study will be addressed throughout this chapter for a clear discussion of the results. Each question will be followed by the presentation and discussion of quantitative and qualitative results.

4.1.1.2 – Research question related to modes of response

Research question 1 – Do the tasks of reading to recall and reading to summarize influence the way readers approach the text?

In her study with poor readers, Block (1986) found that subjects tended to adopt the extensive mode more frequently than the reflexive mode while reading the two passages under investigation. The present study, which deals with proficient readers, inquires about the influence that the subsequent tasks of reading, i.e., recalling or summarizing the passage might exert on the way readers react to the text, i.e., *extensively* or *reflexively*. In Block's study, all the readers were asked to perform the same subsequent tasks of retelling and answering 20 multiple-choice questions after reading the two passages. In the present study, it was raised the possibility that readers could approach the texts differently due to the different nature of the subsequent tasks of reading to recall and reading to summarize, as suggested by some recent investigations (Schohamy, 1984; Lee, 1986; Wolf 1993; Riley and Lee, 1996, among others).

Apparently, as we can visualize in table 2 below, there seems to be a relationship between the subsequent tasks of reading and the way readers approached the two texts. As the table demonstrates, subjects tended to approach the first text more reflexively than the second, although there is a preference for the extensive mode in both of the passages.

Table 2 – Percentage use of modes of response

SUBJECTS	Text 1	Text 2
	Like hitting a wall (reading to recall)	Melting away (reading to summarize)
	Extensive/Reflexive	Extensive/Reflexive
1	87/13	100/0
2	86/14	86/14
3	82/18	100/0
4	100/0	100/0
5	77/23	77,3/22,7
6	64/36	100/0
7	100/0	100/0
8	75/25	100/0

These results are similar to those Block (1986) found. Most of her subjects also favored the extensive mode. The difference between the two ways of approaching the texts in her study, however, tended to be smaller than the difference presented by the subjects of the present study. In Block's study, from the 09 subjects, 03 responded exclusively in the extensive mode; 05 responded in both modes and 01 of the subjects responded more frequently in the reflexive mode. As we can see in table 2 above, in this study, from the 08 subjects, 02 responded exclusively in the extensive mode, whereas the other 06 responded in both modes, but considerably favoring the extensive mode of approaching the text. This slight difference between Block's findings and the present study is probably due to the subjects' different proficiency level. Block investigated the comprehension strategies of "poor readers", whereas in the present study, "proficient readers" were considered. According to the literature, reacting 'reflexively' to the text is more a strategy of less skilled readers and indeed, as observed in the findings presented in Block, the readers who used the reflexive mode more often, were also the readers who

performed poorly in the comprehension measures and academic performance analyzed in her study.

Another possibility for the differences between Block's findings and the present study might reside in the 'emotional appeal' of the topics. According to Vieira (1998), texts with a high emotional appeal tend to induce more the readers' personal reaction towards the information presented in the texts. Although Block mentions that "the material was topic centered and objective in orientation" (p.476), it is quite probable that "Talking to babies" and "Noise pollution", used in Block's study, are more appealing topics than those presented in "Like hitting a wall" and "Melting away", used in the present study. It is possible, therefore, that the subjects in Block's study had been more influenced by the emotional appeal of the topics than the subjects in the present study.

Let us go back to table 2 above. As can be seen, the percentage of responses using the reflexive mode ranges from 0% to 36% in the first passage, and from the 08 subjects, 02 did not use the reflexive mode at all. In the second passage, the percentage use of the reflexive mode ranges from 0% to 22,7 % and 06 of the 08 subjects used the extensive mode exclusively. On the whole, the average use of the reflexive mode in the first passage is of 16,12%, while in the second passage the average falls to only 4,58%. This considerable but not so relevant difference in the use of the reflexive mode seems also to be related to the level of difficulty and to the content of the texts. According to the subjects' responses in the retrospective questionnaires (see appendix G for an example of responses), the first text tends to be more complicated than the second text, a fact that might have stimulated the subjects' comments and inquiries in the first text. Let us now briefly consider the subjects' responses to their performance in the tasks of reading to recall / summarize and to the level of difficulty of the texts.

As we can visualize in table 3, in “Like hitting a wall” 05 of the subjects (S1, S2, S3, S6 and S7) categorized the difficulty of the text as “more or less” and from these, subjects S1, S3 and S7 also found the text “complicated in terms of vocabulary”. Besides, subject S3 also found the text “complicated in terms of content” and subject S6

Table 3- Subjects’ answers to the retrospective questionnaires

SUBJECTS	PASSAGE 1 – LIKE HITTING A WALL											
	Performance in task				Level of difficulty							
	EXC	VG	G	F	VE	E	±	D	VD	CV	CC	O
1			X	X			X			X		
2			X				X					
3			X				X			X	X	
4		X										X
5			X			X						
6			X			X	X					
7			X				X			X		
8				X				X				

SUBJECTS	PASSAGE 2 – MELTING AWAY											
	Performance in task				Level of difficulty							
	EXC	VG	G	F	VE	E	±	D	VD	CV	CC	O
1		X				X						
2		X			X							
3	X				X							
4		X				X						
5		X				X						
6		X			X							
7			X			X						
8			X				X	X				

Note: EXC =excellent; VG =very good; G =good; F =fair; VE =very easy; E =easy; ± =more or less; D =difficult; VD =very difficult; CV =complicated in terms of vocabulary; CC =complicated in terms of content; O =others

found the text “easy”. Regarding the other 03 subjects, (S4, S5 and S8), subject 5 categorized the text as “easy”, subject 8 as “difficult” in general, and subject 4 explained that although she “could read [the text] with no big problems in understanding”, she would say that the text was “readable”, implying that the passage was, in fact, somewhat difficult to process. On the other hand, in “Melting away” 03 subjects (S2, S3 and S6) considered the text “very easy”, 04 (S1, S4, S5 and S7), “easy”, and only subject S8 labeled the text as “more or less” and “difficult”. As we can perceive from these

comments, there is a clear difference in the way subjects labeled the two texts. For them, “Like hitting a wall” was more difficult and complicated than “Melting away”, probably because of the topic of the first text, which tends to employ more specific vocabulary than the second text .

Considering content (see appendix G for an overview of the subject’s responses), in “Like hitting a wall”, 02 of the subjects (S2 and S6) revealed lack of intimacy with the topic; S3 added that the content was new and that she “never thought of airbags being a problem”, and S7 and S8 revealed lack of interest for the topic. Yet, subject 1 commented that she thinks the language used in magazines is so difficult that she feels like reading without worrying about understanding all the words and details, but the main points. In “Melting away”, 02 of the subjects (S4 and S7) commented that the topic interests them; subject S6 said she was familiarized with the content and subject S8 commented on the genre of the text(s), saying that for him, this “weekly magazine information genre seems a bit complicated for understanding”. Some of the subjects did not make direct observations about content: subject S4 in “Like hitting a wall” and subjects S1, S2, S3 and S5 in “Melting away”.

As demonstrated by the results discussed above, it seems plausible to infer that both content and level of difficulty may also exert influence on the way readers react to texts. Nevertheless, there seems to be evidence to infer that the subjects’ greater use of the reflexive mode for the first passage is related to its subsequent task of recalling. Since the readers were told that after reading the text they would be asked to write down everything they could remember from it, it may be possible that, due to the variety of details presented, readers tended to find the text more difficult and refer to personal thoughts more often than in the second passage. This is not to say that readers did it consciously, but rather that they might have been motivated by the nature of the task, which asked for

everything readers could remember. It seems probable, therefore, that once readers had in mind they would have to write down everything they could remember about the text, they tried to relate information from the text to their personal thoughts/experiences as a reminder resource. This assumption is based on what was found in Block (1986). According to her analysis, those readers who relied more on personal experiences (reflexive mode) when reporting, were the ones who produced more detailed retellings after reading the text (p.483). Furthermore, according to some researchers (Schohamy 1984; Lee 1986; Wolf 1993; Riley and Lee 1996, among others), the method of assessing reading comprehension influences and probably determines the way readers perform in a task. Considering that the readers in this study performed two different tasks, i.e. recalling everything it was possible to remember in the first task and writing a summary of the text in the second task, it seems probable that they have been influenced by this fact, reacting more reflexively to the first text, which called for everything it was possible to remember.

Even though the difference between extensive and reflexive modes of approaching texts in this study is not so relevant as the findings in Block's (1986), further research should account for this data in order to verify the assumptions raised in relation to the influence of texts' topics and nature of the tasks.

4.1.2 – Strategy Type

In this section, a list of the strategies used by the 08 subjects of this study while responding to the pause protocol is provided, in order to answer the second research question: **Are there any differences between the strategies applied by the subjects while reading to recall and while reading to summarize a text?**, which will be addressed and discussed after this list of strategies is described. Basically, this list is an

adapted version of the categories found in Block's (1986) study, which also dealt with comprehension strategies used by EFL readers when tackling texts. The *taxonomy of processing strategies* presented in Pritchard (1990) was also taken into account. In fact, the first category reproduced in this study, namely: questioning task procedures, is borrowed from Pritchard's categorization.

As appears in Block, the whole set of strategies is divided into two levels, namely: general and local. The general level comprises those strategies related to overall text comprehension, which includes comprehension-gathering and comprehension-monitoring strategies. The first group comprises the seven first strategies and the second group refers to strategies number 8, 9 and 10 listed further in this section. The local level strategies, on the other hand, are those used to comprehend specific linguistic units which might have caused particular understanding problems. These strategies refer to numbers 11 to 18 also listed in the following pages.

The strategy types described below basically follow the same order and nomination presented in Block's study. The differences introduced in the present coding system comprise: (a) the elimination of two strategies presented in Block, i.e., "*react[emotionally] to the text*" and "*question meaning of a clause or sentence*", since no examples of these strategies were found in this study; (b) the enlargement of one of the categories: the "*recognize text structure*" strategy presented in Block was grouped and modified to "*evaluating / recognizing text organization*" (strategy 3) and (c) the inclusion of five new categories (see strategies 1, 13, 14, 17 and 18). As already mentioned above, the first strategy is borrowed from Pritchard's (1990) categorization and the other four new categories were added in the categorization for the purpose of analysis: (a) reading aloud (strategy 13); (b) subvocalizing (strategy 14); (c) looking up dictionaries (strategy 17) and (d) marking the text (strategy 18).

Each strategy type listed below is illustrated with two or more examples from the protocols.

General Strategies

- 1) *Questioning task procedures*: readers inquire about procedure(s) they might follow during their verbal report, aiming at (a) clarifying, (b) assuring or (c) questioning about something that did not occur at training. Responses occurred in the extensive mode.
 - a) *Então eu já começo? mesma coisa?* (S1, text 1)
 - b) *Se eu quiser ler primeiro silenciosamente, que a gente di- esses comentários às vezes é estranho fazer porque...* (S3, text 2)
 - c) *Por exemplo, eu posso sublinhar, fazer qualquer coisa?* (S6, text 1)

- 2) *Anticipating content*: the reader predicts the subject, genre or organization of ideas in the text. In this study, all the examples occurred in the extensive mode:
 - a) *Que engraçado parece propaganda de ("negros")!* (S1, text1)
 - b) *É aqui tem uma frase: no longer. Parece que indica que vai ter um contraste, né? Que vai mudar a idéia que vem sendo desenvolvida.* (S1, text 2)
 - c) *Pelo título eu não consegui decifrar ainda também sobre o quê que é mas pelo comentário que vem a seguir né? For children, air bags are too often anything but safe, sobre acidente de carro provavelmente.* (S3, text 1)

- 3) *Evaluating / recognizing text organization*: the reader (a) evaluates the level of difficulty, (b) makes comments about the organization of information presented or (c) distinguishes important information from details. This strategy differs from number two above, in the sense that the first is related to readers' comments about their first

perceptions of the text, i.e. their predictions about the text, whereas in this third type of strategy, readers comment on that information provided by the text. In this strategy, all responses occurred in the extensive mode:

- a) *É um texto difícil, tem que ler com muita calma.* (S3, text 1)
- b) *Tá, esse outro parágrafo não tem muita informação, conta mais o que uma pessoa fez, que está fazendo um hotel caríssimo, né?* (S6, text 2)
- c) *OK, the first paragraph talks about the, well it's an introduction for the text it tells us what the text is about, right?* (S4, text 1)
- d) *Estou sublinhando aqui a parte que eu acho que é a mais importante do parágrafo.* (S7, text 1)
- e) *Então quer dizer o texto passou de uma coisa um pouco mais geral, que era o primeiro parágrafo, pra exemplos mais específicos, né?* (S1, text 1)

- 4) *Integrating information*: readers make connections between information presented in different portions of the text. In this strategy, readers may either say explicitly that they are connecting information from different parts, as examples (a) and (b) show, or they may just relate the information without explicit clues, as examples (c) and (d) demonstrate. In examples (c) and (d), the underlined parts are not present in the paragraphs the readers are talking about; in fact, they are mentioned in previous paragraphs. In order to detect this type of occurrence, each subject's comment was compared to the information presented in the texts. Therefore, if a subject was reading the second paragraph, for instance, and referred to some information from the first, this reference was categorized as integration. Yet, references or comments about the source of the texts were also considered as integration, once the readers established a link between text and its source. In this strategy, responses also occurred in the extensive mode:

a) *Hum, é aqui eu acho que está o assunto principal, né? que já dava pra notar lá nas gravuras, que os air bags ao invés de ajudar, ajudar na segurança eles podem causar perigo, né? (S1, text 1)*

b) *Ah! Aliado ao que foi dito anteriormente os hotéis também estão procurando dar, é então mais coisas grátis, né?(S3, text 2)*

c) *The second paragraph talks about, the reason for that I mean who, who is to blame? Why are people not going to, ãh, to ski in the in the, the in these places like Austria and Switzerland anymore? (S4, text 2)*

d) *Eles tentam fazer algumas coisas diferentes e que pode ser um pouco cansativo e meio fatigante já fazer, esse tipo de esporte, né? então não é somente o dinheiro que está em questão... (S6, text 2)*

5) Questioning textual information: in this strategy, readers question the veracity or purpose of some particular information. In this strategy, comments were made in both modes of response, although the subjects favored the extensive mode:

a) *Agora que a hora que eu li esse pedaço fiquei pensando se, ãh, é um problema do, o problema é do air bag ou o problema seria de quem dirige o carro? não sei.(S8, text 1)*

b) *Agora ele falou que o, seat belt usage has increased..., só não entendi porque ele está falando nos cintos aqui. (S1, text 1)*

c) *... eu fiquei na dúvida sobre esses air bags aqui porque é muito comentado que, realmente não pode deixar um plástico perto de uma criança ... aqui no texto ele diz, ãh, aqui ó: more ominously it now seems that air bags intended to save lives, aí eu não entendi porque intended to save lives, porque quando a gente vai ao supermercado por exemplo ... (S6, text 1)*

6) Interpreting the text: readers (a) make inferences, (b) draw conclusions or (c) form hypothesis about the content presented in the texts. In this strategy, responses occurred in both the extensive (examples a and b) or the reflexive (example c) mode:

a) *The good old times when people in Europe were used to go throughout to the Alps, but nowadays they don't ... do not go there anymore, probably because of the price, as the title, subtitle says here. (S2, text 2)*

b) *É parece que a indústria de, carros então os carmakers, são uma coisa separada da indústria de quem faz, das indústrias dos air bags, que tem a ver com segurança, né? (S1, text 1)*

c) ... better water to, to maybe, I don't know they don't say here but it's probably to go ãh rafting, something. (S4, text 2)

7) Using general knowledge and associations: In this strategy, readers use their background knowledge and personal experience to (a) explain, clarify and extend information presented; (b) to evaluate the veracity of information presented; and (c) to react to content. Responses tended to appear in both extensive (examples b and d) and reflexive (examples a and c) modes of response. The second example in this strategy, i.e., example (b), was not categorized as “reacting emotionally to the text”, since comments like these tended to be part of this subject’s way of ‘interacting more informally’ with the situation.

a) Economic insecurity in this case may be more related to, unemployment also, which is a big problem in Europe nowadays, I think so. (S2, text 2)

b) ... there are lots of people killed by the air bags. Assassins!! (S2, text 1)

c) Here in Brazil we have ãh, Edimundo who was, he was saved by the air bag. I don't think this, the air bag could be so dangerous. (S5, text 1)

d) Uma pessoa de cento e sessenta e oito pounds, deve dar uns, uns setenta e poucos quilos, né? (S7, text 1)

8) Commenting on behavior or process: readers verbalize their action or indicate awareness of their processing while reading. As in Block’s study, this strategy was not coded by mode of response, since it is related to readers’ awareness of their procedures.

a) Tá, agora vou reler o parágrafo, eu sempre releio o parágrafo, sempre faço dou uma linha rápida depois, a segunda lida é com mais atenção, é um hábito que eu tenho. (S7, text 1)

b) Agora comecei a ler o texto em, sussurrando porque é um texto que não é muito fácil de entender. (S8, text 1)

c) I have reread the, twice the same sentence, OK? In the third paragraph. (S4, text 1)

9) Monitoring comprehension: readers make direct comments about their comprehension achievement, which are generally followed by problem-solving resources. All the comments occurred in the extensive mode:

- a) *Eu não entendi essa parte toda. Vou ler de novo.* (S4, text 1)
- b) *Acabei o segundo parágrafo, e continua falando no tal do air bag que eu não entendi.* (S6, text 1)
- c) *Eu vou ler de novo esse pedaço aqui no meio, que eu acho que eu não entendi direito.* (S7, text 1)

10) Correcting previous thoughts: in this strategy, readers realize that an assumption, interpretation or paraphrase mentioned in earlier portion(s) of the text is not correct and rephrase it. As mentioned by Block, this strategy combines integration (strategy 4) and monitoring (strategy 9), since readers have to connect previous with new information and evaluate their (mis)understanding. In this study, there were only two occurrences of this strategy which were used by the same subject as shown below.

Both examples appear in the extensive mode.

- a) *Agora ele falou que o seat belt usage has increased from under twenty per cent to nearly seventy per cent; só não entendi porque ele está falando nos cintos aqui. But passengers wearing seating belts don't require such powerful protec- ah! tá, é justamente isso. Quer dizer, ãh os air bags foram feitos também pra proteger as pessoas que não tivessem usando cintos, né?* (S1, text 1)
- b) *Eu acho que ele (referring to air bags) deve abrir automaticamente dependendo da, do crash, né? da, da velocidade, do peso né? dos passage- dos passageiros e tal, ah não, mas aqui eles querem fazer smart bags, né?* (S1, text 1)

Local strategies

As described in Block (1986), since all the following strategies are related to the understanding of specific linguistic units, all the local level strategies were classified as extensive mode strategies.

11) *Paraphrasing*: in this strategy, readers used their own words to rephrase ideas presented in the text. In this study, paraphrasing was considered to occur before the comments reported at the end of each paragraph, since readers were instructed to make comments about the paragraphs' content every time they reached a red dot. The comments reproduced at the end of paragraphs were categorized as reports.

PARAPHRASES

Bem, o automóvel foi feito com um propósito, mas tem causas e consequências não desejáveis; muitas consequências... (S3, text 1)

Yeah, I agree with this man here, Peter Dill. He says that if they want to offer safety to people, they have to offer real safety, not only a kind of, ãh safety... (S2, text 1)

PRINTED TEXT

The automobile has been a fruitful source of unintended consequences, from the days when it was predicted to rid the country of drunken horsemen.

More tellingly, auto safety consultant Peter Dill thinks safety advocates share some of the responsibilities for overlooking the risk to children in their zeal to make air bags mandatory.... Everyone ... knew in the 1970s that air bags could kill people, especially children.

12) *Rereading*: readers reread a particular part of the text or a whole paragraph, either aloud or silently. On the whole, this strategy was coded according to the readers' comments, who tended to verbalize their rereading in most of the cases. There were, however, some instances of reading aloud that were also categorized as rereading, once it was clear the reader had already read that part. These occurrences appeared when subjects got back to the text and started reading aloud a specific part of a paragraph with the purpose of illustrating or supporting their previous comments, as we can observe below (the underlined parts are the parts that were reread aloud) :

a) *Nesse segundo parágrafo eles tinham feito uma pesquisa (unintel); falavam sobre quantas crianças que tinham tido problema que tinham morrido com isso tal deixa eu*

ver!. *Vinte e oito, twenty – eight children have been killed by the devices...* (S1, text 1, when talking about the third paragraph)

b) *I think ãh I agree with this professor; the he said: travelers today are more sophisticated, and are seeking an original, novel holiday experience...* (S5, text 2)

13) Reading aloud: readers abandon silent reading and start reading aloud. This strategy tended to be used when readers faced unfamiliar vocabulary and / or when they were having problems in understanding some information during reading. Some readers also read aloud during their reports at the end of paragraphs. In this case, reading aloud was used to locate and therefore, talk about a specific portion in the text or yet, when readers wanted to illustrate or support previous comments.

14) Sub-vocalizing: readers abandon silent reading and start to sub-vocalize, i.e., they either just move their lips or start whispering parts of the text. In most of the cases, it was quite impossible to understand what the readers were saying. Notes taken by this researcher while the subjects were reading were also taken into account. This strategy was marked as “(whispering)” in the pause protocols transcription.

15) Questioning the meaning of a word: readers do not know the meaning of a given word. In general, this strategy is clearly stated by the subjects, as we can see below:

a) *Uni- unintended... unintended I don't know the meaning...* (S5, text 1)

b) *Cocoa is cacau? Let me see here...* (S2, text 2)

c) *Deploy te... a, a palavra que não, não sei o quê que é deploy...* (S1, text 1)

16) Solving vocabulary problems: readers infer or attempt to grasp the meaning of words or expressions through context, synonyms or translation. There were some occurrences where this strategy was also part of the rereading strategy, since some readers attempted to connect information from different parts of the text/paragraph to solve a specific vocabulary problem:

- a) *Tá, aqui uma pausa de novo nessa palavra, ãh leaping out; eu não sei o quê que é então quando cheguei nela eu senti necessidade de voltar no começo do parágrafo de novo. Vamos ver. (S1, text 1)*
- b) *Vou olhar, uma palavra aqui no dicionário (subject looks up the word) não tem isso aí. Tá vou reler esse parágrafo; de repente é alguma coisa bem... não sei. (S7, text2)*

17) Looking up dictionaries: readers go to dictionaries to solve vocabulary problems.

Since not all the subjects verbalized their use of dictionaries, observation notes taken by this researcher during the subjects' interaction with the texts were also considered and were included in this part of the tally. In general, it was observed that, as proficient readers, the subjects in this study did not use this strategy so often: 04 subjects referred to the dictionary in the first passage, i.e., when reading to recall and 03 in the second, i.e., when reading to summarize.

18) Marking the text: readers make notes, underline or mark the text as an aid to comprehension. Again, given that this strategy was not verbalized in the pause protocols by all the subjects (actually, only S7 did so), notes taken by this researcher and markings in each subjects' text were also taken into account and included in this part of the analysis. From the 08 subjects of this study, half of them made some kind of marking in both of the passages.

4.1.3 – General Frequency of Strategy Use

4.1.3.1 – Research question related to strategy types

Research question 2 – Are there any differences between the strategies applied by the subjects while reading to recall and while reading to summarize a text?

To address this question, the data produced by the subjects in the *pause protocols* was analyzed first qualitatively, when each strategy was ‘labeled’ according to the eighteen categories presented in the previous section, and secondly, quantitatively, when each subject’s strategy type occurrence was counted. Regarding strategy 17: marking the text, it was decided that due to the variety and frequency of notes applied by 04 of the 08 subjects (underlining words, group of words or sentences; writing meaning of words; circling; putting brackets within sentences or whole paragraphs), this strategy would not be converted into numbers, and due to the difficulty of establishing clear parameters for the limitation and counting of each type of occurrence. Hence, as can be observed in table 4 below, half of the subjects received a letter “y” (yes) which indicates their use of any kind of markings or notes while reading the two texts. In this section, answers to the third retrospective written questionnaire were also taken into account.

In general, there seems to be a pattern of strategy use that distinguishes the reading of the two texts, since the frequency of strategy use is higher in relation to the first passage, “Like hitting a wall”, when subjects were asked to recall the text. In this first passage, the subjects used strategies 338 times, whereas in the second passage, when reading to summarize, the number of times strategies were used fell to 179

Table 4 – Total number of times global and local strategies were used by subjects while reading to recall and reading to summarize the texts.

	Like hitting a wall (reading to recall)	Melting away (reading to summarize)
Total number of strategies used	338	179
GLOBAL strategies	198	95
LOCAL strategies	140	84

instances. In accordance with these numbers, is the difference in the time spent for reading each text. As we can observe in the subjects' protocol transcriptions (see appendix D) 05 of the subjects spent significantly more time when reading to recall than when reading to summarize. Comparing the numbers of global and local strategies, it can be seen in table 4 above, that both the global and the local strategies were also used more often while reading to recall (198 occurrences of global strategies and 140 occurrences of local strategies) than when reading to summarize (95 occurrences of global strategies and 84 occurrences of local strategies). As the numbers show, the subjects used considerably more 'global' strategies when reading to recall, whereas when reading to summarize, the difference between the number of 'global' and 'local' strategies is practically the same.

This difference between the number of strategies applied for the reading of the two texts seems to corroborate the readers' comments upon the difference between the level of difficulty of the two passages, as discussed in an earlier section of this analysis. Indeed, these results are in agreement with some previous findings, which suggest that difficult ESL texts lead to a greater use of 'global' strategies (Wolff, 1987; Hammadou, 1991, both cited in Young and Oxford, 1997) and that proficient FL readers tend to rely more on 'global' strategies when facing difficulties in reading (Carrell et al., 1989).

Considering table 5 below, we can see that regarding the use of the first two strategies: questioning task procedures and anticipating content, there was no great difference between the reading of the two passages, since the number of occurrences

Table 5 – Number of strategies used by subjects while reading to recall and reading to summarize the texts.

STRATEGY TYPE	Like hitting a wall (reading to recall)	Melting away (reading to summarize)
GENERAL STRATEGIES		
1. Questioning task procedures	7	7
2. Anticipating content	3	2
3. Evaluating/recognizing text organization	26	23
4. Integrating information	5	8
5. Questioning textual information	14	1
6. Interpreting the text	33	29
7. Using general knowledge/associations	43	14
8. Commenting behavior/process	47	11
9. Monitoring comprehension	18	---
10. Correcting previous thoughts	2	---
LOCAL STRATEGIES		
11. Paraphrasing	25	5
12. Rereading	25	14
13. Reading aloud	36	35
14. Sub-vocalizing	12	2
15. Questioning word	19	15
16. Solving vocabulary problems	15	8
17. Looking up dictionaries	8	5
18. Marking the text	YES	YES

was little and quite close one to the other. The same fact is observed with strategies 13, 15 and 17, namely: reading aloud, questioning word and looking up the dictionary, respectively. As we can notice, these strategies have not shown great difference either, in the number of times they were applied by the subjects when tackling the two texts.

With regard to the other strategies, we can see that the difference in the number of occurrences is considerably relevant, sometimes involving 03 or more subjects and other times, involving isolated cases. Overall, the tactics that were more used by the group as a whole, were those related to the evaluation and/or recognition of textual organization (strategy 3); interpretation of text (strategy 6); use of general knowledge and associations (strategy 7); comprehension monitoring (strategy 9); rereading (strategy 12) and reading aloud (strategy 13). As we can observe in table 5 above, from this set, strategies 7 and 8 were much more used when reading to recall. These numbers are probably connected to the level of difficulty of the first text, which demanded a greater use of readers'

background knowledge and personal experience to help them in their construction of meaning from the text. The readers' comments about their reading behavior can also be used to account for this factor of 'difficulty', since the greater frequency of their comments about their behaviors while reading to recall is directly connected to the greater use and frequency of strategy use in that task.

With regard to the other strategies, we can see that the readers from this study did not tend to verbalize their integration of information (strategy 4) from different parts of the text very often. The only subject who verbalized this strategy more consistently was S4 while reading to summarize. The opposite is found in Block (1986). In her study, poor readers have shown a more frequent use of this strategy than the proficient readers of the present study have demonstrated. It might be possible that the frequency of use of this strategy is directly related to the 'reading fluency' of the subjects, i.e., the more fluent readers are, the less frequent is the need to integrate information as an aid to comprehension, at least 'consciously'. It might be that, and it is probably the case that, with more proficient readers, integration of information occurs automatically, just as word-decoding, not being open, therefore, to direct observation.

Indeed, as it can be observed in the subjects' recall protocols and summaries (see appendix F), the 'integration of information' seemed to occur automatically. With only one exception, all the subjects' written protocols showed that readers did integrate information from different portions of the text when reading, since the subjects' texts are coherent and connect information from various parts of the original passage. The exception for this fact occurred with S8's recall protocol, which was organized in a 'listing' fashion. Quite interesting is the fact that this subject connected information from different parts of the text twice in his verbalization of text 1. It is quite possible therefore, that the instruction for the recall task, i.e., to write down everything it is possible to

remember about the text, influenced the ‘straightforward’ way this subject organized his text. On the other hand, if we analyze the way subjects organized the information in their texts, we can conclude that the great majority of the subjects tended to follow a ‘problem-solution’ pattern of organization. As we can observe in appendix F, most of the subjects’ texts presented the problem: deaths caused by air bags in text 1 and low tourism rate in the Alps in text 2; some description or the causes of the problem: people were ‘bad-seated’ and the incompatibility of the air bag with the seat-belt in text 1, and the ‘recreation fatigue’ in text 2; and possible solutions: to update and adapt the Safety Regulations in text 1 and to update and invest in marketing strategies in text 2.

The questions related to information presented in texts (strategy 5) were more frequent in the reading of the first passage (14 instances), whereas in the reading of the second passage, there was only 01 occurrence (see table 5 above). Nevertheless, the 14 occurrences in reading to recall should not be viewed as very relevant when compared to the single occurrence of reading to summarize. This is due to the fact that, from the 04 subjects who adopted this strategy when reading to recall, S1 used it 06 times; S2 once; S6 04 times and S8 03 times. The case here, therefore, is more connected to individual strategy use. This is not to say, however, that the greater frequency of this strategy while reading to recall is not relevant. In fact, it is plausible to say that the 14 occurrences of this strategy in the first text, might be justified by the level of difficulty of this text.

Regarding the *comprehension-monitoring* strategies, i.e., strategies 8, 9, and 10 (see section 4.1.2) we can visualize in table 6 below, that they were more frequently used in the first passage. Again, we can see that this result corroborates and reinforces the readers’ evaluation of the difficulty level of the texts used in this study. As discussed elsewhere in this analysis, most of the subjects found the first text more difficult than the

second. It is possible that the subjects' claim about the difficulty of the first passage is directly related to the subsequent task of recalling, which asked for everything

Table 6 – Number of strategies used by subjects when reading to recall (text 1) and reading to summarize (text 2)

STRATEGY TYPE	Text 1: Like hitting a wall Task: reading to recall								Text 2: Melting away Task: reading to summarize							
	S1	S2	S3	S4	S5	S6	S7	S8	S1	S2	S3	S4	S5	S6	S7	S8
GENERAL STRATEGIES																
1. Questioning task procedures	1	1	-	1	1	3	-	-	2	-	1	-	-	1	1	2
2. Anticipating content	1	-	2	-	-	-	-	-	2	-	-	-	-	-	-	-
3. Evaluating/recognizing text organization	13	-	3	1	-	1	3	5	8	1	3	7	-	1	3	-
4. Integrating information	2	-	-	-	-	1	-	2	1	-	2	4	-	1	-	-
5. Questioning textual information	6	1	-	-	-	4	-	3	-	1	-	-	-	-	-	-
6. Interpreting the text	20	2	-	1	5	1	1	3	3	3	4	7	5	4	1	2
7. Using general knowledge/associations	15	10	3	1	5	6	1	2	2	2	1	2	7	-	-	-
8. Commenting on behavior/process	11	2	3	1	1	7	15	7	2	2	-	-	-	-	7	-
9. Monitoring comprehension	2	-	2	-	-	9	3	2	-	-	-	-	-	-	-	-
10. Correcting previous thoughts	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL STRATEGIES																
11. Paraphrasing	15	3	5	-	2	-	-	-	4	-	-	1	-	-	-	-
12. Rereading	7	1	1	1	2	2	8	3	5	-	-	-	3	-	5	1
13. Reading aloud	7	3	3	-	17	6	-	-	9	-	1	-	25	-	-	-
14. Sub-vocalizing	-	-	-	-	10	-	1	1	1	-	-	-	1	-	-	-
15. Questioning word	7	3	-	-	3	2	4	-	2	2	2	-	9	-	-	-
16. Solving vocabulary problems	6	2	-	-	3	-	4	-	1	1	-	-	5	-	1	-
17. Looking up dictionaries	2	2	-	-	-	1	3	-	1	2	-	-	-	-	2	-
18. Marking the text	Y	-	-	Y	-	Y	Y	-	Y	-	-	Y	-	Y	Y	-

they could remember. In this way, it seems plausible to infer that, since readers knew they had to write everything they could remember after reading the first text, they were more likely to monitor their understanding while tackling the first passage. The second passage, which according to most of the readers was easy, was very little monitored in terms of comprehension by the readers, probably because of the task of summarizing, which basically, asks for the main ideas of texts. The readers, in this case, did not seem to be worried about specific problems of understanding, once they could grasp the central point of the text. The only subject who used one of the comprehension-monitoring strategy more frequently in both passages was S7.

In relation to the *local strategies*, we can notice that paraphrasing was significantly more used when reading to recall (25 instances) than when reading to summarize (05 instances). This difference between the use of paraphrases in the reading of the texts has to be analyzed carefully. As we can observe in table 6 above, the greater number of occurrences when reading text 1 is mostly due to S1, who adopted this strategy 15 times in text 1 and only 04 times in text 2, i.e., when reading to summarize. Despite this fact, however, it can be seen from table 6 above, that paraphrasing was still more used when reading to recall. This is probably connected to the fact that the subjects felt more the necessity to say with their own words, what was written in the text, in order to check their understanding.

Rereading was also more often adopted in the first passage, when all the readers used this strategy at least once. This fact reinforces the subjects' greater difficulties in understanding the first text, which tended to be more 'complex' than the second, according to the subjects' comments. Reading aloud was quite similarly applied in both tasks. Nevertheless, it is important to observe that S5 was the subject who mostly used this strategy (17 instances when reading to recall and 25 instances when reading to summarize) – (see table 6 above for better view of numbers). Hence, considering this fact, we can observe that the strategy of reading aloud was slightly more used when reading to recall, since 05 of the 08 subjects adopted this strategy in text 1 and only 03 subjects adopted it in text 2. Although S1 and S5 used this strategy more frequently when reading to summarize, this result was not considered as relevant for general results, since the number of times this strategy was used across the two tasks by these two subjects is more connected to individual performance.

The strategy of sub-vocalization (strategy 14) was adopted by S5, S7 and S8 when reading to recall and by S1 and S5 when reading to summarize (see table 6 above).

Nevertheless, S5 was the only subject who used this strategy consistently: 10 times in text 1 and once in text 2. The other subjects adopted this strategy only once. Regarding this, it seems that, again, this strategy is more connected to S5's individual style of reading, although it is quite probable that S5 used it quite often when reading to recall due to her necessity of 'verbalizing' the difficult parts for better understanding.

In relation to specific problems of vocabulary, it can be noticed that subjects tended to inquire about the meaning of words in both passages. Nevertheless, it is interesting to observe that in "Like hitting a wall" subjects tended to solve their vocabulary problems more often than in "Melting away", probably because readers were able to recognize the level of importance of the words within the two passages. As Pressley and Afflerbach (1995) suggest, when a reader believes that a word or part of a sentence is not relevant to the overall understanding, the tendency is to ignore it.

Considering the use of dictionaries, it is important to notice that this strategy was counted separately from solving vocabulary problems. Even though it is clear that going to a dictionary to look up the meaning is one way of solving vocabulary problems, it was decided that, in this study, they would be regarded as two separate strategies. The aim of this differentiation is for better distinguishing readers' elaboration on textual information from the use of dictionaries to solve problems of vocabulary. The tactic of looking up the dictionary, however, has not shown great difference across the reading of the two texts. Even though most of the subjects mentioned the unknown vocabulary, it is comprehensible that they did not use the dictionary every time they met an unknown word. As 'proficient' readers, one of the strategies applied to solve a vocabulary problem is to grasp its general meaning by using clues from context, as most of the subjects reported they did, while reading the two texts.

In relation to the markings on texts, although the great majority of subjects did not verbalize their markings on the passages, it was decided that this strategy would be included as part of the verbal protocols for the verbalizations given by S7. As we can see in her verbal protocol (see appendix D), this subject reported and justified most of her markings on the text: “*Estou sublinhando umas palavras que eu não sei aqui*” ; “*Vou ver uma palavra aqui no dicionário que eu acho que... é necessário* (subject looks up the word) *eu escrevo aqui no canto...*”. In this strategy of marking the text, we can see that there were no differences regarding the reading of the two texts. Indeed, all the subjects maintained their behavior of making notes or not, both when reading to recall and when reading to summarize. With regard to the 04 subjects who made some kind of marking, there did not seem to be a pattern of markings that distinguished their reading of the two texts. Apparently, the 04 readers tended to underline or circle the same amount of information in both passages. Meaning of words which were looked up in the dictionary were also reproduced equally across the two passages. It is probable that the 04 subjects who made use of markings usually have this type of attitude, independently of the level of texts or purpose for reading. In relation to the other 04 subjects, it would be bias to infer that they do not normally use this type of strategy, since they might not have realized that they could mark the texts, even though they were instructed to behave exactly as they normally do when reading on their own.

Regarding the third retrospective questionnaire, where readers were asked (among other things) about some specific strategies adopted while reading the two texts, (see appendix B), it was observed that, in general, the readers from this study did not tend to skim through the passages before starting to read neither did they look at the source of the texts. The great majority of subjects reported referring to visual aspects (pictures) in the texts, rereading when there were problems with the flow of reading, referring to personal

difficulties, evaluating reading progress while tackling the text, mentally planning recall in text 1 and summary in text 2, guessing the meaning of unknown words from context and reading without looking every unfamiliar word in the dictionary. Four of the subjects recognized their formulation of hypothesis when reading to recall but not when reading to summarize. Most of the subjects assumed skipping irrelevant information for the recall of text 1 and the summary of text 2. Six of the subjects revealed that they felt the necessity of reading aloud to better understand specific parts of texts. Five of the subjects admitted not having previous knowledge of the topic for text 1. In relation to dictionary use and markings on the texts, it was observed that all the subjects were aware of the behaviors they adopted while reading the two texts, since information from this researcher's notes and the markings on the original texts match the information reported in the questionnaire.

With regard to the organization of ideas in the texts (also referred to in the third retrospective questionnaire), from the 08 subjects, three: S1, S5 and S6 demonstrated having some awareness of the organizational pattern in 'Like hitting a wall', by mentioning that there was a different focus of ideas, i.e., good versus bad aspects of airbags. S4 and S7 were able to observe that the text presented a problem, some discussion of it and possible solutions or opinions concerning that problem. In relation to the second text, 'Melting away', 06 of the 08 subjects (S1, S3, S4, S5, S7 and S8) demonstrated having recognized that there was a problem, i.e. low tourism rate in Europe, and that some possibilities to solve that problem were provided in the text. The subjects who were not mentioned, i.e., S2, S3 and S8 in 'Like hitting a wall' and S2 and S6 in 'Melting away' either did not remember about the organization of ideas or did not understand the question properly, giving other answers that go beyond the scope of the present study.

Regarding the procedure of following the same organization of ideas presented in the texts when writing both protocols, most of the subjects revealed so or trying to do so: only S2 and S6 in 'Like hitting a wall' and S5 and again, S6 in 'Melting away' answered that they did not follow the same organization of ideas while writing. The reasons these subjects gave are as follows: S2 claimed that his organization strategies are different from those presented in 'Like hitting a wall'; S5 argued that she tried to get the information that called her attention in 'Melting away' and S6 explained that she just wrote what came to her mind in both of her written protocols. Despite these answers, however, it can be observed in the subjects' written protocols (see appendix F), that S5 and S6 were the only subjects who did not provide a 'solution' to the problem described in their recall protocols (text1). All the other written protocols, including S5 and S6's summaries of text 2, presented a problem, some description (causation) of the problem and possible solution(s).

As a whole, the results concerning textual organization are in agreement with some previous research findings (Meyer, Brandt and Bluth, 1980; Meyer and Rice, 1982; Carrell, 1992; Tomitch, 1995; 1998, among others), which indicate that effective/proficient readers tend to recognize the structural pattern of a passage and to adopt it as a strategy to guide their reading more often than less effective readers. As discussed and suggested in most of the studies mentioned above, readers tend to look for the author's organization of ideas in order to increase their comprehension and retention of the information in the text. This is what has shown to be the case in the present study, since the readers were not allowed to refer back to their texts while writing their protocols.

In the next section, the second research question: **Are there any differences between the strategies applied by the subjects while reading to recall and while**

reading to summarize a text? is still under consideration. Individual use of strategies will be discussed and results from this and the next section will be compared to the results from the comprehension measures adopted in this research.

4.1.4 – Individual use of strategies

Overall, it can be said that most of the subjects were likely to use a greater variety of strategies while tackling “Like hitting a wall”, i.e., when reading to recall, than when reading to summarize. In the following analysis, I describe each subjects’ strategies in more detail, aiming at: (a) reinforcing the data presented so far and (b) presenting a clear view of each subject’s strategies adopted when reading to recall and to summarize. This analysis will further be compared to each subject’s performance on summarizing and recall.

Table 7 – Number of strategies applied by each subject

SUBJECTS	Number of strategies applied in	
	Like hitting a wall	Melting away
1	17	15
2	11	8
3	8	7
4	7	6
5	10	7
6	13	5
7	11	8
8	9	3

Starting with S1, we can see in table 6 above, that she was the reader who used the greatest number of strategies, especially when reading to recall, when the number of occurrences for each strategy type is also considerably greater in relation to the other

readers (see table 6, section 4.1.3.1, for a better visualization of the numbers). This fact is explained by the almost continuous talking of this reader, who seemed to achieve the objective of the pause protocol procedure, that asked for verbalization of thoughts during reading. In general, reader S1 tended to follow the same basic procedure for reading the two texts, looking for textual clues that could provide information about the topic or organization of ideas, interpreting the information provided, relating text with personal experience, paraphrasing, rereading, reading aloud, marking the text, among other strategies. Nevertheless, although the type of strategies used by S1 across the two tasks follow basically the same pattern, there is great variability in the number of times most of the strategies were applied. Apparently, there seems to be a relationship between strategy 5 and the other general strategies, since the number of occurrences of those strategies is considerably greater while reading to recall. In this task, S1 adopted strategy 5: questioning textual information, 06 times, whereas when reading to summarize, there is no occurrence related to this strategy, when the frequency of use of most of the general strategies falls considerably. It is possible, therefore, that this reader used strategies more frequently while reading to recall due to the number of questions generated while reading that text. In fact, the only 02 examples in this study related to correction of previous thoughts, i.e., strategy 10, occurred with S1 while she was reading to recall, a fact that is probably related to the hypotheses generated while reading the text.

In relation to S2, we can say that he also tended to follow the same procedure for reading the two texts, at least regarding the general strategies. Interpretations, use of personal experience and comments on reading behavior were frequent attitudes towards the two texts. Solutions towards vocabulary problems were also a constant in this subject's reading. Although there are few examples regarding these two last types of strategies, it can be seen from the subject's protocol that he seems to have the habit of

inquiring about word meanings and working towards a solution to this kind of problem. Paraphrases, rereading or reading aloud were strategies applied only when reading to recall. It is possible that these strategies are connected to the subject's attempt to retain more verbatim information for the subsequent task of recalling.

The third subject (S3) of this study demonstrated some differences between the strategies adopted during the reading of the two texts. When reading to recall, she started reading the text looking for the general topic, realizing at the beginning, that the text was difficult and that it had to be read carefully. She tended to paraphrase the content of the text within the paragraphs and try to bridge the information from the text with her knowledge on the topic. When reading to summarize, S3 started reading mentioning her difficulty in trying to verbalize her thoughts while tackling the text, asking if she could give a complete report only at the end of her reading. Quite interesting was her decision to follow the pause protocol procedure after starting to read, i.e., give a report at the end of paragraphs, although this was not required by the researcher. When asked about this change of behavior, the subject commented that, as she began reading, she just felt she could do it without problems. It is quite probable that the subject was more used to the procedure than she was in the first text or yet, because the level of difficulty of the second text, which according to the majority of subjects, tended to be easier than the first. During her comments while reading to summarize, this subject tended to interpret and draw conclusions (strategy 6) about the facts presented. She attempted to translate all the sports or activities presented in the text, probably because her report was in Portuguese, not implying therefore, that the subject did not know the meaning of the words. She recognized the sequence of facts (strategy 3) in the text in the third paragraph and in the last one, she was able to connect previous information (strategy 4) with actual examples. At the end of this subject's reading, there was an interesting inference about the title,

when the subject established the relationship between tourism in America and tourism in Europe, which is 'melting away', just like the snow.

Regarding S4, it can be noticed that she did not normally make comments within the paragraphs. Actually, the only exception to this occurred while reading the first text, in the beginning of the third paragraph, where she reported that she had reread the same sentence twice. It is interesting to note that this subject tended to summarize the content of the paragraph just read in the first sentences of her reports at the red dots, and then complete them with detailed information. When reading to recall (text 1), these reports at the end of paragraphs tended to be more text-centered, with little elaboration on textual information (strategy 6). On the other hand, in her reports when reading to summarize (text 2), there were more interpretations and conclusions (strategy 6), more evaluation on the content presented (strategy 3) and the textual organization was more frequently emphasized (strategy 3). It is possible that these strategies are connected to this subject's attempts to get the main ideas in the text, needed for the summary, since text structure is a key to the main ideas in the text.

Examining the protocols produced by S5, it can be seen that this subject probably read aloud various portions of the text, either as a support to her previous comments or just for the purpose of verbalizing her act of reading. Sub-vocalizations were also frequent, especially when reading to recall. As mentioned by Pressley and Afflerbach (1995) the tactic of reading aloud, although without clear effects, is generally used because it demands more conscious attention and slower processing, which may be partially lost while reading silently. This is what seems to be the case regarding this reader, since she revealed in the third retrospective questionnaire (see appendix G) that she felt the necessity of reading aloud/sub-vocalizing to better understand specific parts of the texts.

In general, S5 interpreted various portions of the text, making inferences about the content and connecting those with her personal experience. At the end of paragraphs, where red dots had been placed as reminders of reports, this subject was more likely to report on her conclusions, thoughts and inferences made, rather than reporting the content of the paragraph as other subjects did and as asked to in the instructions. When reading to summarize, S5 referred more frequently to her vocabulary problems (strategy 15) than she did in the first passage, where there were two examples of paraphrases (strategy 11), a strategy that she did not apply in the second passage, i.e., when reading to summarize.

Subject 06 is an interesting case to be examined. As can be seen in the protocol generated while reading "Like hitting a wall" (appendix D), this subject had problems in understanding the text, due to lack of previous knowledge. As argued by schema theorists (Anderson and Pearson, 1984, cited in Pressley and Afflerbach, 1995), when we tackle a text, various schemata (the plural of schema) are activated and slots are instantiated as new information meets pre-established stored information. In the case of S6, it seems that although she may have previous knowledge on 'cars', it does not contain a sub-schema for 'air bags'. Examining the first parts of this subject's verbal protocol (see appendix D for the complete transcription), it can be seen that from the very beginning she realized that there was some problem regarding the word 'air bag': the meaning predicted by the subject did not fit the information presented in the text. In this way, the subject tended to draw various comments about her problems in understanding the connection between 'bags' and 'car accidents', a fact that led to the adoption of a significant number and variety of strategies in the first text, i.e., when reading to recall. Questions related to the information presented (strategy 5), use of personal experience (strategy 7), comprehension monitoring (strategy 9), rereading (strategy 12), reading aloud (strategy 13), looking up a dictionary (strategy 17) are some of the tactics applied by this subject to

tackle the difficulties encountered in this first text. In “Melting away” the number and frequency of strategy use is relatively smaller than in “Like hitting a wall”. In “Melting away”, i.e., when reading to summarize, the subject tended to restrict herself to the reports of each paragraph, making few interpretations, one connection between the information presented and one comment on textual organization. The only local strategy applied in this text was strategy 18: markings on text, which was also applied when reading to recall.

Subject 7 is a reader who has the habit of rereading each paragraph. As mentioned in her first verbal protocol, the first reading is just to have an overview of the information presented and to check any possibility of vocabulary problems. Pressley and Afflerbach (1995) state that this ‘activation of prior knowledge’, i.e., overviewing or briefly skimming the text, is generally not reported in verbal protocols because it is automatic and tends not to be processed consciously. This has not shown to be the case with this reader. Actually, she has developed such a systematic way of activating her knowledge, that this act of rereading each paragraph has become an integral part of her whole reading process.

S7 tended to use strategies more frequently when reading to recall, when she commented more on her reading process (strategy 8) and when some specific parts were reread (strategy 12). Actually, when reading to summarize, S7 only reread the whole paragraphs as she usually does, according to her statement during the first protocol.

Finally, the subject that showed the greatest difference with regard to strategy use in the reading of the two texts was S8. This reader used 09 different strategies while reading to recall “Like hitting a wall” and only 03 while reading to summarize “Melting away”. As can be concluded from these numbers, the verbal protocol generated while reading to summarize was very straightforward: no comments within the reading of paragraphs and the reports made at the red dots were exclusively focused on the

information presented. On the other hand, while reading to recall S8 tended to assume a more interactive way of reading: the text was evaluated (strategy 3) and questioned (strategy 5), the types of information were organized and integrated one to the other (strategy 4), associations were made and based on personal thoughts (strategy 7), reading behavior was commented on (strategy 8) and comprehension was monitored (strategy 9) twice.

This great difference between the number and frequency of strategy used by S8 when reading the two texts, seems to be in line with the observations of Pressley and Afflerbach (1995). They state that there are some cases in which the reading of a text is “not strategic at all, involving automatic decoding of text and effortless comprehension of content” (p.37). According to them, this type of reading occurs when the reader’s background knowledge, activated by automatic overview of the text, is consistent with the information presented in that text. This is what seems to be the case with S8: according to this subject’s protocol, he reread the first two paragraphs of the text because he forgot to report at the end of the first red dot. It seems plausible to infer, therefore, that this rereading may have worked as a detailed overview about the content of the text, providing in this way, information enough for the reader’s comparison between his schema and textual information.

The results discussed in this section will be addressed again in section 4.3, where results from the comprehension measures, i.e., recall and summary protocols, will be related to the strategies readers used. In the following section, the results and the research questions related to the two comprehension measures adopted in the present study will be considered.

4.2 - Analysis of the Comprehension Measures

For this study, two comprehension measures were taken into account: the recall protocol and the summary. Each subject's written protocols (recall and summary) were analyzed and compared to the two texts which were divided into 'idea units' and categorized into main ideas (MI), supporting ideas (SI), and details (D), according to its importance in the passage as a whole (see appendix E). The first text, "Like hitting a wall", was divided into 98 'idea units', of which 26 were categorized as main ideas (MI), 34 as supporting ideas (SI), and 38 as details (D). The second text, "Melting away", was divided into 88 'idea units': 15 were categorized as main ideas (MI), 30 as supporting ideas (SI), and 43 as details (D).

For the counting of each subject's written protocols, the method of propositional analysis developed by Tomitch (1995) was adopted. Following Tomitch's procedure, a parenthesis was placed before each 'idea unit' division and the recall and summary protocols were then matched with their respective source texts for the number of 'idea units' reproduced (see appendix F). In this study, an 'idea unit' was scored as recalled/summarized whenever the subject literally or partially reproduced it. Paraphrases were also accepted, since the subjects did not have access to the source texts while performing the writing task.

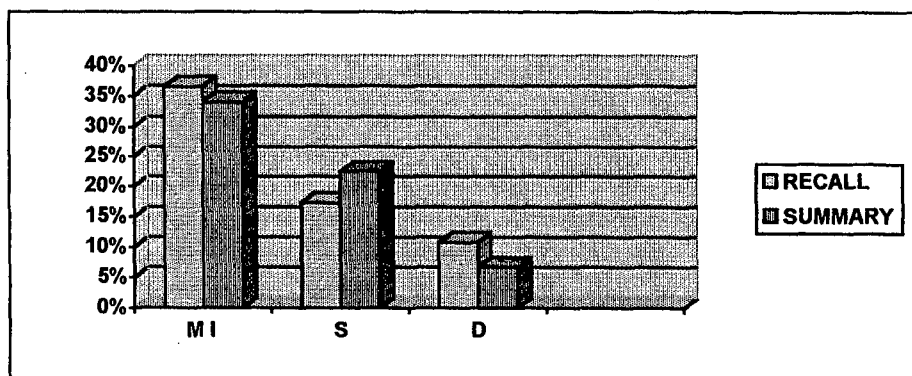
4.2.1 – Research Questions related to recall and summary protocols

4.2.1.1 - Research question related to the general occurrence of 'idea units'

Research question 3 – Are there any differences in the overall occurrence of main ideas (MI), supporting ideas (SI) and details (D) across the two tasks of reading to recall and reading to summarize?

Mean scores for each of the three types of 'idea units', i.e., MI, SI and D (see figure 1 below) reveal that readers reproduced MI (main ideas) equally often across the two tasks. A greater difference was found for the number of SI (supporting ideas), which were more frequently reproduced by readers when instructed to summarize: 22,50% against 17,27% in the recall protocols, and for the number of D (details), which were more frequently mentioned in the recall protocols: 10,86% against 6,68% frequency of D in the summaries.

Figure 1 – Percentage of main ideas (MI), supporting ideas (SI) and details (D) in recall and summary protocols



The results presented above parallel some of the findings presented in Goldman et al. (1995). In their investigation about the effects of *paragraphing*, *reader* and *task* on discourse comprehension, the authors observed that the main ideas of the texts used in their study were included equally often in both recalls (57%) and summaries (52%) (p.298). Although the frequency of MI reproduced by the readers in the present study is smaller than that observed by Goldman et al.'s, the important issue in this case, is the proximity of frequency of MI reproduced across the two tasks of summarizing and recall, found in both investigations. A similar finding can be observed in Riley and Lee's (1996) study, where mean scores show 36% of MI occurrences for the task of summarizing and 30% for the task of recalling. These findings are in agreement with Kintsch and van Dijk

(1978) and van Dijk and Kinstch (1983), who claim that readers tend to summarize and include the main points of a text even when instructed to recall everything they can remember.

With regard to supporting ideas (SI) and details (D), Riley and Lee (1996) found that readers included more D in their recall protocols (37%) than they did in their summaries (31%), but SI were included equally often in the two tasks: 33%. In the present study, however, SI were included more frequently in summaries (22,50%) than in recall protocols (17,27%), whereas D were more frequent in recall protocols (10,86%) than in summaries (6,68%), paralleling Riley and Lee's findings, in this case.

Apparently, the readers from the present study did not differentiate the 'output demands' for the tasks of summarizing and recall, as observed in Goldman et al's (1995) study. According to these authors, the readers in their study included more 'elaborations' (in Goldman et al.'s study, the texts were divided into 'main points' and 'elaborations') in their recalls (42% for recalls and 28% for summaries), because those readers understood there were differences across the two tasks' demands. The same fact is not observed in the present study. Although the 08 subjects did include more SI in their summaries and more D in their recall protocols, the overall difference of inclusions of SI and D across the two tasks was not as relevant as the difference between main points and 'elaborations' found in Goldman et al. According to the mean scores presented above, the subjects in this study included only 5,23% more SI in summaries and 4,18% more D in recall protocols. Therefore, although there are some differences across the SI and D inclusion across the two tasks, these numbers are not significant, since the difference between them is very close.

In light of these results, it seems that, in general, the 08 subjects of this study did not draw distinctions between the two tasks of recalling and summarizing. Apparently, it

seems that they considered both tasks as ‘summaries’, reducing both texts considerably to main ideas, which reinforces van Dijk and Kintsch’s (1983) claims that readers tend to automatically construct *macrostructures*, i.e., the text’s central points, whether or not instructed to do so. Indeed, if we take into account that the readers in this study did not have access to the original text when writing their protocols, it is possible that, as proficient readers, the subjects adopted this strategy of *macrostructure* construction, since they had to write from ‘memory’.

4.2.1.2 – Research question related to individual inclusion of MI

Research question 4 – Are there any differences between the number of main ideas (MI) produced by readers when instructed to recall everything they can remember and when instructed to summarize?

Each subject’s number of main ideas (MI) included in each written protocol is shown in table 8 below. A complete version of this table, which contains each subject’s number of inclusion of MI, SI and D is presented in appendix H, since the main focus of this research resides in the relationship between MI reproduction and the strategies used while reading to recall and to summarize.

Table 8 – Number of occurrences of main ideas by text

Subjects	Like hitting a wall: Reading to recall	Melting away: Reading to summarize
	Main ideas (MI=26) Occurrences / %	Main ideas (MI=15) Occurrences / %
1	38,46%	46,66%
2	42,30%	46,66%
3	26,92%	33,33%
4	34,6%	26,66%
5	26,92%	26,66%
6	23,07%	26,66%
7	57,69%	33,33%
8	42,30%	33,33%

As table 8 demonstrates, half of the 08 subjects reproduced more MI in their summaries: S1, S2, S3 and S6. From these four subjects, we can observe that S2 and S6 included a slight higher number of MI when summarizing: S2 reproduced 42,30% of MI in the recall and 46,66% in the summary; S6 included 23,07% of MI in the recall and 26,66% in the summary. Subjects S4, S7 and S8 included considerably more MI when recalling and S5 included MI equally often in both tasks.

These results are not consistent with the findings of Riley and Lee (1996), who observed that readers tend to include more MI in summaries than in recall protocols. The results of the present study, however, are supported by a great number of studies which have found that readers tend to recall the most important ideas more frequently than those which are less important in the hierarchy (Johnson, 1970; Meyer, 1975, cited in Meyer and Rice, 1982; Kintsch and van Dijk, 1978; Meyer, Brandt and Bluth, 1980; van Dijk and Kinstch, 1983; Goldman et al., 1995, among others). Therefore, although the readers in this study were instructed to write everything they could remember, it appears that this factor did not have a direct effect on the readers' reproduction of MI. As observed in table 8 above, from the 08 subjects, only S7 varied considerably in the MI inclusion across the two tasks, reproducing 24,36% more MI in her recall than in her summary. The other 06 subjects' inclusion of MI varied from 3,59% to 8,97% across the two tasks, and S5 included MI equally often.

It appears that although the readers demonstrated some variance in the inclusion of MI across the two tasks, this difference is not sufficiently relevant to consider that there were differences across the two tasks of summarizing and recalling. As mentioned in the previous section, there seems to be evidence that subjects from this study tended to regard both tasks as a 'summarizing' activity. Independent of the instructions, which in the case of the first text, asked for writing everything possible to remember, subjects revealed to

be more concerned with the reproduction of the main points of the text, rather than bringing to the written protocol whatever they could remember from memory, a fact that makes sense, since these subjects are all proficient readers.

4.3 – Strategies Used and Main Idea Reproduction: Summary vs. Recall Protocols

4.3.1 – Research question related to strategies used and main ideas reproduced

Research question 5 - Is there a relationship between the number of main ideas (MI) reproduced in the recall protocols and in the summaries and the strategies used while reading the two texts?

Apparently, although there were no great differences between the number of MI included across the two tasks, there seems to be a relationship between the greater number and frequency of strategies used while reading to recall and the frequency of MI reproduced in the recall protocols. All figures described in the following section are displayed in table 8 above.

As discussed in a previous section of this analysis, the readers from this study were likely to use a greater number of strategies while reading to recall. From the 08 subjects, S4 was the only participant who used strategies more consistently while reading to summarize, a fact that did not contribute to a considerable higher number of MI inclusion in her summary: 26,66% against 34,60% of MI in her recall.

Examining each subject's strategy use while reading the two texts in section 4.1.4 above, we observed that S1, S2, and S3 tended to follow the same procedure for reading

the two texts, with some differences in the types and the frequency of strategies used. Regarding their inclusion of MI across the two tasks, it can be noticed that from these 03 subjects, S1 was the participant who mostly favored MI inclusion in her summary: 8,20% more MI than in her recall. S2 and S3 also favored the inclusion of MI in their summaries, showing a difference of 4,36% and 6,41%, respectively.

S4, as mentioned above, used strategies more often when reading to summarize, when the comments at the red dots at the end of paragraphs included more interpretations and conclusions, more evaluation on the content presented and the textual organization was more frequently emphasized. This fact, however, did not enhance a greater number of MI in her summary, which is 7,94% less MI than in her recall. S5 was the participant who included MI equally often across the two tasks: 26,66% in her recall and 26,92% in her summary. Apparently, there does not seem to be a justification for this occurrence. Nevertheless, it is interesting to highlight that, differently from the others, this subject read aloud/sub-vocalized various portions of the texts and was more likely to report on her conclusions, thoughts and inferences made, at the red dots of paragraphs.

In relation to S6, although she had some problems with the understanding of the key-word of the first text, i.e., 'air bags', we can notice that this fact did not influence her inclusion of MI across the two tasks. Although the reproduction of MI in her recall is slightly smaller (23,07%) than in her summary (26,66%), we cannot consider this as a relevant difference since the frequency of MI in both tasks is quite close one to the other. S7 was the reader who showed the greatest difference between MI inclusion across the two tasks: 57,69% in her recall and 33,33% in her summary. The high frequency of MI in her recall appears to be related to the high frequency of strategies applied when reading to recall: comments on the reading process and rereading were more frequent than when reading to summarize.

Regarding S8, we can notice that although the number and frequency of strategies used when reading to summarize fell considerably in relation to those applied in the first text, this fact did not influence the inclusion of MI very much. This is not to say that there is no significant difference between MI inclusion across the two tasks, but rather that, considering the very few strategies applied when reading to summarize, the difference seems well-balanced. This assumption is based on the other readers' difference of MI inclusion across the two tasks, which ranges from 3,59% to 24,36%. In the case of S8, the difference of MI inclusion is of 8,97% more for the recall.

Considering the strategies used while reading the two texts, it appears that the type and frequency of strategies used while reading to recall are directly connected to the level of difficulty of the first text and to the subsequent task of recalling.

Young and Oxford (1997) found that readers tend to apply strategies differently according to the difficulty level of a passage. As observed in the present study, most of the readers judged the first text more difficult than the second, when the number and frequency of strategy use diminished considerably. However, as mentioned elsewhere in this analysis, it is possible that the readers in this study found the first text more difficult than the second because they were asked to write down everything they could remember from that text. It appears that this fact connects to some of the observations presented in Davies (1995). According to this researcher, proficient readers, conversely to less experienced ones, tend to underestimate their competence in reading. It is possible that the readers in this study judged the first text as being more difficult than the second, because they were worried about writing as much as they could remember about that text. As the first text presents more specific terms and details than the second text, it seems plausible that readers tended to evaluate their reading negatively, assuming that they were not capable of acquiring the information presented in that text.

Nevertheless, as table 8 in section 4.2.1.2 demonstrates, the labeled 'difficulty' of 'Like hitting a wall' (reading to recall) did not have a negative influence on the MI inclusion of the written protocols. Actually, what the 'difficulty' of the first task generated, was a greater number and frequency of strategies used, which were used to surpass the reading difficulties stimulated either by the text itself or by the nature of the task of recalling. It appears therefore, that the nature of the tasks did influence the way readers approached the text, supporting previous findings (Wolf, 1993; Riley and Lee, 1996). In this study, however, this different way of approaching the texts did not seem to have a negative effect on the reading comprehension measures, since readers tended to include MI equally often across the two tasks of recalling and summarizing.

CHAPTER FIVE

FINAL CONSIDERATIONS, LIMITATIONS AND IMPLICATIONS

5.1 – Final Considerations

The aim of the present study was twofold: (1) to investigate the different strategies applied by subjects while constructing meaning from texts when reading to recall and when reading to summarize; (2) to investigate whether there were differences between the quantity and type of information (main ideas, supporting ideas and details) reproduced in two tests of reading comprehension, namely: free recall and summary, following Riley and Lee (1996).

In relation to the first objective, it was observed that the subjects did react differently to the reading of the two expository texts. As results demonstrated, the subjects from this study reacted more *reflexively*, i.e., related information from the text with their personal experience more frequently when reading to recall than when reading to summarize, and the frequency and type of strategies used were higher when reading to recall than when reading to summarize. These results support previous findings, which demonstrated that different types of tasks influence the way readers approach a text (Shohamy, 1984; Block, 1986; Wolf, 1993; Gordon and Hanauer, 1995; Riley and Lee, 1996; Goldman, 1997, among others).

Nevertheless, in relation to the second objective, results revealed that there was not a significant difference between the quantity and type of information reproduced in the summaries and in the recall protocols. The findings concerning this second objective parallel some of the results obtained in other related studies, specially those undertaken by Goldman

et al. (1995) and Riley and Lee (1996), which also compared the tasks of recall protocols and summaries. There appears to be evidence that the readers in this study considered both tasks as 'summaries', reducing both texts to their main ideas, reinforcing van Dijk and Kintsch's (1983) assertion that readers tend to automatically construct a textual macrostructure while reading, whether or not instructed to do so.

The results in the present study revealed that although readers did approach the reading of the two texts differently, there were no significant differences in the type and quantity of information reproduced in the two comprehension measures. As already mentioned in chapter four, it seems that the greater frequency of strategy use adopted while reading to recall 'Like hitting a wall' is directly related to the level of difficulty of the first text and to the subsequent comprehension measure. Therefore, the greater frequency of strategy use while reading the first text is probably due to the 'strategic adjustments' (as used by Lorch et al., 1995) of the subjects to the task's demands of recall protocol, which in fact, may also be connected to the subjects' evaluation of the first text in terms of level of difficulty. These assumptions are based on Paris et al. (1983; 1991) and Lorch et al. (1995) who claim that 'proficient', 'expert', 'strategic' readers are capable of focusing their reading according to different types of texts and to different task's demands.

5.2 - Limitations of the Study and Recommendations for Further Research

In this section, the limitations and difficulties encountered throughout the development of this study are presented and suggestions for future research are given.

- 1) **Number of subjects:** The 08 subjects under investigation in this study represent a small sample of L2 proficient readers. Therefore, no definitive generalizations can be made about the performance of L2 proficient readers when reading to summarize and to recall expository texts.
- 2) **Level of proficiency:** The subjects who participated in this study were all L2 proficient readers. It is possible that subjects with different levels of proficiency may also react differently to the two reading tasks, but generating different results in terms of type and quantity of information reproduced in the two reading comprehension measures.
- 3) **Text rhetorical pattern:** This study investigated only one type of rhetorical pattern, namely: problem-solution (Davies, 1995). Other patterns, i.e., matching (contrast and compatibility), general-particular (generalization-example and preview-detail), following Davies's terms, deserve investigation.
- 4) **Design:** In this study, the subjects read text 1 'Like hitting a wall' for a subsequent task of recalling and text 2 'Melting away' for a subsequent task of summarizing. Although the two texts were controlled in terms of topic (both texts contain general information), number of words and paragraphs, rhetorical function (exposition) and pattern (problem-solution), most of the subjects commented that the first text was more difficult than the second. As mentioned in section 5.1 above, it was assumed that the subjects made this comment due to the subsequent task of recalling. In order to investigate this assumption,

it would be relevant to invert the order of the texts, i.e., half of the subjects read text 1 to recall and the other half to summarize and vice-versa.

- 5) Type of information:** This study investigated the quantity (%) and type of information (main ideas, supporting ideas and details) reproduced in two reading comprehension tests. It is possible that in terms of 'quality', information was organized differently across the two written tasks, since it is probable that subjects pay more attention to an 'editing process' of organization when writing a summary than when writing a recall.

5.3 – Pedagogical Implications

The findings of the present study revealed that subjects tended to approach texts differently according to the nature of the subsequent task of reading comprehension. As already described by some empirical data (Carrell et al., 1989) training on strategy use has demonstrated to be efficient in improving learning abilities in general. Thus, it seems reasonable to suggest that reading teachers instruct their students to use strategies knowing *how*, *when* and *why* to apply different sets of strategies. As discussed in the review of literature, knowledge about tasks and procedures on *how* to perform them are helpful tools to the execution of different and varied actions involved in a given task. Nevertheless, as Paris et al. (1983) point out, effective learning also involves knowing *when* and *why* to apply and select different procedures to change tasks demands. It is not enough, therefore, to know *how*

to use reading strategies effectively if a reader is unable to detect that some strategies are more effective than others in a given task.

Although the present study does not directly examine the influence of text structure on reading, this has shown to have some implications. As observed in the present study, most of the subjects, all EFL proficient readers, demonstrated having partial or full awareness of the rhetorical pattern of the texts and recognized having adopted (or at least tried to adopt) the same pattern while writing their protocols. It seems useful to suggest the inclusion of 'text structure' instruction in the reading and writing classroom, since as demonstrated by some previous research, knowledge of text structures has shown to facilitate reading comprehension (Meyer, Brandt and Bluth, 1980; Meyer and Rice, 1982; Carrell, 1992; Tomitch, 1995; 1998) and writing skills (Taylor, 1984; Rinehart, Stahl and Erickson, 1986; Tavares, 1991; Hare, 1992, among others).

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APPENDIX A– READING INSTRUCTIONS

GENERAL INSTRUCTIONS

You will participate in an experiment about reading. This experiment is divided into three parts. In the three parts, you will read a text and will be asked to comment on your reading of it. In the first part, you will be given practice on the procedures of the experiment. In the second part, you will read a text and immediately after reading, you will be asked to write down everything you can remember from it, not referring back to it. In the third part, you will read a text and immediately after reading, you will be asked to summarize it, again, not referring back to it.

READING INSTRUCTIONS

The experiment involves the reading of two different texts. While you read each of them, please try to observe the following procedure:

- 1) You will receive a text to be read silently. The reading purpose is general comprehension.
- 2) The text should be read SILENTLY; however, this silent reading should be interrupted whenever you:
 - 2.1) Detect a pause* (no matter how short) during your reading;
**PAUSE: moment when the reading activity is interrupted and you find yourself, for instance, thinking about a problem encountered, or about something that might have caught your attention.*
 - 2.1.1) Whenever your reading is interrupted because a pause is occurring/has occurred, you are asked to:
 - (a) locate the pause in the text, that is, read aloud the word, expression or sentence that caused it;
 - (b) comment upon the reason for the pause, that is, if it resulted from something that called your attention or from any kind of problem encountered;

NOTE: if the pause demands solving a problem before reading is resumed, please try to *think aloud* while working towards a solution.

2.2) Get to the end of each paragraph (a red dot has been placed at the end of each paragraph as a reminder).

2.2.1) When you finish reading each paragraph, you are asked to:

- (a) talk about what you have just read, that is, about the content of the paragraph;
- (b) comment upon what you have been thinking about while reading the paragraph;

- 3) Continue reading the text and talking about it until the end.
- 4) Try to read as if you were on your own.
- 5) The session will be tape-recorded.
- 6) You will be given practice before the actual experiment.

Instructions given together with the texts:

- 1) Read the text LIKE HITTING A WALL as if you were on your own.
- 2) Please, try to comment on your reading of it as you read it.
- 3) After reading the text, you will be asked to write down everything you can remember from it.

You will not be allowed to refer back to the text while writing your recall.

IMPORTANT:

- **Read exactly as you read when you are alone.**
- **Do everything that you normally do when reading on your own.**

- 1) Read the text MELTING AWAY as if you were on your own.
- 2) Please, try to comment on your reading of it as you read it.
- 3) After reading the text, you will be asked to write a summary of it.
- 4) You will not be allowed to refer back to the text while writing your summary.

IMPORTANT:

- **Read exactly as you read when you are alone.**
- **Do everything that you normally do when reading on your own.**

APPENDIX B - Retrospective written questionnaires applied after recalling text 1 and summarizing text 2 and after completing the two tasks.

LIKE HITTING A WALL

Please, think about the following questions about the text you have just read and recalled. You might give short and direct answers, but please, try to completely justify them:

1. How would you classify your performance in this task:

excellent very good good fair

Why?

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION:

MELTING AWAY

Please, think about the following questions about the text you have just read and summarized. You might give short and direct answers, but please, try to completely justify them:

1. How would you classify your performance in this task:

excellent very good good fair

Why?

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION:

3. How would you define a summary? What should a summary contain?

4. Have you ever had any kind of instruction on summary writing?

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write “I don’t remember” or “I’m not sure”:

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?
2. Do you think you followed the same organization used by the writer when you recalled the text?
3. Did you stop to think about the organization of the ideas in the text when recalling it?

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?
2. Do you think you followed the same organization used by the writer when you summarized the text?
3. Did you stop to think about the organization of the ideas in the text when summarizing it?

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?		
2) Look at the source (i.e., author, date, type of publication)?		
3) Refer to visual (pictures) in the text?		
4) Formulate hypotheses?		
5) Read the title and make predictions about the content of the text?		
6) Regress/reread when you had problems with the flow of reading?		
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?		
8) Skip irrelevant information for the summary of "Melting Away"?		
9) Feel the necessity to read aloud to better understand specific passages?		
10) Refer to dictionaries?		
11) Mark the text (underlining, writing notes)?		
12) Refer to your difficulties when you had them?		
13) Evaluate your progress while reading?		
14) Mentally plan your recall (text 1) / summary (text2)?		
15) Have any previous knowledge of the topic of the text?		
16) Translate specific words or parts of the text to better understand it?		
17) Have to paraphrase specific parts to better understand the text?		
18) Guess the general meaning of unknown words by using clues from the context?		
19) Read without looking up every unfamiliar word in the dictionary ?		

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

APPENDIX C – Texts used in the study

TEXT 1

HEALTH

Like Hitting a Wall

For children, air bags are too often anything but safe

BY JERRY ADLER AND ANNE UNDERWOOD

EVERY ENGINEER IS FAMILIAR WITH the Law of Unintended Consequences, the principle that almost any technological improvement will create unforeseen problems of its own. The automobile has been a fruitful source of unintended consequences, from the days when it was predicted to rid the country of drunken horsemen. More ominously, it now seems that air bags, intended to save lives, may in fact be dangerous, especially to children. A study this fall by the National Highway Traffic Safety Administration concluded that air bags increase the fatality risk to children in the front passenger seat by 30 percent. Carmakers last week were planning to send warning letters to the owners of some 15 million cars about the danger air bags pose to children.

Safety experts have known for years that inflatable restraints, leaping out of the dashboard at speeds of up to 200 miles an hour, can deal punishing or even lethal blows to people who contact them while they are still inflating. Since the government began phasing in an air-bag requirement in 1993, 28 children have been killed by the devices, as have 19 adults, almost all of them women. But until recently, it seemed that the children who were killed weren't properly seated in the first place. Either they weren't wearing seat belts, or they were infants who



Crash dummies: Bags built with grown men in mind

should never have been in the front seat at all (even strapped into a rear-facing infant seat). But last month federal officials reported that for the first time, a child who was seated and belted in the front passenger seat was killed by an air bag—5-year-old Frances Ambrose of Nashville, Tenn., whose mother walked away from an otherwise minor fender bender. And the NHTSA is investigating a 1994 accident in which an eight-month-pregnant woman survived a low-speed crash—but lost her baby, ap-

parently from the impact of the air bag. Carmakers had foreseen just such accidents in warning about the dangers of air bags as long ago as 1969. But the industry always opposed safety regulations that might cost money—at least until the late 1980s, when air bags suddenly emerged as a selling point. More tellingly, auto-safety consultant Peter Dill thinks safety advocates share some of the responsibility for overlooking the risk to children in their zeal to make air bags mandatory. "Everyone—the industry, the NHTSA, the Naderites—knew in the 1970s that air bags could kill people, especially children," Dill says. Car manufacturers argue that part of the problem lies with the regulations, which call for protecting an unbelted, 168-pound man in a 30-mile-an-hour crash. That requires the bag to inflate at high pressure. But passengers wearing seat belts don't require such powerful protection, and in the 12 years since the standard was originally drafted, seat-belt usage has increased from under 20 percent to nearly 70 percent. So the auto industry is seeking permission to make bags that will inflate with less oomph. Also, regulations now require air bags to deploy in crashes at as little as 15 miles per hour; the industry would like to see that figure raised, perhaps to 25. Farther down the road are various permutations of "smart bags" that could deploy at different velocities, depending on the weight of the passenger. In 1998 Mercedes-Benz models, the air bag will deactivate if a baby seat is placed in the passenger seat.

In the meantime, the 40-odd deaths that were caused by air bags must be weighed against some 1,500 lives that have been saved by them.

With DANIEL KLADMAN
in WASHINGTON

When Danger Comes From the Dashboard

Some of the risks:



Child under 12 may be hit in the head by airbags inflating at 200 miles



Infant in safety seat may be slammed face-first into the backrest.



Pregnant woman Some safety advocates believe the bags' impact may harm fetuses, but evidence is inconclusive.

THE ALPS

Melting Away

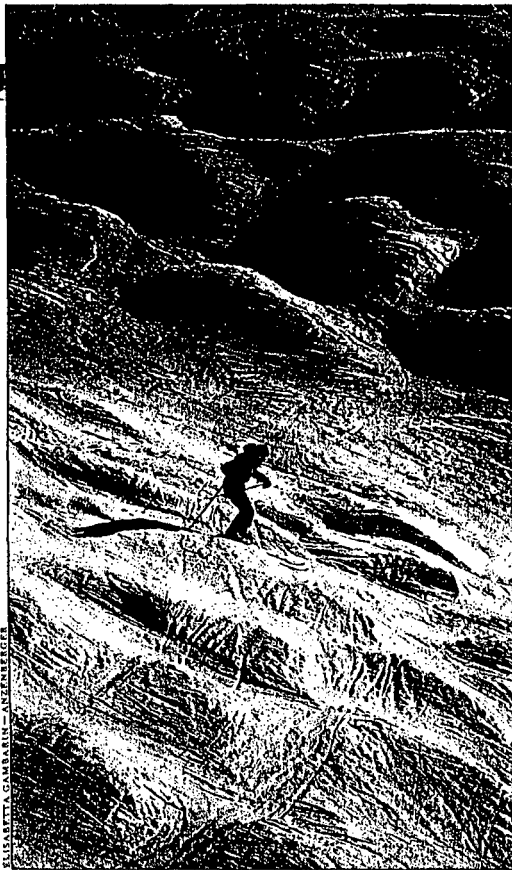
Tourists want value,
not \$10 bottles of water

By REINHARD ENGEL

IT USED TO BE THAT EUROPEANS HEAD- ed for the Alps every chance they got. They hiked in the summer and went skiing in the winter, enjoying the spectacular scenery and returning home to Britain or Germany or Holland relaxed and refreshed. It was fun, fashionable and affordable. No longer. Like the precious snow, tourism in Austria and Switzerland is melting away. "Hotel nights" sold in Austria fell to 115 million last year from a high of 130 million in 1992. And Switzerland sold 1.2 million fewer hotel rooms last winter than it did back in 1989-90. This season is no better; through the end of December, Switzerland's hotel occupancy was down 6 percent from last year. Austria is expecting a 5 percent loss for the whole winter. "The good times are over," says Ferdinand Posnik, head of the regional tourist agency in the Austrian province of Carinthia. ●

What's to blame? Poor conditions and hard currency, for starters. Vacationers skiing in northern Italy can get almost 30 percent more for their money than in either Switzerland or Austria. Economic insecurity is prompting shorter, stingier trips. The Germans, Europe's largest and wealthiest tourist group, have set the tone. "They don't stay as long as they used to, and they keep their wallets closed for extras," says one Austrian hotel owner. Add into the mix cheap flights to sunny spots in America and the Mediterranean. "I'm afraid my guests are playing golf in Florida," Hans Leu, owner of a luxury hotel in Lugano, said last summer. ●

But perhaps the biggest reason for the decline is the been-there-done-that factor—call it *recreation fatigue*. Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water—for them, snowplowing down the Alps is a big yawn. (Except, maybe, if it's on a snowboard.) It doesn't help that many Alpine hotels are small, spartan,



Pristine powder is not enough: Skiing in Austria

family-owned affairs offering yodel contests and guest ski races for entertainment. "Travelers today are more sophisticated and are seeking an original, novel holiday experience," says Klaus Weiermair, a University of Innsbruck economics professor. ●

Indeed, the area's most successful hoteliers are those providing not just ski rentals and a nightly mug of cocoa but specialized

packages, like Club Med's—that would be nice, if it means an end to the \$10 bottle of mineral water. And some hoteliers are trying—the height of fashion!—to reach new customers by advertising on the Internet and the Web. And if they really want to compete with Florida, they could always import Mickey Mouse. On skis. And in lederhosen. ●

activities as well. Tennis, horseback riding, mountain biking, paragliding, rafting, beauty treatments, kids' camps, even painting and writing classes are all draws for tourists bored with the slopes. The owners of Alpenrose, a four-star hotel in the Tyrol, invested \$6 million last year to dig a two-story-tall Roman-style spa into a mountainside, complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness center. Despite a daily rate of \$200, the hotel is running at an enviable 95 percent occupancy rate, says marketing manager Reinhard Schrott. "You get value for money," he insists. "We include coffee and cake in the afternoon." Wow. ●

Free snacks are one thing; many Alpine resorts have realized that they have to update their marketing strategies, too. Photos of sunburned skiers on pristine powder don't cut it anymore. Regional tourist offices are banding together to attract visitors to the area. Some resorts are offering "all-inclusive"

APPENDIX D – Subjects' s pause protocol transcriptions

Following are all the subjects' pause protocol transcription. This appendix is organized as follows. First, an explanation of the protocol transcription scheme adopted in this study is presented. Secondly, all the subjects' protocols generated while reading to recall text 1 and to summarize text 2 are presented.

Scheme for transcription:

1. The subjects' pauses while speaking were represented by dashes “/”. One dash “/” represents a brief pause, i.e., a comma in writing; two dashes “//” represent a small pause, i.e., a semicolon or a period in writing; three dashes “///” represent a longer pause which can last two to five seconds.
2. Comments from the researcher were put between parentheses, e.g., (subject laughs).
3. Words which were in doubt were put between parenthesis and quotation marks, e.g., parece propaganda de (“negros”).
4. Words or parts of sentences which were read aloud by the subjects were *italicized*, e.g., vinte e oito // *twenty-eight children have been killed by the devices.*
5. Words or part of sentences which were subvocalized by the subjects were underlined, e.g., a child who was seated and belted... . The parts which were not possible to decode were signaled by the word “whispers” underlined between parentheses, e.g., (whispers)
6. Words or groups of words which were not decoded by the researcher were signaled by the short form of ‘unintelligible’ which was written between parentheses: (unintel) .
7. Words that were not completely pronounced were followed by a dash, e.g., more people are s- .

TEXT 1 – READING TO RECALL

SUBJECT 1

TEXT 1: LIKE HITTING A WALL

TIME: 27:17

Então eu já começo? / mesma coisa? / tá / hum-hum // trinta e nove (the subject is referring to the page number) / que engraçado parece propaganda de (“negros”)!
SILENT READING

Uma coisa que me chamou a atenção é que // engraçado! // aqui está numa sessão de Healthy / Health / quer dizer / saúde // estranho! // está falando de / alguma coisa de segurança / né? /// air bag.
SILENT READING

Engraçado que / as figuras que chamam mais atenção // então a tendência é primeiro é ler aqui / é olhar as figuras ver o que está em baixo / ver as gravuras /// *dashboard* // não sei o quê que é isso? /// deve ser a parte da frente.
SILENT READING

Bom agora vou ler o texto.

SILENT READING

Eu estou aqui na palavra horsemen / vou ler de novo! // desde o começo!

SILENT READING

Essa primeira / frase está meio estranha! / deixa eu ver.

SILENT READING

Hum é aqui eu acho que está o assunto principal né? /// que já dava pra notar lá nas gravuras // que os air bags ao invés de ajudar // ajudar na segurança eles podem / causar perigo né? /// é isso mesmo!

SILENT READING

Os vários fabricantes de carro / estão mandando / cartas para os donos mais de 15 milhões de carros /// mais que estranho não dá pra saber se /// se eles estão mandando porque eles sabem que os carros têm algum defeito já // ou se é só pra / e é que carmakers está muito geral aqui eles não falam / que empresa que é nada! /// então não dá pra saber se eles estão chamando atenção pra isso numa maneira geral ou se // são / sei lá / se é algum tipo de carro específico que está com esse problema e tal // bom esse parágrafo aqui / ele está introduzindo o // o assunto do artigo né? / ele justamente está chamando atenção pro fato de // é // dos desses air bags // não serem tão seguros assim / podem causar até mesmo perigo / então está chamando atenção pra isso / está mostrando que // a // que as pessoas que lidam / que cuidam da segurança que / no tráfego e tal eles estão preocupados em // em discutir esse assunto né? / estão preocupados com esse problema /// o que chamou atenção aqui e que ele começa falando de // em engenheiros né? / todo engenheiro vai estar familiar com essa lei aqui mas eu não estou por exemplo // porque bom /// mas eu acho que não tem problema para entender o texto isso não // não vai fazer diferença.

SILENT READING

Tá aqui teve uma pausa de novo nessa palavra / ãh *leaping out* // eu não sei o quê que é então quando cheguei nela eu senti necessidade de voltar no começo do parágrafo de novo // vamos ver.

SILENT READING

Aqui essa palavra / *inflatable* / deve ser inflado né? / sei lá // de inflado // depois / deixa eu ver // aqui / essa primeira parte está falando da /// (unintel) do perigo né? de / as pessoas se machucarem até / morrer e tal /// enquanto // esses air bags estão / sendo inflados ainda.

SILENT READING

Inflatable restrains // isso aqui eu não sei direito o quê é /// ah sim mas também está falando disso da // que tem a ver com a velocidade né? // que nem duzentos por hora / (“imagina”)! /// hum-hum.

SILENT READING

Engraçado eu sempre acho que // essas linguagens da / da revista tão difícil né? / tem cada palavra a vontade que tem é de se ir lendo / sem se preocupar muito com // com / sei lá entender tudo mas entender o que é / (unintel) / sei lá / entender / a coisa mais geral.

SILENT READING

Ah agora eu li aqui do seat belt / o cinto de segurança // aí só parei aqui porque eu me lembrei que eu nunca uso // sou terrível eu nunca coloco!

SILENT READING

Pois é aqui eles também te mostram um exemplo duma / uma criança que estava usando cinto /// e justamente morreu por causa do air bag /// hum...

SILENT READING

Interessante que eles investigam eles fazem um monte de coisa.

SILENT READING

É /// acho que / o principal assunto desse parágrafo / agora eu já acabei de ler né? // esse parágrafo / é que justamente / eles estão mostrando / alguns casos meio específicos /// é que os air bags / é causaram a morte // de pessoas né? / tanto de uma criança quanto duma / dum feto né? / dum dum bebê que estava / é de uma mulher grávida né? // então quer dizer o texto passou de uma coisa um pouco mais geral / que era o primeiro parágrafo // pra exemplos mais específicos né? /// engraçado que no Brasil nunca ouvi falar sobre isso! // esse tipo de investigação // com relação a essas coisas.

SILENT READING

Hum / aqui no começo desse / terceiro parágrafo eu parei no // nos *carmakers* eu não sei / o que seriam esses *carmakers* // se seriam as empresas ou / não sei o quê que é isso // os fabricantes em termo em termo geral mas /// é estranho /// é estranho porque // dá impressão que esses *carmakers* eles estavam justamente falando que / ãh os air bags poderiam causar problemas mas pra mim ao mesmo tempo dá a impressão que eram eles / que eles são responsáveis por esse problema também // mas aqui não fica muito claro né? // *carmakers* será que pode ser outra coisa? / vou olhar /// (unintel) /// mas eu acho que são os fabricantes /// (unintel) /// interessante é que desde sessenta e nove // que eles falam sobre o perigo / desses air bags /// é parece que a indústria de / carros então os *carmakers* // são uma coisa separada da indústria de quem faz / das indústrias dos air bags // que / tem a ver com segurança né?

SILENT READING

Hum-hum /// bom eu terminei de ler o parágrafo esse parágrafo ele / eles estão falando sobre /// estão falando justamente que / esse problema com os air bags já era previsto / que desde sessenta e nove // há tinha pessoas que já / já tinham pensado nisso já tinham previsto esse problema // e que na década de oitenta isso virou / um pouco de moda né? / *selling point* /// e que todo mundo sabia né? que / poderia matar pessoas /// agora eu estou voltando nessa parte aqui que está falando / *to make airbags mandatory* / *mandatory* será que é obrigatório / que eles querem dizer? // deixa eu ver /// estou lendo essa parte do *more tellingly*.

SILENT READING

Eu eu acho que é! /// eu acho que a impressão que eu tenho é que eles queriam // tornar o uso / dos air bags obrigatório né? / eles não estavam notando que / eles tinham risco // pras crianças né? /// e engraçado que / eles deram o exemplo duma criança / duma mulher grávida /// e não falaram de nenhum homem nada / mas eu lembro que aqui eles tinham uma // nesse segundo parágrafo eles tinham feito uma / pesquisa / (unintel) /// falavam sobre quantas crianças que tinham tido problema que tinham morrido com isso tal deixa eu ver! / vinte e oito // *twenty-eight children have been killed by the devices* /// e a maioria das pessoas que morreram também eram mulheres né? que engraçado porque será isso? / bom // estranho!

SILENT READING

Tá / aqui /// eu li a primeira parte desse penúltimo parágrafo eu vou ler / vou reler de novo / a impressão que eu tenho aqui é que // eles estão falando que esses *belts* / eles foram fabricados pra // dar uma outra segurança né? talvez por isso que eles // acabem / prejudicando as pessoas que não precisem de toda essa / segurança né? / toda essa proteção.

SILENT READING

É aqui tem a ver com a tal das *regulations* né? /// hum-hum /// e na verdade foi regulado pra // proteger um homem que não esteja usando o cinto / quer dizer / eles têm um ideal né? / pra quem / a pessoas ideal pra que é fabricado esses be- esses air bags // então é justamente aqui que está a questão // *that requires the air bag to inflate at high pressure* /// então é / é proteção demais pro necessário.

SILENT READING

Agora ele falou que o / *seat belt usage has increased from under twenty per cent to nearly seventy per cent* / só não entendi porque ele está falando nos cintos aqui / *but passengers wearing seat belts don't require such powerful protec-* ah tá! / é justamente isso // quer dizer o / ãh / os air bags foram feitos também pra / proteger as pessoas que não tivessem usando / cintos né? *unbelted* /// mas as pessoas / estão usando cada vez mais né?

SILENT READING

Ih tem uma palavra bem esquisita // *oom-* / *oomphy* sei lá o que é isso! / *less oomph* // *oom-* nossa o que será? / será o quê que é isso /// *so the auto industry is seeking* /// então eles estão tentando /// pois é o que

será que é esse *oomph*? /// estão tentando fazer bags que se inflariam com menos // força sei lá? com menos / impacto / deve ser alguma palavra que signifique isso.

SILENT READING

Tá / eu li essa parte do / *also* até *hour* / mas eu vou reler de novo!

SILENT READING

Deploy tea a palavra que não / não sei o quê que é *deploy*.

SILENT READING

Deve ser / deve ter alguma coisa a ver com // com inflar / não sei...

SILENT READING

Acho que é porque aqui eles usam de novo / que tem a ver com a velocidade que o / que o air bag / funciona né? / quer dizer // eu acho que ele deve abrir automaticamente dependendo da // do crash né? da // da velocidade /// do peso né? dos passage- dos passageiros e tal // ah não mas aqui eles querem fazer *smart bags* né?

SILENT READING

Como é que é aqui? / *Mercedes Benz models / the air bag will // deactivate* /// tá vai ser desativado deve ser isso né? /// então no caso os air bags não funcionariam / se tivesse os bebês ali / hum! // *the passenger's seat* // esse parágrafo é meio complicado // mas o que eles / eles fazem aqui é /// eles / eles comentam como que funciona / qual o funcionamento dos air bags /// os problemas / da / de causar essas mortes dessas crianças / mulheres // por ser justamente pelo fato deles / dos air bags serem fabricados pra pessoas que usem / quando não estão usando cinto e etc e tal // e as pessoas elas costumam usar mesmo usando o cinto / quer dizer o o air bag está ali né? /// eu acho que no fim acaba sendo // acaba funcionando no reverso / né? / que ao invés da pessoa estar mais segura ela acaba // tendo problemas se / se acontecer algum acidente tal né? /// mas eles estão pensando em mudar né? esse tipo de / funcionamento.

SILENT READING

Hã /// (laughs) aqui no final dá uma coisa bem diferente / dá um /// causa até um impacto ler esse final aqui / quer dizer eles estão falando o tempo inteiro // o texto inteiro sobre // as desvantagens dos air bags / chega lá no final eles / bom / eles mostram uma coisa que é verdade né? que // apesar de todas essas mortes né? // mais de mil e quinhentos foram salvos / com os air bags /// não é uma questão de se deixar de usar ou se // parar de fabricar né? mas de pensar em como // é /// como tornar um pouco mais /// eficiente né? sei lá /// é / é o ideal seria se fazer air bags que não matassem ninguém né? / que só protegessem mas /// é estranho! porque é tudo uma coisa / é são tudo coisas fabricadas // assim // em es- em grande escalas né? então quer dizer eles fazem um monte de coisa / pra um modelo de pessoa e depois / na acho que é justamente aí que está o problema não é nada // pessoal né? /// então quer dizer se você não se encaixa naquele modelo /// acontece esse tipo de coisa tem gente que morre né? (unintel) /// então tá / né? aqui tem outros exemplos de novo né? /// dos riscos /// hum-hum /// hã ///

SILENT READING

I'm finished / terminei.

SUBJECT 2

TEXT 1 – LIKE HITTING A WALL

TIME: 11:44

SILENT READING

Hum / very interesting // this idea of improvements / ãh *technological improvements may create unforeseen problems* / this I /// hum-hum...

SILENT READING

Not only this ãh auto this consequence of the automobile / not only for the drunken / drunk man / but also because of the // problems for example / ãh about technologies (unintel) for the problems of the // traffic / for example / which is a / great problem (unintel) // things like this // the / how can I say the ãh the belts that // safety belts? / Oh seat belts for is another problem too / in some cases / some /// some times this helps but / sometimes not.

SILENT READING

Well / in general / this paragraph is about the / Law of Unintended Consequences which are / which means that / a / things which consequences created by the / a / by the use of technological / ah / devices / in general.

SILENT READING

Ok I'm going to look at the dictionary now to see what's / inflatable // Oh / it's not very difficult to / understand / inflate / inflatable... (subject laughs)

SILENT READING

Two hundred miles an hour? / Can deal punishing...

SILENT READING

(The subject starts to make tapping sounds)

Well this second paragraph is about the / problems of the air bags / which in / most of the cases / kill much more than / ah / than s- / than save some people / especially children / and / é pregnant / pregnant women for example have problems with the / the air bags /// and by the numbers there are lots of / people / killed by the / air bags // assassins !! (subject laughs)

SILENT READING

In 1969 / they were talking about air bags...

SILENT READING

In Brazil there were no air bags /// (subject laughs) now I think that / now / probably / there are some / cars with the air bags but / in 1969 // it's much more ("very difficult").

SILENT READING

Yeah / I agree with this man here Peter Dill / he says / that if they / they have to they want to / offer safety to people they have to offer / real safety not only / a kind of / ah // safety // or a kind of / I don't know // (subject laughs) I don't know the word now /// oh in here / in some / this / this part is / ah what's interesting here is that they know / about this problem from long ago / and / ah well // ah / as in the 1980's / in the at the 80's the this / these devices were much more / important / when selling cars or things like this / ah / they prefer to ba- to sell cars / than to / much more to sell to sell cars than to / warn people about the / risks of the / air bags.

SILENT READING

I think in Brazil / this this seat-belt usage they talk here talk about here is / much more / é increased / much more now / because of the / the Law / of Regulations / I think (unintel) I think that 80% of the people // probably / use this.

SILENT READING

Oh / I have to look at the dictionary again / to see to check this word oomph // what's this? / Uh? /// let me check it out /// uh! /// not here! // let me see Cambridge (subject looks up the word) oomph /// it seems much more to be something / some // how can I say onomatopéia in English / do you know? /// oomph / it's a // power ?? // hum / it's a power...

SILENT READING

OK / in this paragraph they talk about these / these / é what carmake- ca- car manufacturers can do / to / ah // to avoid these these problems of (unintel) they they say the problem is / is related to the to the laws / to regulations and so on / é // about the industry is trying to to do to / ah // to create this é / what they call smart bags / which can ah // can be air bags with a kind of intelligence to / to avoid some problems with babies and so on / like the models of ninety-eight / nineteen eighty Mercedes-Benz / Mercedes-Benz models and so on.

SILENT READING

In the meantime, the 40-odd death /// oh I know what's odd / but here in this case // 40-odd...

SILENT READING

OK very good.

SILENT READING

Well / interesting // é / the last paragraph talks about this / ah // the / about / the // well / some people / died because of the air bags but // ah people have also have to / think about the people who are not killed / because / they used air bags ah! // I don't know / in some cases some é / some people um- must die but / ah / most of them can most of them can be saved / by the use of the air bags // at least they say that / I don't know /// anything more? // no?

SUBJECT 3**TEXT 1 – LIKE HITTING A WALL**

TIME: 12:57

SILENT READING

Pelo título eu não consegui decifrar ainda também sobre o quê que é / mas pela //vocabul- pelo / comentário que vem a seguir né? *for children, air bags are too often anything but safe* // sobre acidente de carro / provavelmente // pela gravura dá pra deduzir né? // *crash dummies:/ bags built with grown men in mind.*

SILENT READING

Law of Unintended Consequences...

SILENT READING

É um texto difícil / (unintel) / tem que ler com muita calma.

SILENT READING

Bem / o automóvel foi // feito /// com um propósito mas tem causas / e tem conseqüências // não desejáveis / muitas conseqüências / as pessoas não imaginavam talvez não imaginassem mas / não foi pra isso que o automóvel foi feito pra / ter acidentes.

SILENT READING

E agora mais particularmente é os / os air bags / que foram os / determinados a / a / proteger a pessoa quando tem acidente elas se tornaram perigosas / especialmente pras crianças.

SILENT READING

Eu não sabia que isso / podia ter algum tipo de...

SILENT READING

Então no primeiro parágrafo fala sobre // os perigos dos air bags / que ele pode causar perigos né? // especialmente pra uma criança sentada no banco // da frente né? / pode causar trinta por cento // de perigo / o risco é de trinta por cento.

SILENT READING

Os air bags mataram as crianças e as mulheres / 28 crianças (unintel) / quase todas mulheres // nunca pensei que pudesse causar esse tipo de acidente.

SILENT READING

Provavelmente as crianças / não estavam / sentadas apropriadamente / na frente ou então / estavam sem o cinto de segurança.

SILENT READING

(unintel)

SILENT READING

Tá no segundo parágrafo ele fala sobre / as / os acidentes que foram devidos / com relação // ao uso de air bags /// investigações que estão sendo feitas a respeito disso / e a respeito de (unintel)

SILENT READING

(“Knew?”)

SILENT READING

OK / os air bags surgiram / em mil novecentos e sessenta e nove / e ele já é já as- se sabia do perigo que eles poderiam ter / além disso nunca teve casos especialmente // até mil novecentos e oitenta quando eles / tornaram / então freqüentes.

SILENT READING

Eu não entendi / essa / essa parte toda / vou ler de novo.

SILENT READING

As indústrias querem que as / pessoas / que os air bags / passem a funcionar // (“tenham um peso mínimo”) / num carro tipo / ideal / a perda de 15 milhas por hora / quer dizer a indústria /// prefere que esse número cresça / às vezes / quando o carro tiver (“um seguro”) opcional.

SILENT READING

Ah! /// então eles falam que estão pensando em fazer // air bags / tipo // capazes de as- de / dispositivos que possam funcionar de acordo com a velocidade do carro / do peso da pessoa / dos lados // também de // velocidades diferentes.

SILENT READING

(unintel) // OK esse quarto parágrafo / fala sobre os tipos de air bag / como eles funcionam /// que eles / eles são / a pressão deles são muito alta // os passageiros que usam cinto de segurança não precisam de um air

bag com / uma pressão tão alta /// e que o Mercedes-Benz de mil novecentos e noventa e oito os modelos / de mil novecentos e noventa e oito já têm air bags que / não são ativados /// se o // se o bebê está sentado ali.

SILENT READING

De qualquer forma / todas as mil / as quarenta mortes que houveram / e foram causadas por air bags / têm que ser levadas em conta contra / as mil e quinhentas vidas que foram salvas / pelo uso deles /// né? dos air bags / eu sempre achei que elas fossem / seguras fossem feitas eu nunca soube que elas pudessem causar algum problema // sempre ti- pensei em ter um carro que ti- (unintel) queria ter um air bag num carro / nunca pensei que pudesse causar algum transtorno /// (pause) agora guardar os detalhes deste texto é difícil!

SUBJECT 4

TEXT 1 – LIKE HITTING A WALL

TIME: 12'10

SILENT READING

OK/// the first paragraph talks about the/ well it's an introduction for the text it tells us what the text is about right?// it's about air bags/ and/ that although they are intended to save our lives// to children they can be very dangerous/ especially to the children that are seated in front// ãh in the front part of the car// and so for front passengers// ãh/ it's a risk for thirty per cent of the children ///and so carmakers decided to to send the letters/ to send letters to the// people who bought these cars right?// telling them/ ãh the dangers of this.

SILENT READING

OK the second paragraph/ ãh/ it's about the/ statistics// results OK?/ and// it tells how the// how these/ air bags these inflatable restrains/ they can really kill/ children right?// It talks about that recently// ãh it seemed / the idea was that recently that the chil- the child was killed// ãh either because she was not to seated well or because/ she was too young to be there/ or he was too young to be there in the front right? in the front passenger's place// but then ãh// they ãh/ got to know that a child was killed/ and she was very very well seated and she was ãh// wearing the seat belt// although she died / even though she died / and another/ situation that // a pregnant woman / she was sitting in front / and she got killed / I mean she wasn't killed but the baby died / and they think it's probably because of the air bag.

SILENT READING

OK / I have reread the twice the same sentence // OK? in the third paragraph /// the beginning of the third paragraph.

SILENT READING

OK // this paragraph talks about the problem of ãh / making the air ball air bag as a selling point / right? / so / ãh / there's a specialist who says since the beginning / since 1970's when they started thinking about the safety procedures // ãh they knew that the air bag was ãh not good for for /// especially children / right? that they could kill people // and // but the industry / that always opposed // to safety regulations / right? /// they / started ãh / like it was a boom for the industry you know the air bags so they really / decided to include the air bag in the equipments of the car // it became a selling selling point / for industry.

SILENT READING

OK / ãh / this paragraph // discusses the problem of ãh /// regulations / right? And / the usage of the air bag / so / ãh // the the most // the carmakers / they they all argue that part of the problem is the regulations / right? lies on the regulations // ãh / it also says that / they are thinking about / since the problem of the air bag is the / the way it inflates / because it it ãh gives it / you know it's inflating in a high pressure / so it can kill people because of that / so they are thinking about making air bags that will inflate according to the / to how much a person weights // OK? / so depending on how much I weight / my air bag is going to inflate according to my weight / and also they are thinking about the ãh producing air smarts bags / I think that's the word they use / ãh / that's that's what I'm I'm I told you / depending on the weight / they // inflate in a one or another / ãh / pressure / and // Mercedes-Benz they have a // something like a // if there is a baby seated in front / the air bag doesn't come out // right? so protects the baby not to inflate in the air bag.

SILENT READING

OK and then the last paragraph // ãh // it's a you know / tells us a fact // although that we have this 40 strange deaths / caused by the air bags / more than a a thousand / lives were were saved / because of // the usage of air bags // that's it // to write? / right away? / No break?

SUBJECT 5

TEXT 1 – LIKE HITTING A WALL

TIME: 13:01

SILENT READING

Já tá? /// (pause) OK.

SILENT READING

Uni- unintended // unintended I don't know the meaning // *the law of unintended consequences...*

SILENT READING

Unforesee unforeseen / unfor- unforeseen...

SILENT READING

Hum-hum *the National Highway Traffic Safety Administration concluded that the air bags increase the fatality risk to children in the front passenger seat by 30 %* /// carma- carmakers.

SILENT READING

It seems to me that the /// the air bags /// ãh / at first they were made by / made to to save / lives and // now they are /// ãh / they are // I think they are more ãh / more dangerous /// to children than to / to others.

SILENT READING

Inflatable restraint...

SILENT READING

(whispers)

SILENT READING

Twenty-eight children have been killed by the devi- devices / just as have / nineteen adults /// hum...

SILENT READING

The the air bags are /// it's a big risk /// if we were not / conscious ãh /// on the /// the the problems that we / the // the it may / cause.

SILENT READING

It seemed that the children who were killed / weren't properly seated in the first place.

SILENT READING

I don't know / *even strapped* strapped I don't know strapped // *into a rear-facing infant seat.*

SILENT READING

A child who was seated and belted in the front passenger / seat was killed // by an air bag: 5-years-old Frances Ambrose of Nashville /// (whispers)

SILENT READING

NHTSA /// is the abbreviation of /// National /// (whispers) /// I think more and more the /// more and more people are ãh // killed by the /// the / the impact of the // air bag /// I think more // more children ãh / died // from the impact....

SILENT READING

Foreseen foreseen /// foreseen is ante- antever // *carmakers they had foreseen just such accidents accidents in warning about the dangers of air bags [as long] as long ago as 1969.*

SILENT READING

(whispers) ...*emerged as a selling point.*

SILENT READING

(whispers) ... *for overlooking the risk for children in their zeal / to make air bags mandatory* /// Now they are saying that // everybody / ãh // knew the /// the / that the air bags could kill people // in 1970's...

SILENT READING

(whispers) ...*that part of the problem lies with the regulations* /// I think this is a // political problem /// but not a /// (whispers)...

SILENT READING

Here in Brazil / we have ãh // Edimundo / who was // he was saved by the air bag / I don't think this // the air bag could be so / dangerous.

SILENT READING

(whispers) ... *protection* // and you see the /// the / the man who was in the // who was / at Diana's car // was saved by the /// the air bag / also // e and by the seat belt.

SILENT READING

And we can see also here in Florianópolis people / ãh using / more the the seat belt /// even /// in the countryside they / you can see /// they think (unintel) from usage.

SILENT READING

(whispers) /// ... *various permutations of smart bags* /// *depending on the weight of the passenger* /// *deac-* *deactivate* /// *in 1988 Mercedes-Benz models the air bag will dea-* *deactivate* / *if a baby seat is placed in the passenger seat* /// I think they /// they // they create the / *safety* / due / to save people and they / they are killing people.

SILENT READING

In the meantime the four / forty-odd deaths that were caused by air bags must be / weighted against some / 1,500 lives that have been saved by them // and that's the point / more people are s- ãh // were saved by the air bag than / killed by them /// *when danger comes from the dashboard / some of the risks* // *may be be hit* // hum OK / I can see the picture here // *child under 12 may be hit in the head by / airbags inflating at / two / two hundred miles* // ãh / *infant in safety seat / may be slammed face-first into the back- backrest* /// *pregnant woman* // *some safety advocates believe the bags' impact may / harm fetus fetuses / but evidence is inconclusive inconclusive* /// I think children /// are supposed to be // in the back / in the back seat /// in the ba- and /// even pregnant // I think that the there is a law // I don't know if / there is a law that // hum / prohibited ãh / pregnant to to drive cars // cause of the / the belly /// hum-hum /// ãh I think is over Baretta.

SUBJECT 6

TEXT 1 – LIKE HITTING A WALL

TIME: 13:28

SILENT READING

Por exemplo eu posso sublinhar fazer qualquer coisa?

SILENT READING

Tá / eu acho que talvez eu não tenha entendido esse é air bags / aqui / não são aqueles plásticos / plásticos comuns? /// (researcher tells she cannot answer the subject's questions) tá então o que eu entendi do primeiro parágrafo é que eu fiquei na na dúvida sobre esses air bags aqui porque é muito comentado que / realmente não pode deixar um plástico perto de uma criança que ela pode simplesmente colocar na cabeça e ficar asfíxiada né? / aqui no texto ele diz / hã / aqui ó / *more ominously it now seems that air bags intended to save lives* aí eu não entendi porque *intended to save lives* / porque quando a gente vai ao supermercado por exemplo ou qualquer loja que a gente vai comprar alguma coisa a gente põe as coisas dentro e tal / mas *intended to save lives* aí eu não entendi // a / e depois também fala ali do do tráfego né? / é // ali *concluded that air bags increased the fatality risk to children in the front passenger seat, by thirty per cent* // depois / *carmakers last week were planning to send warning letters to the owners of some 15 million cars about the danger air bags pose / to children* // aí eu realmente não entendi // o quê que é a conexão do desse air bag / com o carro / bom posso continuar?

SILENT READING

Ãh hã / eu / parei no na metade do segundo / parágrafo / porque eu estava aqui tentando entender o que significa realmente esse air bags / que está explicando aqui na figura / e agora eu estou continuando / a ler.

SILENT READING

Acabei o segundo parágrafo / e continua falando no tal do air bag que eu não entendi não sei se é porque eu não estou familiarizada com / é / com palavras / de carro por exemplo ou alguma / lei que foi foi / acionada recentemente quer dizer em 1993 quer dizer não é tão recentemente mas não é tão longe também / e e eu nunca vi esse tal de air bag em carros então eu não estou entendendo realmente o quê que é / que está falando falando exatamente de acidentes / que / que aconteceram alguns acidentes até então que algumas pessoas morreram crianças e e mães / principalmente mulheres aliás / né? / e que mesmo a criança com porque é mais no as- no acidente nos dois bancos da frente / mas mesmo criança que senta que senta

naquelas cadeirinhas de criança pra carro atrás também já aconteceu acidente / começando o terceiro parágrafo.

SILENT READING

Ah! Tá eu esqueci de dizer que no primeiro / no primeiro parágrafo eles estão / falando sobre coisas que são fabricadas que as pessoas não pensam nas conseqüências no futuro elas simplesmente são fabricadas / e no decorrer do tempo / é que vai ver por exemplo como as coisas podem acontecer por exemplo até o carro / quando ele foi fabricado não pensaram na / nos milhões de acidentes de pessoas / bêbadas dirigindo bêbadas por exemplo que podem / né? / provocar tal acidente.

SILENT READING

Depois nesse terceiro parágrafo fala fala que até eles já previam que poderia acontecer algum acidente já em 69 / mas como é / ele fala aqui também que as indústrias geralmente tentam fazer coisas mais baratas ou seja pra não / é não gastar muito / então eles meio que omitiram isso / quer dizer não foi muito discutida depois disso.

SILENT READING

Eu parei agora e li três vezes a mesma linha porque eu não lembrava se podia te perguntar / algum vocabulário / que tem uma palavra depois eu pensei que eu acho que eu não posso interagir / então eu não vou perguntar e aí eu fiquei / posso não posso? aí fiquei voltando.

SILENT READING

OK / aqui no final do quarto parágrafo eles estão / é falando / na é um né? o o Daniel que está falando / é escreve que / eles / é / em 98 / já os modelos da Mercedes-Benz vai poder / detectar / se um por exemplo se um / daqueles / lugares de bebê vão ser colocados no lugar de passageiro porque é contra / contra a lei né?

SILENT READING

É e depois no final quer dizer / é um / é um texto que meio que / que está é quer dizer ele está colocando // a situação mas meio que mostra uma opinião / a favor do tal do air bags / né? porque ele diz no final que // é as 40 mortes que houveram foram causadas pelo air bags / que elas, que elas têm que ser por exemplo é pensadas / né? e que foram por outro lado foram salvas / 1500 vidas // né? / com esse air bag / bom aí depois vem o eu já tinha dado uma olhada numa, na ilustração aqui // e / ah! deixa eu dar uma olhada na de cima / *crash dummies* ãh-hã / mas eu li o texto todinho eu as- se eu tivesse com o dicionário por exemplo eu procuraria provavelmente saber o quê que era o air bags antes de continuar / ah! O dicionário é pra usar! // eu não tinha observado // porque eu não pararia em outra hora no texto pra pra / pra ler porque mesmo palavra ou outra que eu não / que eu não saiba o que seja / meio que tento / entender pelo contexto / e como a palavra air bag / conhecendo os dicionários que eu uso / eu imaginei que eu não pudesse encontrar lá / mas eu ainda tenho tempo de dar uma olhada? (subject looks up the word) achei! /// uh-hum / eu nunca vi isso // agora eu eu bom / já até explica o quê que é né? /// *a bag in a vehicle that automatically fills with air* /// eu só não entendi também / a mesmo com m- / mesmo no dicionário né? que ele diz que *a bag in a vehicle that / vehicle that automatically fills with air if the vehicle is involved in an accident / in order to protect the driver and passenger*// mas eu estava vendo também aqui // é / como que ele envolve? ele envolve / todas as pessoas / é do acidente / né? / também não ficou bem claro então o texto todo pra mim / ficou aquele ponto de interrogação / sobre o tal de air bags // acabei!

SUBJECT 7

TEXT 1 – LIKE HITTING A WALL

TIME: 22:27

SILENT READING

Estou sublinhando umas palavras que eu não sei aqui.

SILENT READING

Bom eu vou reler esse parágrafo mas antes vou ver uma palavra que eu não sei o que é (subject looks up the word) agora /// estou escrevendo o significado aqui daquela palavra / por um sinônimo.

SILENT READING

Estou sublinhando aqui a parte que eu acho que é a mais importante do parágrafo.

SILENT READING

Tá então a introdução aqui // que às vezes (unintel) coisas que não são / são esperadas né? as (unintel) depois começa a falar que um / um des- // foi descoberto agora o perigo dos air bags pras crianças // que

pode / aumentar o risco de fatalidade nas crianças / que vão sentadas à frente / em trinta por cento // é isso / o parágrafo seguinte.

SILENT READING

Eu vou reler o parágrafo.

SILENT READING

Estou sublinhando aqui um detalhe que eu achei importante.

SILENT READING

Tá / vou fazer um sumário aqui aqui tá dizendo que // ãh desde que o governo (“regulamentou”) / que os carros deviam ter air bag eles / notaram a morte de crianças e adultos / ma- mais crianças do que adultos / e // mas eles / acharam que as / crianças / eram mortas porque não estavam / sentadas de maneira a- adequada e sem o cinto de segurança ou mesmo elas não deviam estar no banco da frente / mas / o último mês eles ãh eles tiveram o caso agora da criança que estava bem sentada com cinto de segurança coisa e tal estava tudo certinho mas mesmo assim morreu porcausa do air bag / que o // quando ele está inflando o impacto né? é grande / e mata principalmente criança / e também teve o caso de uma // mulher que ti- estava com 8 meses de gravidez / que sobreviveu / mas perdeu o bebê aparentemente porcausa do air bag /// tá vou passar pro outro parágrafo.

SILENT READING

Tá agora vou reler o parágrafo / eu sempre releio o parágrafo // sempre faço dou uma lidinha rápida depois / a segunda lida é com mais atenção /// é um hábito / que eu tenho.

SILENT READING

Tem uma palavra aqui que eu não sei o quê que é eu vou olhar aqui no dicionário (subject looks up the word) (whisper) estou escrevendo aqui / o significado em baixo.

SILENT READING

Vou ver o significado de outra palavra (subject looks up the word) vou escreve aqui no texto /// agora vou reler tudo de novo /// (subject laughs) pra ver direitinho o que significa.

SILENT READING

Tá então este parágrafo está falando que os // os que fazem os carros já sabiam dos perigos do air bag // mas mesmo s- a // só que a / indústria / porcausa do dinheiro né? / tem que investir mais dinheiro / se opôs a esses / ãh / Safety Regulations // eu entendo o quê que é mas eu não sei o que explicar / em português / e /// ãh // esse consultor aqui diz que // as responsabilidades devem ser divididas e que todo mundo já sabia / né? na / década de setenta que o air bag podia matar as pessoas / (unintel)

SILENT READING

Sublinhei uma palavra que eu não sei.

SILENT READING

Eu vou ver o significado da palavra (subject goes to the dictionary but gives up) ah não já sei // agora vou reler o parágrafo.

SILENT READING

Eu estou relendo aqui de novo um // (unintel) da sentença aqui que eu não entendi.

SILENT READING

Eu vou ler de novo esse pedaço aqui no meio / que eu acho que eu não entendi direito.

SILENT READING

Tá então os / fabricantes de carro dizem que o prob- um dos problemas é porcausa da regulamentação / dos air bags que são feitos / né? pro / uma pessoa de cento e sessenta e oito pounds // deve dar uns // uns setenta e poucos né? quilos / e quando estiver a trinta milhas por hora / então eles querendo que seja / e eles dizem que às vezes não precis- né? não precisa a // se está com o cinto de segurança não precisa tanta pressão / hoje em dia as pessoas já usam mais o cinto de segurança então o que eles estão querendo // ãh / eles estão / inventando também os “smart bags” / né? que vão / nas diferentes velocidades eles podem inflar / e até a Mercedz-Benz agora inventou um air bag que / se tiver um bebê sentado ali ele não // não ativa.

SILENT READING

Vou reler esse parágrafo.

SILENT READING

Bom daí ele finaliza dizendo que // ãh as 40 mortes causadas pelo air bag // vão contra as / as mil e quinhentas que eles salvaram né? // salva mais do que mata / (laughs) é isso! /// Só vê // no todo...

SUBJECT 8**TEXT 1 – LIKE HITTING A WALL**

TIME: 11'35

SILENT READING

No meio do primeiro parágrafo eu parei pra ver o / quem era o autor do do texto // Porque porque eu achei que o texto começava /// numa maneira /// ah que não ia direto ao assunto.

SILENT READING

Eu pensei isso porque / a // a manchete do texto falava sobre crianças air bags // e par- e não parecia falar sobre isso né? na primeira parte do primeiro parágrafo.

SILENT READING

O primeiro parágrafo fala sobre / um problema encontrado / nas // nos acidentes // é com carros que têm air bag / e / crianças sentadas no banco da frente // é uma uma / um estudo que diz que aumenta em oitenta por cento / a morte de // de crianças sentadas no banco da frente quando o carro tem air bag /// agora eu vou olhar a figura lá em baixo que tem // uma explicação pra / pra isso.

SILENT READING

Na figura na ilustração mostra como é que as crianças são // são atingidas pelo air bag // e como mulheres grávidas também podem se // é / sofrer com essa / com impactos / é // ocorridos em carros que fre- que tenham air bag /// mas o texto diz que as evidências / são inconclusivas ainda não se chegou a resultados objetivos.

SILENT READING

Agora comecei a ler o texto em // sussurrando porque / é um texto / que não é muito fácil de entender.

SILENT READING

Comecei de novo o segundo parágrafo.

SILENT READING

Eu / lendo o segundo parágrafo eu constato que esse é um tipo de texto que eu não / não chamaria a minha aten- minha atenção pelo / pelo assunto / ah no segundo parágrafo o // ah autor tenta // ah / colocar algumas /// alguns contra-argumentos // de empresas fabricantes de // de air de carros com air bag // sobre / a questão / da fatalidade / de crianças em acidentes // fala de uma / criança que foi morta / de 5 anos de idade no nos Estados Unidos / agora que a hora que eu li esse pedaço /// fiquei pensando se /// ah /// é um problema do / o problema é do air bag ou o problema seria de quem dirige o carro? // não sei // está certo que o air bag é usado pra proteger as pessoas que andam de carro né? / mas se tu bates com o carro // corre o risco de / de ser morto pelo air bag // mas se o air bag é feito pra proteger por um outro lado // deve proteger né? / e não matar as pessoas / agora eu vou ler o outro parágrafo.

SILENT READING

O no / terceiro parágrafo o autor / traça um histórico do // do do / dos air bags nos carros / é dizem que diz que ele exis- que eles existem desde sessenta e nove / que só nos / nos fi- no final dos anos oitenta é que // isso começou a ser / utilizado nos carros / em larga escala e começou a ser / usado também como produto pra promover as vendas / dos carros.

SILENT READING

Eu estou lendo a última sentença do // quarto parágrafo novamente.

SILENT READING

Aqui fala sobre a os fabricantes de carro / e as questões ah / relativas a / a /// técnicas dos air bags /// a relação de velocidade que o carrô / em que o carro bate e ativa o air bag e fala de / passa- de passageiros pesados // ah // aqui fala que o uso do / do uso de do cinto de segurança aumentou / nos // nos últimos anos de 20 / pra setenta por cento // e e última sentença // fala que os modelos de / Mercedz-Benz de noventa e oito / vai vir com um dispositivo que // é // desativa o funcionamento do air bag / se um carro um banco de bebê é colocado na frente né? // eu não entendi porque que eles vão fazer isso! // vou ler de novo.

SILENT READING

Não sei se é pra impedir que eles que as pessoas botem / banco de bebê na frente / não entendi /// vou ler o último parágrafo.

SILENT READING

No final o cara faz uma comparação entre as quarenta mortes / causadas pelo / pelo air bag /// e pelas mil e quinhentas vidas já que foram salvas / também pelos air bags.

SILENT READING

A questão é que eu não sei se a as mortes foram causadas pelo air bag mas mais pela batida do carro, né?

TEXT 2 – READING TO SUMMARIZE

SUBJECT 1

TEXT 2 – MELTING AWAY

TIME: 14:17

SILENT READING

É // aqui tem uma // uma / frase: *no longer* / parece que indica que // vai ter um contraste né? /// que vai mudar a / a idéia que vem sendo desenvolvida.

SILENT READING

Melting away /// hum...

SILENT READING

OK! / tem que dar um resumo sempre que termina o parágrafo né? / terminou o parágrafo um resumo né? / tá! / aqui a idéia principal é que // ãh // antigamente na Europa há / as pessoas / iam muito esquiar nas montanhas e tal / isso era moda / aquela coisa toda né? / hoje em dia / isso não acontece mais / porque /// porque agora eu não lembro porque? /// *like the precious snow tourism in Austria and Switzerland is melting away!* / é o turismo está em baixa né? /// estou lendo de novo esse final do parágrafo /// é a questão é justamente essa que o turismo está em baixa e menos gente tem ido / esquiar nos Alpes.

SILENT READING

Ah /// pois é! / aqui eles / bom aqui eles citam outros países /// *Austria / Switzerland and Austria* // aqui eles estão comparando quer dizer na Itália /// na Itália ainda vale a pena esquiar / é justamente em alguns países é que // há // é que a coisa está em baixa né? ///

SILENT READING

The tourists...

SILENT READING

Tá / nesse parágrafo / parágrafo eles justamente eles mostram que / a baixa do turismo não é em toda a Europa na Itália por exemplo / tem países que // na Itália por exemplo na Itália por exemplo // a Itália é um país que / em que não está em baixa né? // além disso eles dão o exemplo dos / dos alemães que são // o maior grupo de / de turistas / que estão fechando as carteiras né? // e ainda tem um / um / dono de um hotel em Lugano que // que ainda faz uma brincadeira dizendo que está com medo que os // os fregueses dele estejam indo jogar golf na Flórida.

SILENT READING

Tá aqui eu parei no *factor* // vou ler de novo.

SILENT READING

Recreation fatigue...

SILENT READING

Aqui tem uma palavra que eu não conheço / é *bum- bungee* /// aqui parece que já dão o significado né? / *the whitest water* /// é essa parte aqui / que fala dos jovens eu vou reler // começa ali em *many young- youngers...*

SILENT READING

Tá aqui tem uma palavra que eu não conheço também: *yawn* // não sei o que é isso.

SILENT READING

Que é uma grande....

SILENT READING

(*whispers*) // parece que pros jovens parece que é muito chato né?

SILENT READING

It doesn't help.

SILENT READING

Tá / esse parágrafo / demonstra o outro lado da coisa quer dizer / enquanto antes estavam mostrando que os turistas / estão fechando as carteiras e não estão freqüentando os Alpes / aqui eles já / nesse parágrafo eles já mostram que / estavam num tipo de fadiga / recreação / quer dizer mesmo os jovens as pessoas eles estão / eles não estão mais / satisfeitos com o tipo de coisa que é // é /// que é feito lá / nos Alpes né? quer dizer / até mesmo os hotéis né? / são pequenos e // os // as diversões que são feitas não são interessantes / aí eles colocam um professor quer dizer alguém que tem alguma autoridade pra falar alguma coisa / professor de economia / dizendo que as pessoas que viajam hoje estão mais sofisticadas né? // e não estão mais / satisfeitas com aquele tipo de / de coisa que é // oferecida a elas ali né?

SILENT READING

Eu parei aqui no *ninety-five* // tem uma informação importante né? / *ninety-five per cent occupancy rate*.

SILENT READING

Tá! /// bom nesse parágrafo eles mostram que ainda tem gente que // é / ainda tem hotéis que estão oferecendo coisas interessantes pros // turistas né? / que não oferecem apenas coisas triviais né? // oferecem atividades diferentes e por exemplo deu exemplo dum hotel /// chamado Alpenrose / que / está fazendo bastante sucesso e / e que chega a ser ocupado por / costuma / ter a ocupação de noventa e cinco por cento // noventa e cinco por cento dele é ocupado por turistas né? // hum...

SILENT READING

É aqui parece que eles vai reforçar isso né? / essa idéia de que / eles sejam barato vai reforçar que / que // essas pessoas que recebem os turistas lá nos Alpes tem que / colocar em dia né? as suas estratégias de marketing / que estão ultrapassadas já.

SILENT READING

É aqui / aqui chama atenção a // *the height of fashion!* / que é fazer propaganda na Internet né?

SILENT READING

Hum-hum // bom! a idéia principal desse parágrafo é justamente essa né? / que /// que / o pessoal que recebe os turistas lá no nos Alpes // eles se tocaram agora de que precisam reformular as estratégias / que eles usam pra receber os turistas né? tipo de coisa que eles oferecem e tal /// é interessante que // eles realmente estão fazendo coisas diferentes por exemplo tem gente que está até / é / fazendo propaganda na Internet né? // acho que é isso a idéia principal /// aqui deu /// tá agora não posso ler mais né?

SUBJECT 2

TEXT 2 – MELTING AWAY

TIME: 9:35

SILENT READING

(The subject starts making tapping sounds)

The question is / are they poorer or are things / more expensive / in Europe / nowadays? / I don't know // but at the end of this paragraph form / é / they talk about the // é / the / the good old times when people / in Europe were used to go throughout to the Alps / but nowadays they // they don't they they / do not go there anymore / probably because of the price / as the title / subtitle says here.

SILENT READING

Economic insecurity in this case may be more bibli / related to / unemployment also / which is a big problem in // Europe nowadays / I think so.

SILENT READING

Well in the 2nd paragraph they talk about the / äh / the cause for / for this / absence of / tourism in in the Alps / probably because of poor conditions / and hard currency they say / and in some people are tra- much more interested in going to / äh Florida for example / é medium people staying / äh (unintel) can either stay in some places / also / Germans for example / and so on.

SILENT READING

Been-there-done-that /// (subject laughs) let's go taking a look at the dictionary /// I I don't think I can / find this word here / this expression / been-there-done-that factor /// (subject looks up the word) not found.

SILENT READING

OK so // probably / as I thought yest- äh / before // the problems of (unintel) was not due the price / is that also the / and this / been-there-done-that factor // (subject laughs) each / this / recreation fatigue / they try to may to look for more / for more // äh / original adventures and things like this / they don't want to / they

think this / the Alps are are a little bit / boring maybe for them / they want more sophisticated / experiences / and so on.

SILENT READING

Cocoa is cacau? // let me see here (subject looks up the word) hum!

SILENT READING

What?

SILENT READING

Yes in this paragraph this // 4th paragraph / the // ãh / the author says, maybe that the / the problem is that they want / something different to / to do much more then (unintel) é / things they all they always did in / é the Alps // they prefer / ho- hotels / who ha who have tennis / horseback riding / rafting / paragliding and so on / which are more / interesting / than what they did in the past.

SILENT READING

Well / in this last paragraph the // ãh / the author says // é some things é / about the // well the // the pi- é resorts in the hotels they have to improve their / their services and to up to to update the the these services too. these / strategies / marketing strategies // and é and also they are trying to / to reach new / new customers by / putting their name on Internet and the web and things like this / ãh // ãh some (unintel) in short I think they n- they have to / just to / to renew their strategies their marketing strategies to / earn much more customers // ãh in each season / I think so // it's over!

SUBJECT 3

TEXT 2 – MELTING AWAY

TIME: 09:31

Se eu quiser ler primeiro silenciosamente // que a gente di- / esses comentários às vezes é estranho fazer porque...

SILENT READING

No primeiro parágrafo não tem nada de extraordinário / né? fala da // do turismo / nos Alpes suíços em lugares onde tem neve e // como chama? / em português / estações de esqui / e que agora o que parecia antes / ser / famoso / ser / comum entre os europeus já está deixando de / as pessoas já não estão mais indo / tanto nestes lugares né? / está ficando um pouco fora de / de moda / por assim dizer // os hotéis estão sendo deixados de ocupar sua capacidade / houve uma queda no turismo nessas nessas regiões.

SILENT READING

Parece que um dos maiores problemas são os fatores econômicos as pessoas preferem gastar ma- menos e também ficam / menos tempo nos hotéis / além de / optarem por / lugares mais econô- por regiões / economicamente mais favoráveis / em termos de / despesas de viagem né? / eles têm muitas viagens / mais econômicas pra América / e para o Mediterrâneo // e muitos / costumes que há no norte da I- e nordeste da Itália né? / podendo economizar até trinta por cento / do que gastariam.

SILENT READING

Bungee eu não sei o que significa.

SILENT READING

In a new yodel...

SILENT READING

Em segundo /// outro fator talvez seja / ãh o que eles chamam de rec- recreation fatigue / que seria um cansaço de andar nestes Alpes / que já não acham tão entusiasmante tão interessante né? muitos jovens / estão buscando / (unintel) não importam o as coisas que os hotéis possam oferecer como / como / corridas de / esqui né? // mas eles procuram algo mais interessante.

SILENT READING

Alguns dos hotéis para superar esta crise estão // colocando novas // atrações em seus hotéis / como /// é andar a cavalo // ciclismo // ãh // paragliding eu não lembro como é // deve ser parapente alguma coisa assim / é / rafting / como é mesmo em português? uma palavra pra isso é canoagem não sei // ãh / tratamento de beleza / tipo spa / acampamentos / para crianças / até mesmo pintura e aulas de pintura e de /

escrita né? / e /// saunas / ãh // banhos de ervas / massagens / etcetera // isto faz com que as pessoas tenham mais interesse ir para esse hotéis // eles oferecem inclusive / café e / e bolo na tarde né? / no lanche da tarde.

SILENT READING

Ah! / aliado ao / o que foi dito anteriormente os hotéis também estão procurando dar / é então mais coisas grátis né? / entre / oferecendo pacotes com tudo incluído / né? o que seria ótimo / né? inclusive a água mineral / e / também tem anunciado na Internet / e na Web / né? // e uma das coisas que / o artigo sugere é que eles deveriam para competir melhor com a Flórida importar Mickey Mouse / em skis né? ou em lederhosen / que eu não sei o que significa /// interessante o título que diz “melting away” // que faz uma alusão à América e dá vai derretendo assim como o turismo / na neve.

SUBJECT 4

TEXT 2 – MELTING AWAY

TIME: 10'47

SILENT READING

OK // the first paragraph is about the // ãh / the winter right? in in // for Alps / that they are changing / ãh like / in the past ãh / the tourists from Germany or Holland // ãh / they used to go to Austria and Switzerland / in order to / you know to hike in summer and then ãh they went skiing in the winter / but tourism / in Austria and also in Switzerland they are like ãh melting / (laughs) away just like the snow you know they are a // the hotels are not having the same number of people anymore //and ãh / this last I think this is a recent text right? // is this a recent tex- text? /// Oh / OK // right / yes so last winter was the same you know it ãh / the number of people / went out.

SILENT READING

OK / ãh the second paragraph talks about / the reason for that I mean [who] who is to blame? / why are people not going to // ãh // to ski in the the in these places like Austria and Switzerland anymore / ãh / they say that maybe / some of the reasons are / the poor conditions / and the hard currency / you know for the ones who who start ãh / skiing there / and also / ãh that ãh / cheap flights to places that are sunny / like sunny spots in America or in the Mediterranean / so it's cheaper to go to a sunny place / ãh than ãh // go skiing in a winter.

SILENT READING

OK / ãh this third paragraph talks about perhaps the biggest reason for this decline in the // in the tourism / in those Alps / they say that it's the / people are tired of skiing / it's the recreation fatigue right? like // the the eur- ãh younger Europeans they they prefer going to / other places and search for longer / bungee jumpings and ãh // (laughs) ãh / better water to to / maybe / I don't know they don't say here but it's probably to go / ãh rafting / something / and so what they think it's / boring to ski / except when it's snowboard / right? then it then they like it / so this is probably the biggest reason / and / tourists they they are more sophisticated / right? // they they prefer // other holi- holiday experiences.

SILENT READING

OK / ãh // again / ãh // like /// emphasi- emph- emphasizing / no! // how do you say “enfatar”? // emphasizing? yes! / emphasizing the the the / reason of /// the decline of ãh / tourists in / Switzerland and Austria / they say that / the most successful hoteliers / they are those / who do not only provide / ski rents / right? ski rentals but also / other activities / like ãh // mountain biking / rafting / ãh // beauty treatments // sauna / indoors and outdoors swimming pools / things like these / so it's a matter of marketing / right? // the most ãh / comfortable hotels the ones that provide more activities for the specialized activities for the tourists / are the one who gets more ãh / tourists / probably.

SILENT READING

All right! / so / the conclusion is that they really have to update their marketing strategy // right? / they don't offer // ãh not only / other activities / other specialized activities but also like // free snacks / ãh /// anything that // avoids / the tourist to pay like a ten dollars for a bottle of water / as they use to do in the Club Med's / right? /// so it's a in the end they say that it's if they really want to compete with Florida and to / to beat

Florida maybe / they they can always import ãh Mickey Mouse / but on the skis / right? / so that's the conclusion of the // text / that's it.

SUBJECT 5

TEXT 2 – MELTING AWAY

TIME: 12'15

SILENT READING

Hiked what's the meaning of *hiked in the summer and went skiing in the winter...*

SILENT READING

Hum...

SILENT READING

Relaxed and refreshed...

SILENT READING

Affor- affordable affordable // hum /// *tourism in Austria /// is melting away.*

SILENT READING

Melting away in this context // means I think means // disappearing // *tourism in aus- Austria and Switzerland is melting away /// melt is // descongelando?*

SILENT READING

Sold in Austria...

SILENT READING

Hum...

SILENT READING

Was down 6 % from last year // aus- Austria is expecting a 5% loss for the whole winter.

SILENT READING

Agency in Austrian (unintel) Carin- Carinthia // I think this this the first part here // ãh // talks about the /// the changes / I think the tourists / the tourists have changed the /// the place // to // to be in in the winter /// it talks *this season is no better / through the end of December Switzerland's hotel occupancy was down 6% from last year / hum...*

SILENT READING

What's to blame?

SILENT READING

I think people don't have money /// *for their money than in either Switzerland and Austria /// economic / insecurity is prompting shorter // stinger stinger stinger trips string // I don't know the meaning of stinger /// stinger // hum...*

SILENT READING

Ah / the text said they don't [the] the German / the *Germans don't stay as long as they used to // and they keep their wallets closed for extras /// one Austrian hotel owner.*

SILENT READING

Lugana? /// hum / a *luc- lux- luxury hotel in Lugano /// Lugano / it reminds me that ãh in Gramado // there is a a place when you can buy / chocolate / and the name is Lugano / hum / OK.*

SILENT READING

Perhaps the biggest reason for decline...

SILENT READING

I haven't have this / this expression / before *been-there-done-that* been-there-done-that // hum...

SILENT READING

Bungee? / Bungee? /// *the whitest water...*

SILENT READING

Ãh...

SILENT READING

Youl- / *offering yo- yodel / contests / yodel / the meaning I don't know // ski races for entertainment.*

SILENT READING

I think / *ãh* I agree with this professor // the e he said *travelers today are more sophisticated / and are seeking an original / novel holiday experience* and I can I can see that // the tourists / the tourism / the tourists are / seek seeking for a // a new place /// to ex- to spend the the holiday.

SILENT READING

Hoteliers / hoteliers / hum /// hoteleiros? / *Hotelers are those providing not just ski // rentals and a nightly mug // mug?* / I don't know the meaning / mug // hum...

SILENT READING

Hum / *paragliding* /// pára-quedas paraquedismo / *rafting / beauty treatments / kid's camps / even painting and writing classes are all draws for tourists bored / with the slopes / slopes* I don't know.

SILENT READING

Ãh / this part here reminds me that we have a lot of these // *ãh* / here in Santa Catarina / is starting [to] // to open for the tourists / tourism / the // *ãh* // hotel fazenda /// they have this // almost / almost of them who have the /// the same facilities / *ãh* / tennis / horseback riding // not in mountain biking but / they have some kinds / beauty treatments / kid's camps / painting.

SILENT READING

Hum *massage tables / fitness center* /// They have to /// they have to have a lot of money / because they pay / *ãh* two hundred // two hundred dollars a day /// to stay in this kind of hotel.

SILENT READING

(whispers)

SILENT READING

Pris- pristine / pristine pristaine / powder don't cut it anymore / regional tourist offices are banding / together to attract visitors to the area.

SILENT READING

Hum // *some resorts are offering / all-inclusive / packages like Club Med's / I think this is the most / the most important the most* *ãh* / famous /// hum / *to the ten pounds / tem / ten dollars bottle of mineral water.*

SILENT READING

Hum // *the height of fashion – to reach new customers by the advertising on the Internet and the Web* /// *ãh!* /// they have a sense of humor here they say / *ãh* / if the customers / *really want to compete with Florida / they could always import Mickey Mouse // on skis / and in leder lederhose lederhosen* I don't know *lederhose / hosen / hum* /// I don't know if I can if I could *ãh* / choose / from / being in // in Florida or in the [this] / this cold area // I would choose the // I would choose Florida // for me it's more attractive.

SILENT READING

Hum /// *melting away here / I think could be // derretendo /// derretendo /// the tourism is melting away // in the Alps.*

SUBJECT 6

MELTING AWAY

TIME: 12:23

SILENT READING

Aqui eu cheguei até o ponto e aí eu tenho que fazer o quê? // sobre o parágrafo? / aqui está falando que / é ah! está reduzindo muito o número de turistas em hotéis na / nos / países que têm / é / os Alpes né? / esqui / então que no in- no verão eles costumavam ir pra caminhar / e no inverno pra esqui / mas caiu muito / e aí fala desde mil nove- novecentos e oitenta e nove noventa e dois / têm caído muito.

SILENT READING

Tá no ou- no final do segundo parágrafo / é / eles estão comentando sobre / porque / qual a razão dessa diminuição / então eles falam que / as condições desses (“casos”) né? / e / e também / a moeda / moeda muito forte / então que ele diz também que na Itália / já eles / é // tipo assim seriam / 30% // não mais barato mais que ele // eles poderiam usar / mais né? esse dinheiro por causa da / da / da moeda / na Itália / é então ele diz também que eles não estão hoje os turistas lá eles / é não ficam mais tanto tempo né? como eles costumam ficar e sempre claro com a mão mais fechada eles não ficam / liberando dinheiro a todo momento e que também preferem hoje muitos preferem ir pra lugares quentes tipo Estados Unidos / a ficar / lá né? que / são pai- principalmente é / Suíça e Áustria que são países muito caros.

SILENT READING

No final do terceiro / é ele fala que hoje os / pessoas que viajam né? os turistas / são mais sofisticados e coe como se eles tivessem / o que eles chamam de recreation fatigue / né? quer dizer que / já passou a moda já cansaram um pouco / e que hoje eles principalmente os jovens / eles tentam fazer algumas coisas diferentes e que pode ser um pouco cansativo e meio fatigante já fazer / esse tipo de de esporte né? / então não é somente o dinheiro que está em questão / é / ele acha que essa seria até a razão principal não tanto o dinheiro mas sim esse cansaço já que o esqui já deu meio que deu pra bola! / então ó ele diz ele diz assim: podia até aproveitar a neve né? / mas quem sabe pra / descer com uma prancha né? aqueles tipos de prancha / assim.

SILENT READING

Tá // esse outro parágrafo não tem muita informação conta mais / o que uma pessoa fez / que está fazendo fez uma hotel caríssimo né? / que ele oferece tratamento de beleza massagem / é / e custa uma média de duzentos dólares por dia né? /// e comparando com outros / outros / outros donos de hotéis que oferecem tipo: alugueis de esqui / uma xícara de / de // cacau né? e ele faz chocolate etcetera / e aí conta a experiência contra esse cara desse hotel.

SILENT READING

E no último é o quê que eles estão fazendo pra pra chamar a atenção do turista né? / então que eles estão apelando agora pra Internet pra rede / e aí ele diz que se for até pra competir com a Flórida eles poderiam até trazer o Mickey Mouse nos esquis né? / ah /// que diz que hoje / tipo mostrar fotos de pessoas bronzeadas nos Alpes já não atrai mais // e que eles têm estão oferecendo até pacotes do tipo // que inclui tudo né? /// então o que eles estão fazendo agora pra chamar a atenção / dos turistas e acabou ponto final.

SUBJECT 7**TEXT 2 – MELTING AWAY**

TIME: 15:38

SILENT READING

Já acabei o primeiro parágrafo / Vou reler para depois...

SILENT READING

Tá o primeiro parágrafo está falando que / os europeus não / não / aspiram mais tanto / a Suíça / e Áustria // e a ocupação dos hotéis / cada vez tem menos gente nos hotéis // e / baixou né? o número de pessoas / que passam / que esquam lá nos Alpes / suíços e que não esquam mais.

SILENT READING

Vou reler o parágrafo.

SILENT READING

Tá esse parágrafo aqui então / dá uma da / dá algumas razões pra / essa queda no turismo nos Alpes / na primeira eles falam que / a insegurança econômica // que os os alemães por exemplo que são os que // ah // os maiores né? // que fazem mais turismo têm mais dinheiro / eles não ficam / tanto tempo nos locais / eles gastam menos // com extras e também // a facilidade agora está mais barato ir para / os Estados Unidos e pro // Mar Mediterrâneo ali // são algumas razões pra queda do turismo nos Alpes / próximo...

SILENT READING

Tá vou reler o parágrafo...

SILENT READING

Vou ver uma palavra aqui no dicionário que eu acho que // é necessário (subject looks up the word) eu escrevo aqui / no canto...

SILENT READING

Tá aqui neste parágrafo eles estão falando que talvez a maior razão né? pro declínio do / desse turismo ali nos Alpes / é o que eles chamam de recreation / fatigue / não sei a pronúncia / que o pessoal já está // já está / acha muito chato ir pros Alpes / que os hotéis são todos certinhos não têm muito / é mais hotel de família né? não têm muitas coisas diferentes e hoje em dia os jovens / né? querem / ah novas aventuras coisas com / perigo e coisa e tal / e / né? coisas originais / o tradicional o pessoal já está // um pouco cansado // o próximo...

SILENT READING

Tá vou reler...

SILENT READING

Tá / tá aqui está ex- explicando que aqui n- nesse parágrafo que / realmente que os / os hotéis que fazem mais sucesso não são só aqueles que têm só a pista de esqui a pessoa esquia / né? que não tem / muita coisa diferente / são aqueles que oferecem / o o rafting / aulas de escrita / tratamentos de beleza / e tem um dos donos dum hotel dum hotel Tirol / deve ser Tirol Austríaco né? / é diz que ele incrementou o hotel dele com / com spa / né? tem sauna tem piscina dentro piscina fora esse tipo de coisa / né? / (unintel) // e/ ficar em forma né? / e ele agora tem noventa e cinco por cento que dá // ocupação / no hotel /// tá o próximo...

SILENT READING

Vou olhar / uma palavra aqui no dicionário (subject looks up the word) não tem isso aí /// tá vou reler esse parágrafo /// de repente é alguma coisa bem /// não sei.

SILENT READING

Tá aí aqui nesse último parágrafo diz que /// a / eles chegaram chegaram à conclusão que tem modernizar as estratégias de marketing // né? / ãh / então uma das / das estratégias que eles usam é o tal do “all-inclusive” // que está tudo incluído no preço né? / tu podes fazer (unintel) tu não tens que pagar os dez dólares da / água mineral porque já está tudo incluído outras atividades já estão incluídas no preço / né? / e // outra estratégia é fazer a propaganda na Internet /// é isso aí / daí se eles quiserem até dá pra importa o Mickey da Flórida / (laughs) se eles quiserem competir /// agora o que que é Baretta?

SUBJECT 8

TEXT 2 – MELTING AWAY

TIME: 11'44

SILENT READING

Agora aqui no segundo ponto que eu me lembrei que tinha que fazer alguma coisa quando chegava no ponto vermelho né? quê que é? (researcher tells him he has to talk about the content of the paragraph) Ah tá! / OK! /// vou começar o texto de novo.

SILENT READING

O primeiro parágrafo fala da /// queda do / do / turismo // em países como Europa ãh Áustria / e Suíça.

SILENT READING

Qual seria a causa do // da queda do turismo? // (“também existe”) dois países /// talvez é /// é / situação econômica /// e uma mudança na / no quê que // o turista procura / fa- quando faz turismo.

SILENT READING

Talvez uma razão pra queda do turismo nesses países / Áustria e / Suíça seja // ãh realmente a mudança no no que / no no no gosto né? / do que procura um turista // esqui parece que já não é mais um / não é não atrai mais / o turista.

SILENT READING

É o os hotéis que fazem sucesso na ainda continuam / ãh / lotando essas / regiões de esqui e estão oferecendo algo mais do que simplesmente // esqui.

SILENT READING

O setor de / de turismo e hotelaria não // nesses / lugares / de // turismo / que são a Áustria e a Suíça tem // notado que eles precisam / transformar / as / estratégias de de marketing / (unintel) ãh / anunciando // na Internet // e o cara termina o texto faz uma piada dizendo que se eles querem realmente / competir com a Flórida / eles poderiam importar o Mickey Mouse // deu! / agora...

APPENDIX E – Categorization of idea units

M – Main idea

S – Supporting idea

D - Detail

TEXT 1

HEALTH

LIKE HITTING A WALL

(M1) For children, air bags are too often anything but safe
By Jerry Adler and Anne Underwood

(D2) Every engineer is familiar with the Law of Unintended Consequences,
(D3) the principle that almost any technological improvement will create unforeseen problems of its own.
(S4) The automobile has been a fruitful source of unintended consequences,
(D5) from the days when it was predicted
(D6) to rid the country of drunken horsemen.
(D7) More ominously,
(M8) it now seems that air bags,
(S9) intended to save lives,
(M10) may in fact be dangerous, especially to children.
(S11) A study this fall by the National Highway Traffic Safety Administration concluded that
(M12) air bags increase the fatality risk to children in the front passenger seat by 30 percent.
(D13) Carmakers last week were planning
(D14) to send warning letters to the owners of some 15 million cars about the danger (that) (D15) air bags
pose to children.

...

(D16) Safety experts have known for years that
(M17) inflatable restraints,
(D18) leaping out of the dash- board at speeds of up to 200 miles an hour,
(M19) can deal punishing or even lethal blows to people
(M20) who contact them
(M21) while they are still inflating.
(S22) Since the government began phasing in an air-bag requirement in 1993,
(M23) 28 children have been killed by the devices,
(S24) as have 19 adults,
(D25) almost all of them women.
(D26) But until recently,
(D27) it seemed that
(M28) the children
(M29) who were killed
(M30) weren't properly seated in the first place.
(S31) Either they weren't wearing seat belts,
(S32) or they were infants
(S33) who should never have been in the front seat at all
(D34) (even strapped into a rear-facing infant seat).
(S35) But last month federal officials reported that
(D36) for the first time,
(M37) a child who was seated and belted in the front passenger seat
(M38) was killed by an air bag –
(D39) 5-year- old Frances Ambrose of Nashville, Tenn.,
(D40) whose mother walked away from an otherwise minor fender bender.
(S41) And the NHTSA is investigating a 1994 accident

(M42) in which an eight-month-pregnant woman survived a low-speed crash –
 (M43) but lost her baby,
 (M44) apparently from the impact of the air bag.

...

(M45) Carmakers had foreseen just such accidents in
 (M46) warning about the dangers of air bags as long ago as 1969.
 (S47) But the industry always opposed safety regulations that
 (S48) might cost money –
 (D49) at least until the late 1980s,
 (D50) when air bags suddenly emerged as a selling point.
 (D51) More tellingly,
 (D52) auto-safety consultant Peter Dill thinks
 (S53) safety advocates share some of the responsibility for
 (S54) overlooking the risk to children in their zeal
 (S55) to make air bags mandatory.
 (S56) “Everyone –
 (D57) the industry, the NHTSA, the Naderites –
 (S58) knew in the 1970s that
 (S59) air bags could kill people,
 (S60) especially children,”
 (D61) Dill says.

...

(M62) Car manufacturers argue that
 (M63) part of the problem lies with the regulations,
 (M64) which call for protecting an unbelted, 168 pound man in a 30-mile-an-hour crash. (S65) That
 requires the bag
 (S66) to inflate at high pressure.
 (S67) But passengers wearing seat belts don’t require such powerful protection,
 (S68) and in the 12 years since the standard was originally drafted,
 (S69) seat-belt usage has increased from under 20 percent to nearly 70 percent.
 (D70) So
 (S71) the auto industry is seeking permission to make bags that
 (S72) will inflate with less oomph.
 (D73) Also,
 (D74) regulations now require air bags
 (D75) to deploy in crashes at as little as 15 miles per hour;
 (D76) the industry would like to see
 (D77) that figure raised,
 (D78) perhaps to 25.
 (D79) Farther down the road are various permutations of “smart bags” that
 (D80) could deploy at different velocities,
 (D81) depending on the weight of the passenger.
 (D82) In 1998 Mercedes-Benz models, the air bag will deactivate
 (D83) if a baby seat is placed in the passenger seat.

...

(D84) In the meantime,
 (M85) the 40-odd deaths
 (M86) that were caused by air bags
 (M87) must be weighed against some 1,500 lives
 (M88) that have been saved by them.

With Daniel Klaidman in Washington

Pictures:

(S89) Crash dummies: bags built with grown men in mind
 (S90) When danger comes from the dashboard
 (S91) Some of the risks:
 (S92) Child under 12 may be hit in the head by

- (D93) airbags inflating at 200 miles an hour.
 (S94) Infant in safety seat may be slammed face-first into the backrest.
 (S95) Pregnant woman
 (S96) Some safety advocates believe the bags' impact
 (S97) may harm fetuses,
 (D98) but evidence is inconclusive.

TEXT 2

THE ALPS MELTING AWAY

(M1) **Tourists want value, not \$10 bottles of water**
 by Reinhard Engel

- (D2) It used to be that
 (S3) Europeans headed for the Alps every chance they got.
 (D4) They hiked in the summer
 (D5) and went skiing in the winter,
 (D6) enjoying the spectacular scenery
 (D7) and returning home to Britain or Germany or Holland
 (D8) relaxed and refreshed.
 (D9) It was fun, fashionable and affordable.
 (D10) No longer.
 (D11) Like the precious snow,
 (M12) tourism in Austria and Switzerland is melting away.
 (S13) "Hotel nights" sold in Austria fell to 115 million last year from a high of 180 million in 1992.
 (S14) And Switzerland sold 1,2 million fewer hotel rooms last winter
 (S15) than it did back in 1989-90.
 (M16) This season is no better;
 (D17) through the end of December,
 (M18) Switzerland's hotel occupancy was down 6 percent from last year.
 (M19) Austria is expecting a 5 percent loss for the whole winter.
 (S20) "The good times are over,"
 (D21) says Ferdinand Posnik,
 (D22) head of the regional tourist agency in the Austrian province of Carinthia.
 ...
 (M23) What's to blame?
 (M24) Poor conditions and hard currency, for starters.
 (S25) Vacationers skiing in northern Italy can get almost 30 percent more for their money
 (S26) than in either Switzerland or Austria.
 (S27) Economic insecurity is prompting shorter, stingier trips.
 (S28) The Germans,
 (D29) Europe's largest and wealthiest tourist group,
 (S29) have set the tone.
 (S30) "They don't stay as long as
 (S31) they used to,
 (S32) and they keep their wallets closed for extras,"
 (D33) says one Austrian hotel owner.
 (S34) Add into the mix cheap flights to sunny spots in America and the *Mediterranean*. (S35) "I'm afraid
 my guests are playing golf in Florida,"
 (D36) Hans Leu,
 (D37) owner of a luxury hotel in Lugano,
 (D38) said last summer.
 ...

- (D39) But perhaps
 (M40) the biggest reason for the decline is the been- there-done-that factor –
 (M41) call it *recreation fatigue*.
 (S42) Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water –
 (S43) for them, snowplowing down the Alps is a big yawn.
 (D44) (Except, maybe, if it's on a snowboard.)
 (D45) It doesn't help that
 (S46) many Alpine hotels are small, spartan, family-owned affairs
 (S47) offering yodel contests and guest ski races for entertainment.
 (M48) "Travelers today are more sophisticated
 (M49) and are seeking an original, novel holiday experience,"
 (D50) says Klaus Weiermair,
 (D51) a University of Innsbruck economics professor.
- ...
- (D52) Indeed,
 (S53) the area's most successful hoteliers are those
 (S54) providing not just ski rentals and a nightly mug of cocoa
 (S55) but specialized activities as well.
 (D56) Tennis, horse-back riding, mountain biking, paragliding, rafting, beauty treatments, kids' camps,
 even painting and writing classes are all draws for tourists bored with the slopes.
 (D57) The owners of Alpenrose,
 (D58) a four-star hotel in the Tyrol,
 (D59) invested \$6 million last year
 (D60) to dig a two-story-tall Roman-style spa into a mountainside,
 (D61) complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness
 center.
 (D62) Despite a daily rate of \$200,
 (D63) the hotel is running at an enviable 95 percent occupancy rate,
 (D64) says marketing manager Reinhard Schrott.
 (D65) "You get value for money,"
 (D66) he insists.
 (D67) "We include coffee and cake in the afternoon." Wow.
- ...
- (D68) Free snacks are one thing;
 (M69) many alpine resorts have realized that
 (M70) they have to update their marketing strategies, too.
 (S71) Photos of sunburned skiers on pristine powder don't cut it anymore.
 (M72) Regional tourist offices are banding together
 (M73) to attract visitors to the area.
 (S74) Some resorts are offering "all-inclusive" packages,
 (D75) like Club Med's –
 (D76) that would be nice,
 (D77) if it means an end to the \$10 bottle of mineral water.
 (S78) And some hoteliers are trying –
 (D79) the height of fashion! –
 (S80) to reach new customers by
 (S81) advertising on the Internet and the Web.
 (S82) And if they really want
 (S83) to compete with Florida,
 (S84) they could always import Mickey Mouse.
 (D85) On skis.
 (D86) And in lederhosen.

Picture:

- (S87) Pristine powder is not enough: (D88) Skiing in Austria.

APPENDIX F – Subjects’ s written protocols and idea units reproduced

This appendix is organized in the following way: each subject’s written protocol is presented and followed by its respective source text where a parenthesis was put before each ‘idea unit’ division. The signal “X” represents that an ‘idea unit’ was literally or partially reproduced by the subject in the recall protocol or in the summary.

SUBJECT 1 – TEXT 1: RECALL

O texto que eu acabei de ler fala sobre os air bags. Air bags são um tipo de mecanismo que existem nos carros com o objetivo de proteger os passageiros quando acontece algum acidente. O que eles têm notado nos EUA é que justamente esses mecanismos produzidos para salvar vidas têm matado muitas pessoas. O interessante é que a maioria das vítimas são mulheres e crianças. Alguns órgãos responsáveis pela segurança no tráfego estão investigando como os air bags influenciaram algumas mortes nos EUA. Os próprios fabricantes de carros chamam a atenção para o fato de que os air bags podem ser perigosos. Os fabricantes alertam para isso desde 1969. O interessante é que o problema com os air bags parece estar justamente no fato de eles serem produzidos para proteger um passageiro ideal. Se você não estiver com aquele peso X e estiver usando cinto de segurança, você é um forte candidato a vítima do air bag. O texto mostra que justamente devido ao boom dos cintos de segurança na década de 80, teve-se mais problemas com os air bags. Finalmente, o artigo termina com um contraste: apesar de ter matado alguns, o uso dos air bags salvou a vida de mais alguns milhões de pessoas.

Number of words: 207

HEALTH

LIKE HITTING A WALL

For children, air bags are too often anything but safe

By Jerry Adler and Anne Underwood

Every engineer is familiar with the Law of Unintended Consequences, the principle that almost any technological improvement will create unforeseen problems of its own. The automobile has been a fruitful source of unintended consequences, from the days when it was predicted to rid the country of drunken horsemen. More ominously, it now seems that air bags, intended to save lives, may in fact be dangerous, especially to children. A study this fall by the National Highway Traffic Safety Administration concluded that air bags increase the fatality risk to children in the front passenger seat by 30 percent. Carmakers last week were planning to send warning letters to the owners of some 15 million cars about the danger air bags pose to children.

Safety experts have known for years that inflatable restraints, leaping out of the dashboard at speeds of up to 200 miles an hour, can deal punishing or even lethal blows to people who contact them while they are still inflating. Since the government began phasing in an air-bag requirement in 1993, 28 children have been killed by the devices, as have 19 adults, almost all of them women. But until recently, it seemed that the children who were killed weren’t properly seated in the first place. Either they weren’t wearing seat belts, or they were infants who should never have been in the front seat at all (even strapped into a rear-facing infant seat). But last month federal officials reported that for the first time, a child who was seated and belted in the front passenger seat was killed by an air bag – 5-year-old Frances Ambrose of Nashville, Tenn., whose mother walked away from an otherwise minor fender bender. And the NHTSA is investigating a 1994 accident in which an eight-month-pregnant woman survived a low-speed crash – but lost her baby, apparently from the impact of the air bag.

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SUBJECT 2 – TEXT 1

- Air bags may kill people, specially children despite the safety they are intended to provide.
- There are some cases of death caused by air bags reported in Europe in 1993, 1994. In some cases people who died didn't use the seat-belts, but young children can be pressed by these air bags even when using the belts. Pregnant women also can lose their babies with the strong pressure made by the bags. There's a case like this reported, although people aren't really sure about the cause of the baby's death.
- There were lots of studies made on the subject, and since 1969 car industries have enough knowledge about the air bags murder instinct. However, nothing has been done to change this.
- In the 80's, as offering air bags became a very good way of selling cars, industries tried to offer these devices normally. Nowadays, some research are being carried out to avoid this kind of problem. Probably in 1998, Mercedes-Benz will develop another way of using the air bags, and also they will develop the "smart bags", which can deactivate when there's a baby seat in the car's front seat.
- Although these problems may occur, the author of the article tries to remind us that we should weight the amount of people who were saved against the minimum who were killed.

Number of words: 225

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SUBJECT 3 – TEXT 1

O uso do “airbag”

Os “airbags” são um dispositivo de segurança usado no painel anterior do carro e inflam quando o carro bate ou freia repentinamente evitando que as pessoas nos bancos da frente batam no vidro ou na direção. Entretanto, muitos acidentes e até a morte tem acontecido justamente pelo uso do airbag.

A maioria da vítimas são crianças e mulheres, sendo que entre os problemas mais comuns são o airbag bater na cabeça da criança, mesmo quando esta está com cinto de segurança, e a lesão do feto, no caso de mulheres grávidas, pelo jato do “airbag” inflar muito rápido e com muita pressão.

Segundo alguns estudiosos, o “airbag” não precisaria Ter tanta pressão, principalmente no caso de o passageiro estar usando cinto de segurança. Em um estudo realizado no ano passado(?) houve 28 vítimas devido ao uso de airbag.

Já na década de 60 se previa esse tipo de acidente com airbags, mas quando ele passou a ser um ponto de venda, a indústria não se interessou em tratar esse problema.

Hoje busca-se uma legislação que tenta regulamentar o uso de airbags. A Mercedes Benz por exemplo, desenvolveu um modelo 1998 cujo airbag não é acionado se uma criança está sentada numa cadeirinha acoplada no banco da frente. Também se fala na criação de “smarts airbags”, que seriam capazes de acionar uma pressão de acordo com o peso do passageiro.

A despeito de qualquer decisão, é importante comparar o pequeno número de dezenas de vítimas pelo uso “airbag” contra as cerca de 1400 vidas que foram salvas por ele.

Words: 263

HEALTH

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SUBJECT 4 – TEXT 1

Nowadays, air bags are considered by the industry of cars one of the equipments that help them selling their cars. It's considered a "selling-point" by carmakers.

However, it was not always like this, in the 1970's when the safety regulations became more powerful and the carmakers had to submit themselves to these regulations, they didn't like the idea much.

Today the usage of air-bags as an equipment in cars is causing a great discussion. Although they have saved more than 1,500 lives, we have to consider the fact that air bags have already caused 40-odd deaths, specially among children.

Until recently, it seemed that children who were seated in front and who were killed in an accident, were either too young to be seated in front or were not wearing seat-belts. But now carmakers have to consider the death of a 5 years old child who was wearing seat-belt and died because of the pressure of the air bag.

The idea now is to produce cars with "smart-bags" which are inflated according to how much the person seated in front weights, so that the pressure of the movement it inflates might not be a cause of deaths.

Number of words: 197

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SUBJECT 5 – TEXT 1

Air-bags, a killing machine?

Seat-belts and air bags were created/made to save people from possible car accidents. But now that we have been seeing in big cities around the world is that these marvellous tools can bring some fatal problems.

Some specialists are saying that carmakers were aware of the “dangerous” of air bags since the 1970's . Air bags are not safe for children under 12 or babies and for pregnant because of the impact it occurs when it's inflated. A relevant number of children were killed by this apparatus when it must save their lives.

Although the study shows some fails of the air-bag, we can forget that there are more people saved than killed by it.

Number of words: 119

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SUBJECT 6 – TEXT 1

After reading an article published in the Newsweek magazine on November 11th, 1996, I realized how little familiarized I was with the subject the journalist wrote: "air bag". Just after finishing my reading, I looked up the word in a dictionary, but I was still in doubt about how the air bag really works. If it involves only the driver in the car or all the passengers, or even the car itself. If I Am not wrong, this air bag was started to be used in cars in 1993, but in 1969 some people already knew that it could be dangerous. Some forty people have died since then – especially children and women – but at the end of the article the writer shows his point of view when he says that thousands of people have been saved by air bags in case of accidents. The journalist started the article by telling us how dangerous things made by men can be, and how "naive" people can be when they make something and do not think about the consequences.

Number of words: 176

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SUBJECT 7 – TEXT 1

→ The text talks / discusses the dangers of air bags.

Recently, it was perceived that air bags had been killing people instead of saving them. It happens because of the higher pressure in which it inflates, causing a great impact, which may cause death.

The majority of the death happened among children (48), but it was argued that the cause of the deaths was not the air bag itself, but the fact that children were not well-placed in the car, were not using safety-belt or they shouldn't be in that place.

However, afterwards, one case of death was proved to have happened because of the air bag.

Also, an eight-month pregnant woman had an accident in which she lost her baby, in which they have evidence to say it was because of the strong impact of the air bag.

Car makers say that they already knew about these kinds of dangers but it would be more money spent by the industries in safety programs.

Nowadays, car manufacturers are trying to change the laws in order to avoid this kind of problem. They say that the air bag inflates in a 30 mph and it is made to a 168 pound person.

They are trying to reduce the speed limit.

Mercedes Benz has already done something to solve the problem. In some vehicles there is even a device which prevents the air bag to inflate when there are children in the car.

Number of words: 240

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() Every engineer is familiar with the Law of Unintended Consequences, () the principle that almost any technological improvement will create unforeseen problems of its own. () The automobile has been a fruitful source of unintended consequences, () from the days when it was predicted () to rid the country of drunken horsemen. () More ominously, (X) it now seems that air bags, (X) intended to save lives, (X) may in fact be dangerous, especially to children. () A study this fall by the National Highway Traffic Safety Administration concluded that () air bags increase the fatality risk to children in the front

passenger seat by 30 percent. () Carmakers last week were planning () to send warning letters to the owners of some 15 million cars about the danger () air bags pose to children.

() Safety experts have known for years that () inflatable restraints, () leaping out of the dashboard at speeds of up to 200 miles an hour, () can deal punishing or even lethal blows to people () who contact them () while they are still inflating. () Since the government began phasing in an air-bag requirement in 1993, (X) 28 children have been killed by the devices, () as have 19 adults, () almost all of them women. () But until recently, (X) it seemed that (X) the children (X) who were killed (X) weren't properly seated in the first place. (X) Either they weren't wearing seat belts, (X) or they were infants (X) who should never have been in the front seat at all () (even strapped into a rear-facing infant seat). () But last month federal officials reported that () for the first time, (X) a child who was seated and belted in the front passenger seat (X) was killed by an air bag – () 5-year-old Frances Ambrose of Nashville, Tenn., () whose mother walked away from an otherwise minor fender bender. () And the NHTSA is investigating a 1994 accident (X) in which an eight-month-pregnant woman survived a low-speed crash – (X) but lost her baby, (X) apparently from the impact of the air bag.

(X) Carmakers had foreseen just such accidents in () warning about the dangers of air bags as long ago as 1969. (X) But the industry always opposed safety regulations that (X) might cost money – () at least until the late 1980s, () when air bags suddenly emerged as a selling point. () More tellingly, () auto-safety consultant Peter Dill thinks () safety advocates share some of the responsibility for () overlooking the risk to children in their zeal () to make air bags mandatory. () “Everyone – () the industry, the NHTSA, the Naderites – () knew in the 1970s that (X) air bags could kill people, (X) especially children,” () Dill says.

(X) Car manufacturers argue that (X) part of the problem lies with the regulations, (X) which call for protecting an unbelted, 168 pound man in a 30-mile-an-hour crash. () That requires the bag (X) to inflate at high pressure. () But passengers wearing seat belts don't require such powerful protection, () and in the 12 years since the standard was originally drafted, () seat-belt usage has increased from under 20 percent to nearly 70 percent. () So () the auto industry is seeking permission to make bags that () will inflate with less oomph. () Also, () regulations now require air bags () to deploy in crashes at as little as 15 miles per hour; (X) the industry would like to see (X) that figure raised, () perhaps to 25. () Farther down the road are various permutations of “smart bags” that () could deploy at different velocities, () depending on the weight of the passenger. (X) In 1998 Mercedes-Benz models, the air bag will deactivate (X) if a baby seat is placed in the passenger seat.

() In the meantime, () the 40-odd deaths () that were caused by air bags () must be weighed against some 1,500 lives () that have been saved by them.

With Daniel Klaidman in Washington

Pictures:

- () Crash dummies: bags built with grown men in mind
- () When danger comes from the dashboard
- () Some of the risks: () Child under 12 may be hit in the head by () airbags inflating at 200 miles an hour.
- () Infant in safety seat may be slammed face-first into the backrest.
- () Pregnant woman () Some safety advocates believe the bags' impact () may harm fetuses, () but evidence is inconclusive.

SUBJECT 8 – TEXT 1

1. Crianças sentadas no banco da frente dos carros e os air-bags.
2. Um esquema no texto mostra como acontecem os acidentes (mortes) com air-bags e crianças. Mulheres grávidas também são vítimas. Não há evidências quanto a esse fato.
3. A indústria automobilística e a fabricação dos air-bags.
4. A História da fabricação dos air-bags.
5. Desde 1969 existem carros com air-bags.
6. A regulamentação do funcionamento dos air-bags.
7. O que a indústria se dispõe a fabricar não está de acordo com as exigências do órgão regulador de segurança.
8. A indústria quer aumentar a velocidade de impacto que ativa um air-bag.
9. Uma criança morta pelo um air-bag no Tennessee.

10. Até hoje 40 pessoas foram vítimas de air-bags (ou vítimas de acidentes de automóvel?). 1500 pessoas foram salvas pelos air-bags.

Number of words: 136

HEALTH

LIKE HITTING A WALL

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SUBJECT 1 – TEXT 2: SUMMARY

O texto que acabei de ler fala sobre o turismo nos Alpes europeus. O texto inicia contrastando o que os Alpes representavam antes e o que representam hoje. Antigamente, havia uma chuva de turistas lá. Hoje em dia, o turismo está “derretendo” como a neve.

Mas essa situação não se estende a toda Europa. Na Itália, por exemplo, o fluxo de turistas é bom.

O artigo mostra que o grande problema do baixo fluxo de turistas nos Alpes se deve ao tipo de divertimento e atividades oferecidas. O que é oferecido hoje não satisfaz os turistas mais. Para exemplificar isso, o texto cita um hotel que oferece atividades diferentes aos turistas e onde não há problema de falta de hóspedes. Nesse hotel, 95% das ocupações estão sempre preenchidas.

Finalmente, o fechamento do texto reforça a idéia de que os hoteleiros dos Alpes precisam se atualizar e oferecer aos turistas atividades interessantes. Alguns já começaram a mudar suas táticas. Têm hotéis fazendo propaganda até na Internet.

Number of words: 165

THE ALPS MELTING AWAY

() Tourists want value, not \$10 bottles of water by Reinhard Engel

() It used to be that (X) Europeans headed for the Alps every chance they got. () They hiked in the summer () and went skiing in the winter, () enjoying the spectacular scenery () and returning home to Britain or Germany or Holland () relaxed and refreshed. () It was fun, fashionable and affordable. () No longer. (X) Like the precious snow, (X) tourism in Austria and Switzerland is melting away. () “Hotel nights” sold in Austria fell to 115 million last year from a high of 180 million in 1992. () And Switzerland sold 1,2 million fewer hotel rooms last winter () than it did back in 1989-90. () This season is no better; () through the end of December, () Switzerland’s hotel occupancy was down 6 percent from last year. () Austria is expecting a 5 percent loss for the whole winter. () “The good times are over,” () says Ferdinand Posnik, () head of the regional tourist agency in the Austrian province of Carinthia.

() What’s to blame? () Poor conditions and hard currency, for starters. (X) Vacationers skiing in northern Italy can get almost 30 percent more for their money (X) than in either Switzerland or Austria. () Economic insecurity is prompting shorter, stingier trips. () The Germans, () Europe’s largest and wealthiest tourist group, () have set the tone. () “They don’t stay as long as () they used to, () and they keep their wallets closed for extras,” () says one Austrian hotel owner. () Add into the mix cheap flights to sunny spots in America and the Mediterranean. () “I’m afraid my guests are playing golf in Florida,” () Hans Leu, () owner of a luxury hotel in Lugano, () said last summer.

() But perhaps (X) the biggest reason for the decline is the been-there-done-that factor – (X) call it *recreation fatigue*. () Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water – () for them, snowplowing down the Alps is a big yawn. () (Except, maybe, if it’s on a snowboard.) () It doesn’t help that () many Alpine hotels are small, spartan, family-owned affairs () offering yodel contests and guest ski races for entertainment. (X) “Travelers today are more sophisticated (X) and are seeking an original, novel holiday experience,” () says Klaus Weiermair, () a University of Innsbruck economics professor.

() Indeed, () the area’s most successful hoteliers are those () providing not just ski rentals and a nightly mug of cocoa () but specialized activities as well. () Tennis, horse-back riding, mountain biking, paragliding, rafting, beauty treatments, kids’ camps, even painting and writing classes are all draws for tourists bored with the slopes. () The owners of Alpenrose, () a four-star hotel in the Tyrol, () invested \$6

million last year () to dig a two-story-tall Roman-style spa into a mountainside, (X) complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness center. () Despite a daily rate of \$200, (X) the hotel is running at an enviable 95 percent occupancy rate, () says marketing manager Reinhard Schrott. () "You get value for money," () he insists. () "We include coffee and cake in the afternoon." Wow.

() Free snacks are one thing; (X) many alpine resorts have realized that (X) they have to update their marketing strategies, too. () Photos of sunburned skiers on pristine powder don't cut it anymore. () Regional tourist offices are banding together () to attract visitors to the area. () Some resorts are offering "all-inclusive" packages, () like Club Med's – () that would be nice, () if it means an end to the \$10 bottle of mineral water. (X) And some hoteliers are trying – () the height of fashion! – () to reach new customers by (X) advertising on the Internet and the Web. () And if they really want () to compete with Florida, () they could always import Mickey Mouse. () On skis. () And in lederhosen.

Picture:

() Pristine powder is not enough: () Skiing in Austria.

SUBJECT 2 – TEXT 2

- What is happening in the Alps?
- Place was much more visited in the past.
- Hotels are almost empty in relation to ...
- What's to blame? Poor conditions and hard currency for starters (just like we?) → but tourists look for different places like Florida.
- So, what's to blame? → Europeans are not poorer, but bored about the Alps. Europeans don't want to go there just to that same old skiing.
- Younger people look for more exciting adventures.
- It is endorsed by 95% occupation of hotels that offer different activities: paragliding or horse riding.
- Hoteliers have to renew their marketing strategies if they want to attract new customers.

Melting Away

What is happening in the alps? This is the question many people may be asking due to the low occupation taxes of the local hotels. European tourists used to visit the alps much more in the past than nowadays.

But what's to blame? Probably many people dare to say that this is a consequence of the poor conditions and hard currency. But how to proceed on/with(?) the economic argument when lots of tourists are crowding Florida hotels?

In fact, it seems to be that Europeans are not poorer, but bored about spending their vacation in the Alps. They simply don't want to go there just to run down the mountains on a ski. Specially younger people, who spend a lot of money going to hotels which offer different and exciting activities such as horse riding, mountain biking or paragliding.

Indeed, hotels offering these kinds of activities endorse the ideas that hoteliers have to renew their marketing strategies before they get too out-of-date. Some of them are even connected to the Internet and the Web to reach new customers.

Number of words: 295

Only summary: 180

THE ALPS

MELTING AWAY

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Picture:

() Pristine powder is not enough: () Skiing in Austria.

SUBJECT 3 – TEXT 2

O turismo em estações de esqui na Europa parece estar derretendo como neve. Houve um considerável decréscimo nas viagens e ocupação de hotéis nessas regiões nos últimos anos.

Uma das razões parece ser econômica, já que uma viagem para a América ou o Mediterrâneo sai mais barata e até mesmo uma temporada nas montanhas italianas pode custar 30% a menos do que o mesmo tempo na Suíça. Além disso, os turistas parecem estar optando por pacotes mais curtos e assim acabam ocupando os hotéis por menos tempo.

Há quem diga que talvez as pessoas estejam cansadas de esquiar e o esporte na neve já não oferece o mesmo fascínio de antes. Ou seja, muitos preferem algo mais excitante.

Seja o que for, muitos hotéis já tomaram providências para reverter o quadro. Alguns tem colocado a disposição de seus hóspedes outras atrações como ciclismo nas montanhas, passeios a cavalo, sauna, banhos de ervas, acampamentos para crianças, refeição extra, etc. A ordem parece ser oferecer mais por menos.

O fato é que essa preocupação não atinge só os hotéis, mas já colocou em alerta até “secretarias de turismo” dessas regiões, cujo trabalho de marketing inclui até propaganda na Internet.

Words: 197

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What’s to blame? Poor conditions and hard currency, for starters. Vacationers skiing in northern Italy can get almost 30 percent more for their money than in either Switzerland or Austria. Economic insecurity is prompting shorter, stingier trips. The Germans, Europe’s largest and wealthiest tourist group, have set the tone. “They don’t stay as long as they used to, and they keep their wallets closed for extras,” says one Austrian hotel owner. Add into the mix cheap flights to sunny spots in America and the Mediterranean. “I’m afraid my guests are playing golf in Florida,” Hans Leu, owner of a luxury hotel in Lugano, said last summer.

But perhaps the biggest reason for the decline is the been-there-done-that factor – call it *recreation fatigue*. Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water – for them, snowplowing down the Alps is a big yawn. (Except, maybe, if it’s on a snowboard.) It doesn’t help that many Alpine hotels are small, spartan, family-owned affairs offering yodel contests and guest ski races for entertainment. “Travelers today are more sophisticated and are seeking an original, novel holiday experience,” says Klaus Weiermair, a University of Innsbruck economics professor.

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Picture:

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SUBJECT 4 – TEXT 2

Tourism in the Alps is no longer the same as it used to be years ago. It's "melting away" just like the snow. A high decline has been noticed in the number of tourists who go to places like Austria and Switzerland either to hike in the summer or to ski in the winter.

But the question is: Who's to blame? Some of the reasons for this decline are probably the cheap flights to sunny places like Florida and the Mediterranean as well as the lack of specialized activities to travelers.

It's been noticed that young Europeans no longer enjoy going to ski in those places, it's kind of boring. They'd rather look for the longest bungee jumpings or for the whitest waters.

Indeed, hotels in ski resorts do not provide specialized activities such as rafting, paragliding, bungee-jumping, etc.

That's why some of these hotels are solving this lack of tourists investing in marketing. So, they're repairing their hotels, providing the activities that tourists look for.

There's a hotel which invested in its marketing (built indoors and outdoors swimming pools, sauna and other activities) and already can see the results, an increase in the number of travelers.

Number of words: 197

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SUBJECT 5– TEXT 2

A summary of “Melting Away”

People are changing the place to spend their holidays. This is said by some responsables for the tourism in the Alps. There have being a decreasing of number of tourist searching for the “freezing” places. Some people say this is due to the financial problems, that is, they don't have money to pay for all the luxury that hotels offer. Others say this is simply a problem of marketing, that is, if you don't do the advertisement or offering you don't sell.

Some hotels are aware of this changes and they are offering some facilities to their customers without asking them for “extras”.

In fact, the hotels in the Alps and the ones in Florida are competing to each other to get a larger number of tourists and to show to their audience who is the most popular and most creative in this area.

Number of words: 149

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() But perhaps () the biggest reason for the decline is the been- there-done-that factor – () call it *recreation fatigue*. () Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water – () for them, snowplowing down the Alps is a big yawn. () (Except, maybe, if it's on a

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() Indeed, () the area's most successful hoteliers are those () providing not just ski rentals and a nightly mug of cocoa (X) but specialized activities as well. () Tennis, horse-back riding, mountain biking, paragliding, rafting, beauty treatments, kids' camps, even painting and writing classes are all draws for tourists bored with the slopes. () The owners of Alpenrose, () a four-star hotel in the Tyrol, () invested \$6 million last year () to dig a two-story-tall Roman-style spa into a mountainside, () complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness center. () Despite a daily rate of \$200, () the hotel is running at an enviable 95 percent occupancy rate, () says marketing manager Reinhard Schrott. () "You get value for money," () he insists. () "We include coffee and cake in the afternoon." Wow.

() Free snacks are one thing; (X) many alpine resorts have realized that (X) they have to update their marketing strategies, too. () Photos of sunburned skiers on pristine powder don't cut it anymore. () Regional tourist offices are banding together () to attract visitors to the area. (X) Some resorts are offering "all-inclusive" packages, () like Club Med's – () that would be nice, () if it means an end to the \$10 bottle of mineral water. () And some hoteliers are trying – () the height of fashion! – () to reach new customers by () advertising on the Internet and the Web. () And if they really want (X) to compete with Florida, (X) they could always import Mickey Mouse. () On skis. () And in lederhosen.

Picture:

() Pristine powder is not enough: () Skiing in Austria.

SUBJECT 6 – TEXT 2

The article is about the reduction on skiing in Europe, especially in Austria and Switzerland, and what they are doing to attract the tourists. Nowadays they are advertising on Internet and the Webs, and some hotels are offering different things, like spas, etc. Tourists can also find an all-inclusive package.

The main reason for the reduction of tourists who visit the alps is, according to some specialists, the "sports fatigue". Young people are doing different sports, and many of them prefer going to sunny places.

According to a survey, tourists are spending less money on their trips, and it can be due to the hard currency of Europe.

Skiing poor conditions is another thing that puts tourists away.

Number of words: 118

THE ALPS MELTING AWAY

() **Tourists want value, not \$10 bottles of water** by Reinhard Engel

() It used to be that () Europeans headed for the Alps every chance they got. () They hiked in the summer () and went skiing in the winter, () enjoying the spectacular scenery () and returning home to Britain or Germany or Holland () relaxed and refreshed. () It was fun, fashionable and affordable. () No longer. () Like the precious snow, (X) tourism in Austria and Switzerland is melting away. () "Hotel nights" sold in Austria fell to 115 million last year from a high of 180 million in 1992. () And Switzerland sold 1,2 million fewer hotel rooms last winter () than it did back in 1989-90. () This season is no better; () through the end of December, () Switzerland's hotel occupancy was down 6 percent from last year. () Austria is expecting a 5 percent loss for the whole winter. () "The good times are over," () says Ferdinand Posnik, () head of the regional tourist agency in the Austrian province of Carinthia.

What's to blame? Poor conditions and hard currency, for starters. Vacationers skiing in northern Italy can get almost 30 percent more for their money than in either Switzerland or Austria. Economic insecurity is prompting shorter, stingier trips. The Germans, Europe's largest and wealthiest tourist group, have set the tone. "They don't stay as long as they used to, and they keep their wallets closed for extras," says one Austrian hotel owner. Add into the mix cheap flights to sunny spots in America and the Mediterranean. "I'm afraid my guests are playing golf in Florida," Hans Leu, owner of a luxury hotel in Lugano, said last summer.

But perhaps the biggest reason for the decline is the been- there-done-that factor – call it *recreation fatigue*. Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water – for them, snowplowing down the Alps is a big yawn. (Except, maybe, if it's on a snowboard.) It doesn't help that many Alpine hotels are small, spartan, family-owned affairs offering yodel contests and guest ski races for entertainment. "Travelers today are more sophisticated and are seeking an original, novel holiday experience," says Klaus Weiermair, a University of Innsbruck economics professor.

Indeed, the area's most successful hoteliers are those providing not just ski rentals and a nightly mug of cocoa but specialized activities as well. Tennis, horse-back riding, mountain biking, paragliding, rafting, beauty treatments, kids' camps, even painting and writing classes are all draws for tourists bored with the slopes. The owners of Alpenrose, a four-star hotel in the Tyrol, invested \$6 million last year to dig a two-story-tall Roman-style spa into a mountainside, complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness center. Despite a daily rate of \$200, the hotel is running at an enviable 95 percent occupancy rate, says marketing manager Reinhard Schrott. "You get value for money," he insists. "We include coffee and cake in the afternoon." Wow.

Free snacks are one thing; many alpine resorts have realized that they have to update their marketing strategies, too. Photos of sunburned skiers on pristine powder don't cut it anymore. Regional tourist offices are banding together to attract visitors to the area. Some resorts are offering "all-inclusive" packages, like Club Med's – that would be nice, if it means an end to the \$10 bottle of mineral water. And some hoteliers are trying – the height of fashion! – to reach new customers by advertising on the Internet and the Web. And if they really want to compete with Florida, they could always import Mickey Mouse. On skis. And in lederhosen.

Picture:

Pristine powder is not enough: Skiing in Austria.

SUBJECT 7 – TEXT 2

Summary

The text talks about the decline of tourism in the Austrian and Swiss Alps.

The article mentions the fact that Europeans are not going sky as they used to. Nowadays, they prefer going to the USA or the Mediterranean.

People that deal with tourism believe that the decline is due to the fact that tourists are spending less money in their trips. Since the flights to Florida for example, are very cheap, tourists are choosing this itinerary.

However, one of the main reasons for this decline according to people involved is a phenomena called "recreation fatigue", which means that tourists are bored with the "structure" of Alps tourism. They want something more than the slopes and the common nightclubs, something more original.

That's the reason why some hotels which have changed their activities, that is, creating new ones, such as: writing lessons, rafting, fitness center, etc.

Some hotels owners realized that they must create new strategies to sell their "products". One of these strategies is the "all inclusive" system. Another one is the advertising in the Internet.

Nowadays, to compete with Florida, one of the champions regarding tourism, the presentation of new facilities and original programs are essential.

Number of words: 199

THE ALPS MELTING AWAY

Tourists want value, not \$10 bottles of water

by Reinhard Engel

It used to be that Europeans headed for the Alps every chance they got. They hiked in the summer and went skiing in the winter, enjoying the spectacular scenery and returning home to Britain or Germany or Holland relaxed and refreshed. It was fun, fashionable and affordable. No longer. Like the precious snow, tourism in Austria and Switzerland is melting away. "Hotel nights" sold in Austria fell to 115 million last year from a high of 180 million in 1992. And Switzerland sold 1,2 million fewer hotel rooms last winter than it did back in 1989-90. This season is no better; through the end of December, Switzerland's hotel occupancy was down 6 percent from last year. Austria is expecting a 5 percent loss for the whole winter. "The good times are over," says Ferdinand Posnik, head of the regional tourist agency in the Austrian province of Carinthia.

What's to blame? Poor conditions and hard currency, for starters. Vacationers skiing in northern Italy can get almost 30 percent more for their money than in either Switzerland or Austria. Economic insecurity is prompting shorter, stingier trips. The Germans, Europe's largest and wealthiest tourist group, have set the tone. "They don't stay as long as they used to, and they keep their wallets closed for extras," says one Austrian hotel owner. Add into the mix cheap flights to sunny spots in America and the Mediterranean. "I'm afraid my guests are playing golf in Florida," Hans Leu, owner of a luxury hotel in Lugano, said last summer.

But perhaps the biggest reason for the decline is the been-there-done-that factor – call it *recreation fatigue*. Many younger Europeans have roamed the earth in search of the longest bungee, the whitest water – for them, snowplowing down the Alps is a big yawn. (Except, maybe, if it's on a snowboard.) It doesn't help that many Alpine hotels are small, spartan, family-owned affairs offering yodel contests and guest ski races for entertainment. "Travelers today are more sophisticated and are seeking an original, novel holiday experience," says Klaus Weiermair, a University of Innsbruck economics professor.

Indeed, the area's most successful hoteliers are those providing not just ski rentals and a nightly mug of cocoa but specialized activities as well. Tennis, horse-back riding, mountain biking, paragliding, rafting, beauty treatments, kids' camps, even painting and writing classes are all draws for tourists bored with the slopes. The owners of Alpenrose, a four-star hotel in the Tyrol, invested \$6 million last year to dig a two-story-tall Roman-style spa into a mountainside, complete with saunas, herb baths, indoor and outdoor heated pools, massage tables and a fitness center. Despite a daily rate of \$200, the hotel is running at an enviable 95 percent occupancy rate, says marketing manager Reinhard Schrott. "You get value for money," he insists. "We include coffee and cake in the afternoon." Wow.

Free snacks are one thing; many alpine resorts have realized that they have to update their marketing strategies, too. Photos of sunburned skiers on pristine powder don't cut it anymore. Regional tourist offices are banding together to attract visitors to the area. Some resorts are offering "all-inclusive" packages, like Club Med's – that would be nice, if it means an end to the \$10 bottle of mineral water. And some hoteliers are trying – the height of fashion! – to reach new customers by advertising on the Internet and the Web. And if they really want to compete with Florida, they could always import Mickey Mouse. On skis. And in lederhosen.

Picture:

Pristine powder is not enough: Skiing in Austria.

SUBJECT 8 – TEXT 2

- O texto trata sobre a queda do turismo em países como Áustria e Suíça.
- O autor aponta como possíveis fatores que estejam motivando a queda questões econômicas daqueles países (que no poder aquisitivo do turista) e a falta de renovação nas atrações oferecidas pelas empresas que exploram aquelas regiões de turismo.
- Parece que o turista europeu já não se interessa mais por lições de esqui e lanche grátis.

- Os principais turistas europeus, que são, segundo o autor, os alemães, já estão a procura de atrações menos corriqueiras do que aquelas oferecidas pela hotelaria do hotel (Alpes).
- Algumas empresas têm ampliado seu programa de atrações e incrementado os serviços que oferecem a seus clientes. Quem tem feito isso tem sentido uma recuperação no turismo Alpino.
- Finalmente, os mais arrojados têm até mesmo investido em programas com spa e aulas de pintura e escrita (redação) e anunciado na Internet. Para concorrer com a Flórida, podem até mesmo importar um Mickey Mouse sobre esquis.

Number of words: 167

THE ALPS MELTING AWAY

Tourists want value, not \$10 bottles of water by Reinhard Engel

It used to be that Europeans headed for the Alps every chance they got. They hiked in the summer and went skiing in the winter, enjoying the spectacular scenery and returning home to Britain or Germany or Holland relaxed and refreshed. It was fun, fashionable and affordable. No longer. Like the precious snow, tourism in Austria and Switzerland is melting away. "Hotel nights" sold in Austria fell to 115 million last year from a high of 180 million in 1992. And Switzerland sold 1,2 million fewer hotel rooms last winter than it did back in 1989-90. This season is no better; through the end of December, Switzerland's hotel occupancy was down 6 percent from last year. Austria is expecting a 5 percent loss for the whole winter. "The good times are over," says Ferdinand Posnik, head of the regional tourist agency in the Austrian province of Carinthia.

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Pristine powder is not enough: Skiing in Austria.

APPENDIX G – Subjects' answers to the retrospective questionnaires

In this section, each subject's answers to the three retrospective questionnaires are reproduced. The subjects' answers are typed in a smaller font and are italicized.

SUBJECT 1

LIKE HITTING A WALL

1. How would you classify your performance in this task:

excellent very good good fair

Why?

↓
Or something in between!

Because I feel I had some difficulties to interpret some of the things that were said in the text. There are things that I am not really sure I understood correctly. Besides, I feel the fact that it is a text from a magazine like Newsweek, I do not feel the need to do a deep reading. I mean, I was in doubt with some words, but I did not feel necessary to check their meaning. When reading such texts I am more interested in the general content.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *For me, the text was not so easy, but also not that difficult. I believe I got the general meaning (which is my objective when reading that kind of text), although I really think the vocabulary used in the text is a bit complicated. Complicated because different in relation to the texts I've been used to read. I always have some trouble with vocabulary when reading texts from magazines in English.*

MELTING AWAY

1. How would you classify your performance in this task:

- excellent very good good fair

Why? *I think I understood the general ideas of the text. Besides, it was not very hard in terms of the vocabulary.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

- very easy easy more or less difficult
 very difficult complicated in terms of vocabulary
 complicated in terms of content others (please, specify)

JUSTIFICATION: *I did not have big problems to read it. I didn't know some words (as always!) but it was not difficult to get the main ideas of the text.*

3. How would you define a summary? What should a summary contain?

A summary is a text that contains the main ideas of the original text. It should not contain details, nor personal opinions of the person that is summarizing.

4. Have you ever had any kind of instruction on summary writing?

I believe so. Yes, during the undergraduate course. I remember that I wrote a good number of summaries and reviews. The first time I had some instruction was during the 2nd semester of the undergraduate course.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Yes, I noticed a very general pattern of bad airbags / praise airbags organization. What called my attention was that first the authors said lots of BAD things about air bags and in the end they kind of contrast, showing the other side of the discussion on air bags. Showing that although they may cause danger, air bags may save lives. I remember what called my attention the most, was that just in the very end, in the last paragraph they do it (tell the positive aspects). For the reader it is hard to accept that although all the killings and danger caused by air bags (and reinforced in the whole text), they are still valuable, because saved lots of lives. (Do they introduce this idea in the first paragraph? If so, I would/should not have been so surprised with the last one).

2. Do you think you followed the same organization used by the writer when you recalled the text?

I think so. In fact, I don't remember. What I remember is that I mentioned the way the text showed the other way around, but I am not sure I followed the same organization in order to say it.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

I thought about what I have already said. In a way, the answer is yes.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

I noticed that they always kind of contrast the ideas. First, they present a good situation regarding tourism in the past, then a bad one regarding tourism nowadays in the Alps of Europe. They exemplify with Italy (again contrast, because tourism is OK there). Then they contrast what some hotels have been offering to their guests and how some hotels have changed the way they treat their guests.

2. Do you think you followed the same organization used by the writer when you summarized the text?

Yes. I tried to do so. In a way, I felt it was important to follow that organization. I felt as if it were part of the main ideas to show contrast.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

Yes.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.

- In the case of a 'middle term' answer, please write MR (more or less).

NS (not sure)

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	MR	MR
2) Look at the source (i.e., author, date, type of publication)?	MR	MR
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	Y	N
5) Read the title and make predictions about the content of the text?	MR	N
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	NS	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	NS
9) Feel the necessity to read aloud to better understand specific passages?	Y	Y
10) Refer to dictionaries?	Y	MR
11) Mark the text (underlining, writing notes)?	DR*	Y
12) Refer to your difficulties when you had them?	MR	MR
13) Evaluate your progress while reading?	MR	MR
14) Mentally plan your recall (text 1) / summary (text2)?	MR	MR
15) Have any previous knowledge of the topic of the text?	N	N
16) Translate specific words or parts of the text to better understand it?	MR	MR
17) Have to paraphrase specific parts to better understand the text?	Y	Y
18) Guess the general meaning of unknown words by using clues from the context?	Y	Y
19) Read without looking up every unfamiliar word in the dictionary ?	MR	Y

*** But I think so**

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

I don't remember. I think I didn't.

SUBJECT 2**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

excellent very good good fair

Why? If I had more time to read maybe I could be better when re-writing the text. Also, I read the text thinking about my way reading and comprehending, which is not necessarily the same as yours, am I right?

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: The text is not difficult in terms of vocabulary or structure. However, I had no intimacy with the subject (cars? Nor bikes!) and some terms mean almost nothing to me even in Portuguese.

MELTING AWAY

1. How would you classify your performance in this task:

excellent very good good fair

Why? The subject is much simpler than the previous one. I understand nothing about cars, but a little bit more on tourism.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

() complicated in terms of content () others (please, specify)

JUSTIFICATION: *No problems on vocabulary, structure or subject. It's just a matter of reading, unless one is not used to this activity either.*

3. How would you define a summary? What should a summary contain?

A summary is a compilation of the central ideas a text contains. Of course, different people may differ when talking about central ideas. It should contain a description of the fact, explanation of it and a kind of solution of the problem.

4. Have you ever had any kind of instruction on summary writing?

Yes, I think so.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

I don't remember very well. I just know that I more troubles when I was organizing my texts.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Certainly not. I think my organization strategies are different from his.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

Yes, I did.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

The organization of this text seems much easier for me to understand, maybe because it follows my way of reasoning (if I still have one).

2. Do you think you followed the same organization used by the writer when you summarized the text?

Yes, I did.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

It wasn't necessary to stop to think. The summary came to my mind almost immediately after reading.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	Y	N
2) Look at the source (i.e., author, date, type of publication)?	DR	DR
3) Refer to visual (pictures) in the text?	DR	N
4) Formulate hypotheses?	Y	N
5) Read the title and make predictions about the content of the text?	Y	Y
6) Regress/reread when you had problems with the flow of reading?	Y	N
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	Y	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	Y	N
10) Refer to dictionaries?	Y	Y
11) Mark the text (underlining, writing notes)?	N	N
12) Refer to your difficulties when you had them?	DR	N
13) Evaluate your progress while reading?	Y	Y
14) Mentally plan your recall (text 1) / summary (text 2)?	Y	Y
15) Have any previous knowledge of the topic of the text?	N	Y
16) Translate specific words or parts of the text to better understand it?	Y	N
17) Have to paraphrase specific parts to better understand the text?	N	N
18) Guess the general meaning of unknown words by using clues from the context?	DR	Y
19) Read without looking up every unfamiliar word in the dictionary?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?
DR.

SUBJECT 3**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

excellent very good good fair

Why? *Because I didn't understand all the vocabulary and I wasn't completely sure about what I wrote.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *There were some new vocabulary I didn't understand and the structure of the sentences made them a little difficult to comprehend the content at the first time. So, I had to read the same sentence several times. Besides, the content was new for me, as I never thought of airbags being a problem.*

MELTING AWAY

1. How would you classify your performance in this task:

excellent very good good fair

Why? *Because I could understand quite everything (except for two words) and it was also easy to summarize it.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *The vocabulary was known and the text was very good written, I mean, in terms of cohesion and coherence.*

3. How would you define a summary? What should a summary contain?

The main idea of the text, skipping details that are not important.

4. Have you ever had any kind of instruction on summary writing?

Yes, when I was at the University.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write “I don’t remember” or “I’m not sure”:

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Well, I don't remember very well, but it didn't read goods to me.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Yes, I think I tried to remember the ideas as they appeared to me when I read the text.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

I don't think so.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Yes, They start talking about a problem, then they gave some causes and after that they said how people are dealing with the problem, that is, the solutions.

2. Do you think you followed the same organization used by the writer when you summarized the text?

For sure.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

Not exactly.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	MR	MR
2) Look at the source (i.e., author, date, type of publication)?	N	N
3) Refer to visual (pictures) in the text?	Y	MR
4) Formulate hypotheses?	Y	N
5) Read the title and make predictions about the content of the text?	DR	DR
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	MR	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	MR	N
10) Refer to dictionaries?	N	N
11) Mark the text (underlining, writing notes)?	N	N
12) Refer to your difficulties when you had them?	Y	Y
13) Evaluate your progress while reading?	MR	MR
14) Mentally plan your recall (text 1) / summary (text2)?	N	MR
15) Have any previous knowledge of the topic of the text?	MR	N
16) Translate specific words or parts of the text to better understand it?	MR	MR
17) Have to paraphrase specific parts to better understand the text?	MR	N
18) Guess the general meaning of unknown words by using clues from the context?	Y	Y
19) Read without looking up every unfamiliar word in the dictionary ?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

When I didn't understand a word I thought a lot about it trying to recall it from my memory or through reasoning.

SUBJECT 4**LIKE HITTING A WALL****1. How would you classify your performance in this task:**

excellent very good good fair

Why? I don't like writing something about a text and not looking back. When I read some text I always have it in front of me when I need to write about it. However, in this task I could really recall the important information.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)
() readable

JUSTIFICATION: I usually do not stop my reading to look up in the dictionary when there's a word I don't understand. The context usually explains the meaning of the word and in this text the vocabulary was not difficult for me. I could read it with no big problems in understanding and summarizing.

MELTING AWAY**1. How would you classify your performance in this task:**

excellent very good good fair

Why? For the same reason that in the 1st activity, I really prefer looking back in the text, specially to check dates and names, although this is not very important in a summary. However, the text was easier and I could write a lot about it, giving the important ideas.

4. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *No specialized and specific vocabulary and it's also a matter of "liking". I really enjoy travelling and doing the activities written in the text, so nothing was really new considering vocabulary.*

5. How would you define a summary? What should a summary contain?

The most important ideas from the text you have just read: the problem, the ideas concerning the problem and the solution if the text gives one, of course. Details such as length of time, dates, number of people or animals are not that important. A summary has to call the readers' attention so that he gets curious to read the whole article.

6. Have you ever had any kind of instruction on summary writing?

Yes, at UFSC. Don't remember which semester.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Introduction: shows the problem and calls the attention of the reader; development: discussion of different ideas about the problem; conclusion: opinions of the author concerning the problem and/or opinions of people involved in the problem.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Yes.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

No, it came naturally. I probably wrote what I thought was more important to me, or what I agreed with.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

The same as in text 1.

2. Do you think you followed the same organization used by the writer when you summarized the text?

Yes.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

The same as in text 1.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	N	N
2) Look at the source (i.e., author, date, type of publication)?	Y	Y
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	Y	Y
5) Read the title and make predictions about the content of the text?	N	Y
6) Regress/reread when you had problems with the flow of reading?	Y	N
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	Y	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	N	N
10) Refer to dictionaries?	N	N
11) Mark the text (underlining, writing notes)?	Y	Y
12) Refer to your difficulties when you had them?	Y	Y
13) Evaluate your progress while reading?	Y	Y
14) Mentally plan your recall (text 1) / summary (text2)?	Y	Y
15) Have any previous knowledge of the topic of the text?	N	Y
16) Translate specific words or parts of the text to better understand it?	N	N
17) Have to paraphrase specific parts to better understand the text?	N	N
18) Guess the general meaning of unknown words by using clues from the context?	Y	Y
19) Read without looking up every unfamiliar word in the dictionary ?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

No, just asked questions when I was supposed to speak and the words didn't come out!!

SUBJECT 5**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

excellent very good good fair

Why? *I think I could comment the text naturally while I was reading it without paying so much attention to the tape recorder. On the other hand, I think I could be better, detail more, I didn't express all my ideas and comments. It could be natural.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *The content was already known, but there was some words that I didn't know the exactly meaning. The whole meaning wasn't affected by this. I could understand the main idea and that's the important.*

MELTING AWAY

1. How would you classify your performance in this task:

excellent very good good fair

Why? *I tried to summarize the text having in mind its main idea and completing it with extra information.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *The vocabulary wasn't difficult and the words (I didn't know) didn't interfere in the whole meaning.*

3. How would you define a summary? What should a summary contain?

A summary contains the text's main idea and the sub-topics.

4. Have you ever had any kind of instruction on summary writing?

Yes, I have had it while doing my English course at UFSC with professor Loni Taglieber.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

I'm not sure, but I think they organized it talking first on the bad points in using the air-bag and then to the good ones.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Yes, I think.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

Yes, I did.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

I'm not sure. First, the authors show the problem that some hotels in the Alps are having and then, they show some possible solutions. what they to do.

2. Do you think you followed the same organization used by the writer when you summarized the text?

I don't think so. I tried to get the information that called my attention.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

Yes, I did.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	DR	N
2) Look at the source (i.e., author, date, type of publication)?	N	N
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	Y	Y
5) Read the title and make predictions about the content of the text?	Y	Y
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	Y	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	Y	Y
10) Refer to dictionaries?	N	N
11) Mark the text (underlining, writing notes)?	N	N
12) Refer to your difficulties when you had them?	Y	Y
13) Evaluate your progress while reading?	N	N
14) Mentally plan your recall (text 1) / summary (text2)?	Y	Y
15) Have any previous knowledge of the topic of the text?	Y	N
16) Translate specific words or parts of the text to better understand it?	Y	Y
17) Have to paraphrase specific parts to better understand the text?	Y	Y
18) Guess the general meaning of unknown words by using clues from the context?	Y	Y
19) Read without looking up every unfamiliar word in the dictionary ?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

SUBJECT 6**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

- excellent very good good fair

Why? I understood the language of the article, but as I did not understand what 'air bag' actually is and works, I can't say that my performance was excellent. If I was familiarized with the subject, I would probably not find any problems.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

- very easy easy more or less difficult
 very difficult complicated in terms of vocabulary
 complicated in terms of content others (please, specify)

JUSTIFICATION: When you read magazines very often you get used to this kind of writing and you hardly look up new words in a dictionary. Thinking this way, I would say that it was an easy level. But when you come across new words that are the main idea of the text and you do not understand what they are, the level of the text gets a little more difficult, because it means that you could not get the entire meaning of what you read.

MELTING AWAY

1. How would you classify your performance in this task:

- excellent very good good fair

Why? Well, my memory is not that good, but the article was relatively easy. Perhaps I should have spent more time organizing my ideas before starting writing them down.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

- very easy easy more or less difficult
 very difficult complicated in terms of vocabulary
 complicated in terms of content others (please, specify)

JUSTIFICATION: *I was familiarized with the vocabulary and the subject as a whole.*

3. How would you define a summary? What should a summary contain?

Summary is the main ideas of an article, and consequently it should only contain the main ideas of the text.

4. Have you ever had any kind of instruction on summary writing?

Yes, when I was at school, and some when I was at University, but in my opinion the teachers should give the students more instructions.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

I don't remember the text very well, but I know that I liked the way the author organized his ideas. He gave an excellent explanation of what air bag is, how it works, the pros and cons, etc.

2. Do you think you followed the same organization used by the writer when you recalled the text?

No, I didn't.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

No, I didn't.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Yes, the author was very organized. He divided the subjects in small paragraphs, following a sequence: beginning, middle, etc.

2. Do you think you followed the same organization used by the writer when you summarized the text?

No, I didn't. I just wrote what came to my mind.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

No, I didn't.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	N	N
2) Look at the source (i.e., author, date, type of publication)?	MR	MR
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	Y	N
5) Read the title and make predictions about the content of the text?	Y	Y
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	N	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	N
9) Feel the necessity to read aloud to better understand specific passages?	N	N
10) Refer to dictionaries?	Y*	N
11) Mark the text (underlining, writing notes)?	N	Y
12) Refer to your difficulties when you had them?	Y	N
13) Evaluate your progress while reading?	Y	Y
14) Mentally plan your recall (text 1) / summary (text2)?	N	Y
15) Have any previous knowledge of the topic of the text?	N	Y
16) Translate specific words or parts of the text to better understand it?	N	N
17) Have to paraphrase specific parts to better understand the text?	N	N
18) Guess the general meaning of unknown words by using clues from the context?	DR	DR
19) Read without looking up every unfamiliar word in the dictionary?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

** After finishing my reading, I looked up "air bag" in a dictionary.*

SUBJECT 7**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

excellent very good good fair

Why? *It's just a first draft. The text was not very easy to understand, a bit boring.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *The text was not so difficult because I've heard about its theme before. But there were some words that I didn't know. Because of this and the construction of the sentences which was complicated the reading process became more or less difficult.*

MELTING AWAY

1. How would you classify your performance in this task:

excellent very good good fair

Why? *The subject appeals to me. It was very pleasant to me to read it, therefore it is easier to remember the information.*

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

very easy easy more or less difficult

very difficult complicated in terms of vocabulary

complicated in terms of content others (please, specify)

JUSTIFICATION: *Few words that I didn't know. I looked up at the dictionary just twice. The subject was very interesting and I had some knowledge of the terms.*

3. How would you define a summary? What should a summary contain?

The main ideas of the text.

4. Have you ever had any kind of instruction on summary writing?

Yes, during my undergraduate course.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write "I don't remember" or "I'm not sure":

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

First, they give a general idea of the subject, I mean, the problem. After that, they present us some reasons "para o fato estar acontecendo". The, they present some solutions with some "cases", some people that had used a different approach to solve the problem.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Yes, I tried to do that.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

I think so, but I'm not sure. I don't remember clearly.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

First, they give a general idea of the subject, I mean, the problem. After that, they present us some reasons "para o fato estar acontecendo. The, they present some solutions with some "cases", some people that had used a different approach to solve the problem.

2. Do you think you followed the same organization used by the writer when you summarized the text?

Yes, I tried to do that.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

Yes, I did. Not only when I was summarizing it, but also when I was reading it.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	Y	Y
2) Look at the source (i.e., author, date, type of publication)?	N	N
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	N	N
5) Read the title and make predictions about the content of the text?	Y	N
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	Y	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	Y	Y
10) Refer to dictionaries?	Y	Y
11) Mark the text (underlining, writing notes)?	Y	Y
12) Refer to your difficulties when you had them?	Y	Y
13) Evaluate your progress while reading?	Y	Y
14) Mentally plan your recall (text 1) / summary (text2)?	MR	MR
15) Have any previous knowledge of the topic of the text?	Y	Y
16) Translate specific words or parts of the text to better understand it?	Y	Y
17) Have to paraphrase specific parts to better understand the text?	MR	N
18) Guess the general meaning of unknown words by using clues from the context?	MR	MR
19) Read without looking up every unfamiliar word in the dictionary ?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

SUBJECT 8**LIKE HITTING A WALL**

1. How would you classify your performance in this task:

- excellent very good good fair

Why? Não tive interesse pelo texto apresentado para leitura. Esse fator não me fez ficar interessado na tarefa. Também não sei direito porque estou fazendo esse trabalho. Sei que é para o mestrado da Luciana. Não conversamos sobre o trabalho dela. Logo de início, achei que isso tornava a pesquisa com pouco poder de explicação porque se baseia em situação artificial de leitura.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

- very easy easy more or less difficult

- very difficult complicated in terms of vocabulary

- complicated in terms of content others (please, specify)

JUSTIFICATION: Achei difícil porque como já disse, não me interessei pelo texto. O vocabulário é difícil, mas não chega a ser complicado. Com relação a justificativa que apresentei na questão 1, poderia ainda dizer que talvez essa seja a única maneira de pesquisar sobre leitura, produzindo situações artificiais de pesquisa. Se não for isso, eu gostaria de saber e discutir.

MELTING AWAY

1. How would you classify your performance in this task:

- excellent very good good fair

Why? Não sei. Talvez esteja me sentindo mais familiarizado com o processo e possa me aproximar do que eu realmente faria numa leitura normal.

2. How would you judge the level of difficulty of the text (more than 1 answer is possible)?

Please, justify your answer:

- very easy easy more or less difficult

- very difficult complicated in terms of vocabulary

- complicated in terms of content others (please, specify)

JUSTIFICATION: *O gênero “revista de informação semanal” me parece sempre um pouco complicado de entender. Minha experiência com esse tipo de texto decorre do meu próprio interesse. No curso de graduação não temos contato com esse tipo de texto.*

3. How would you define a summary? What should a summary contain?

Os pontos principais de que trata o texto. Talvez um comentário sobre a organização do texto e um outro com a opinião do leitor.

4. Have you ever had any kind of instruction on summary writing?

Acho que tive na graduação com a Lêda.

Please, think about the following questions about the two texts you have read. Try to give complete answers. If you do not remember or are not sure about any of the questions, please, write “I don’t remember” or “I’m not sure”:

TEXT 1 – LIKE HITTING A WALL

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Não lembro. Apenas lembro que tinha no texto uma figura explicando com uma crainça ou uma mulher grávida poderia sofrer com o impacto do carro e o acionamento do air-bag.

2. Do you think you followed the same organization used by the writer when you recalled the text?

Acho que sim. Pelo menos no que diz respeito à seqüência das informações.

3. Did you stop to think about the organization of the ideas in the text when recalling it?

Acho que não. Só com relação as idéias colocadas. Conforme as idéias iam se sucedendo.

TEXT 2 – MELTING AWAY

1. How do you think the authors organized the ideas in the text? Did you notice any kind of organization? If so, how would you describe it?

Parece que o 1º parágrafo traz uma introdução geral do assunto. Os 2 ou 3 parágrafos seguintes exploram o ponto apresentado no 1º parágrafo. O último apresenta possibilidades de exploração e resolução do problema apresentado e o texto termina com uma ironia.

2. Do you think you followed the same organization used by the writer when you summarized the text?

Acho que sim.

3. Did you stop to think about the organization of the ideas in the text when summarizing it?

Acho que sim. Vale a mesma observação feita a respeito do texto 1.

To answer the following questions, remember that you have to be as honest and accurate as possible.

- Write YES (Y) for a positive answer and NO (N) for a negative answer.
- If you do not remember or are not sure about your behavior or thoughts at that moment, please write DR (don't remember) down.
- In the case of a 'middle term' answer, please write MR (more or less).

While reading the texts, did you:

	TEXT 1 Like Hitting a Wall	TEXT 2 Melting Away
1) Skim the passage first, then went back and read it more carefully?	MR	MR
2) Look at the source (i.e., author, date, type of publication)?	Y	Y
3) Refer to visual (pictures) in the text?	Y	Y
4) Formulate hypotheses?	Y	Y
5) Read the title and make predictions about the content of the text?	DR	Y
6) Regress/reread when you had problems with the flow of reading?	Y	Y
7) Skip irrelevant information for the recall of "Like Hitting a Wall"?	I BELIEVE SO	-----
8) Skip irrelevant information for the summary of "Melting Away"?	-----	Y
9) Feel the necessity to read aloud to better understand specific passages?	Y	N
10) Refer to dictionaries?	N	N
11) Mark the text (underlining, writing notes)?	N	N
12) Refer to your difficulties when you had them?	Y	Y
13) Evaluate your progress while reading?	Y	Y
14) Mentally plan your recall (text 1) / summary (text2)?	MR/N	MR/N
15) Have any previous knowledge of the topic of the text?	N	Y
16) Translate specific words or parts of the text to better understand it?	N	N
17) Have to paraphrase specific parts to better understand the text?	DR	MAYBE
18) Guess the general meaning of unknown words by using clues from the context?	SURE	SURE
19) Read without looking up every unfamiliar word in the dictionary ?	Y	Y

- Did you use a different activity that was not mentioned in the table above? If so, which one(s)?

Acho que não.

APPENDIX H

Table 9 – Number of occurrences of main ideas, supporting ideas and details by text

Text 1: Like hitting a wall – reading to recall			
Subjects	Main ideas (MI=26) Occurrences / %	Supporting ideas (S=34) Occurrences / %	Details (D=38) Occurrences / %
1	10 / 38,46%	8 / 23,52%	2 / 5,26%
2	11 / 42,30%	6 / 17,64%	5 / 13,15%
3	7 / 26,92%	8 / 23,52%	8 / 21,05%
4	9 / 34,6%	6 / 17,64%	7 / 18,42%
5	7 / 26,92%	5 / 14,70%	---
6	6 / 23,07%	2 / 5,88%	2 / 5,26%
7	15 / 57,69%	9 / 26,47%	4 / 10,62%
8	11 / 42,30%	3 / 8,82%	5 / 13,15%
Text 2: Melting away – reading to summarize			
Subjects	Main ideas (MI=15) Occurrences / %	Supporting ideas (S=30) Occurrences / %	Details (D=43) Occurrences / %
1	7 / 46,66%	5 / 16,66%	3 / 6,97%
2	7 / 46,66%	5 / 16,66%	1 / 2,32%
3	5 / 33,33%	11 / 36,66%	3 / 6,97%
4	4 / 26,66%	5 / 16,66%	8 / 18,60%
5	4 / 26,66%	5 / 16,66%	---
6	4 / 26,66%	6 / 20%	1 / 2,32%
7	5 / 33,33%	10 / 33,33%	3 / 6,97%
8	5 / 33,33%	7 / 23,33%	4 / 9,30%