ALCINA MARIA PEREIRA DE SOUSA

DEVELOPING READING STRATEGIES BASED ON LITERARY TEXTS – THE DIARY NOVEL: SUE TOWNSEND'S ADRIAN MOLE'S SAGA



(VOLUME II)

UNIVERSIDADE DA MADEIRA

FUNCHAL

2011

802
Sou Dev
+ CD-R
V.2
T/D

UNIVERSIDADE DE
SECTOR DE
E ARQUIVO

TABLE OF CONTENTS

APPENDIX A

I. PORTUGUESE EDUCATIONAL SYSTEM 6
- STUDY PLANS AND CURRICULA: HIGHER EDUCATION 6

II. SETTING II-19
- SECONDARY SCHOOL/INSTITUTION FACILITIES II-20
- SOCIO-CULTURAL BACKGROUND II-21
- UNIVERSITY ENROLMENTS II-22

III. PRESENT STUDY: THE EDUCATIONAL SETTING - SECONDARY SCHOOL/12th FORM; UMa/1st & 2nd - YEAR UNDERGRADUATES III-26
- SUBJECTS' DATA (Interviewee's Personal Details: Reading Evaluation Questionnaire) III-26
- TEACHERS' DATA (Observation Register Part II/III) III-27
- READING EVALUATION QUESTIONNAIRE (Final Sample) 32

OPEN-ENDED QUESTIONS/ANSWERS – CATEGORIES BY ITEM 37

- DESCRIPTIVE AND INFERENTIAL STATISTICS ANALYSES 51

QUESTION/ITEM PER GROUP OF ITEMS/ANSWERS; NUMBER OF "ANSWERS"/"NO ANSWERS"; "DON'T KNOW"; "UNSPECIFIED" 51

ITEM ANALYSIS 65

Item A1. 65

Item A2. 66

Items A3./A3.1. 67

Item A4. 68

Items A5.1. to A5.14. 69

Items A6./A6.1. 71

Item A7./A7.1. 72

Item A8. 74

Items A9.1. to A9.11. 80

Items A10./A10.1. 81

Items B1. and B1.1. to B1.9. 82

Item B2. 87

Items B3.1./B3.2. 89

Items B4./B4.1. 91

Items C1.1. to C1.12. 92

Item C2. 93

Item C3. 94

Items C4./C4.1. 127

Items D1.1. to D1.2. 131

Items D2.1. to D2.4. 132

Item D3. 144

Item D4. 147

Item D5. 149

Items D6.1. to D6.7. 151

Item D7. 153

Items D8.1/D8.2 155

Items D9.1./D9.2. 156

Items D10./D10.1. 158

Item E1.1. 161

Items E1.2. to E1.4.1. 164

Items E2.1. to E2.2.3.1. 166

Item E2.3. 172

Item E2.4. 174

Items E2.5.1. to E2.5.6. 176

Items E3.1.1. to E3.1.5. 179

Items E3.2.1. to E3.2.3. 180

- CROSSTABULATIONS: ITEMS AND CATEGORIES 181
- SELECTION AND ANALYSIS OF CATEGORIES BY VARIABLES 207

"Historical Texts", "Content-Oriented Readings" and "Newspaper"/"Magazines" 207

"Comics"/"Interesting"/"Boring" 208

- CORPUS-DRIVEN APPROACH – DATA ANALYSIS (ConcApp) 210

Interesting - DATA ANALYSIS 210

Boring - DATA ANALYSIS 212

- SIGNIFICANCE TESTS IN CORPUS-DRIVEN ANALYSIS 215

IV. CORPUS-DRIVEN APPROACH – DATABASE (ConcApp) 216

Concordance Lines From Secondary School Informants' Written Output 216

Concordance Lines From Undergraduates' Written Output 280

APPENDIX B (CD ROM VERSION)

I. PILOT STUDY 303

- READING EVALUATION QUESTIONNAIRE 303
- INFORMANTS' OUTPUT/ITEM (SAMPLING) 309
- DATA ANALYSIS: PILOT STUDY 323

INFORMANTS' PROFILE 323

VALIDITY (Pilot Study) 324

Answer/No Answer 324

II. INFORMANTS' OUTPUT/ITEM (WHOLE UNIVERSE) 335

III. OBSERVATION REGISTER 418

- INTERVIEWER'S NOTES (OBSERVATION REGISTER PART I) 424
- TEACHERS' OUTPUT (OBSERVATION REGISTER PART II/III) 427

IV. 12TH FORM NATIONAL EXAMINATION SAMPLES 440

APPENDIX A

I. PORTUGUESE EDUCATIONAL SYSTEM

• STUDY PLANS AND CURRICULA: HIGHER EDUCATION

SCHEME A. I. 1. The Portuguese Educational and Qualification System *(Law 4/98)

Age Group	Schooling Years												Professional Qualification
		PhD Degree Masters Degree											
		Higher Education (6)		University Degree -License- (4. 5 or 6 years) (7)								2nd Cycle - License (2 to 4 semesters) (7)	Level 5
						B. A.	License/Degree (8 semesters)	License Two-stage College Courses		1st Cycle B. A. (6 semesters)			Level 4
				University			Polytechnics						
16-18	12th												Level 3
	11th	Secondary Education	General Courses	Technological Courses	Professional Courses	Secondary School Arts School (Music, Dance, Visual Arts) (5)	General Course	Technical Courses	General Arts Course (Visual Arts)	Technologically-Oriented Arts Courses (Visual Arts)	ApprenticeshipTraining Courses (2)		
	10th						Secondary Schooling: Credit System (9)						
13-16	9th			Basic Technical and Professionally-Oriented Courses (3)									Level 2
	8th					Professional Courses (4)	Basic Courses in Arts (Music, Dance)				ApprenticeshipTraining Courses (2)		
	7th	Basic Schooling/ Compulsory Education		3rd Cycle									
10-13	6th			2nd Cycle (Preparatory School)			Basic Schooling: Credit System (8)				Alternative Curricula (2)		Level 1
	5th												
	4th					1st Cycle (Primary School) (1)							
6-10	3rd												
	2nd												
	1st												
3-5		Pre-Schooling: Kindergarten: 3 - 5 year-old children											

Source: ME (1998), *Ofertas Educativas e Formativas*, D. E. S., Eurodois Artes Gráficas, p. 6 [adaptation and translation Mine]

* This scheme comprises both the educational offer provided by The Ministry of Education and the equivalent professional qualification acknowledged by the Ministry of Labour and Solidarity, via The Institute of Employment and Professional Qualification The latter Ministry offers other courses though not included in this scheme.

(1) Music education is also offered in the 1st Cycle.

(2) "Cursos de Orientação" - alternative curricula: courses promoted by public or private entities acknowledged by The Ministry of Labour and Solidarity, via The Employment and Qualification Office.

(3) The Basic Educational and Professional qualification Courses are attended by the students who

- have the 9th Year Schooling Certificate or an equivalent grade and do not intend to go on studying in the near future;
- are 15 years old by September 15th and have attended the 9th form without concluding it.

(4) Professional Courses referred as vocational courses (Arts field) or professionally-oriented courses in accordance to Law 4/98.

(5) Music and Dance Courses, within the field of Arts Skilled Education, may confer the12th Year Schooling Certificate.

(6) Apart from License and BA Certificates, there is also The Certificate in Advanced Areas of Study (D. E. S. E.), conferred by Institutions of Higher Education (though not included in this scheme).

(7) The duration of the degree depends on the field of studies. These License students are entitled to attend MA Courses.

(8) "Ensino Básico Recorrente" ("unidades capitalizáveis" - credit system) addressed to those students who are over 15 years of age and have not concluded the 2nd Cycle.

(9) "Ensino Secundário Recorrente" addressed to those students who are over 18 years of age and have not concluded the 3rd Cycle.

TABLE A. I. 1. 12th Form Humanities Curriculum 1997/98 (Law 286/89)

Components	No. of Courses	Courses	Hours/Week
General Components	2 or 3 Courses	Portuguese	5h.
		Physical Education	2h or 3h
		Social/Moral/Religious Education[a)]	1h
Specific Components	3 Compulsory Courses out of	History	4h
		Foreign Language: L. E.*, L. E. II, L. E. III[c)]	4h
		Latin	4h
		Greek	4h
		Geography	4h
	1 Compulsory Course out of	Sociology	3h
		Philosophy	4h
		Law (Introduction)	3h
		Economics and Social Development (Introd.)	4h
		Foreign Language (Continuation)	3h
		Psychology	3h
Technical Components[b)]	1 Compulsory Course out of	Translation (English or French or German)	3h
		Computer Science	3h
		Drama[a)]	3h
		Arts[a)]	3h
School Project - Topic-Oriented Cross-Disciplinary Projects [a)]			

Source: ME (1998), *Ofertas Educativas e Formativas*, D. E. S., Eurodois Artes Gráficas, p. 6 [adaptation and translation Mine]

Notes: ***L. E.** – Foreign Language (8 years of language instruction); **L. E. II** - Foreign Language (6 years of language instruction); **L. E. III** – Foreign Language (3 years in language instruction).

a) Depending on school offer
b) Optional courses depending both on the school offer and/or students' interests
c) Law 286/89

SCHEME A. I. 2. MADEIRA UNIVERSITY HUMANITIES DEGREES 1997 – 98: PLAN OF STUDIES

MADEIRA UNIVERSITY

PLAN OF STUDIES

HUMANITIES DEGREES 1997 - 98

[Source: http://www.uma.pt/index.php3. UMa: Cursos - Licenciaturas
MADEIRA UNIVERSITY GUIDE **(1998), pp. 66-68; 74-77; 84-85]**

- NEW PLAN OF STUDIES: ENGLISH AND GERMAN LANGUAGES AND LITERATURE
  - *DR, Resolução* 64/98 (2ª Série), 15/05/1998

- OLD PLAN OF STUDIES: MODERN LANGUAGES AND LITERATURE
  - *DR, Resolução* 55/97 (2ª Série), 07/07/1997
  - *DR, Portaria* 342/94. 31/05/1994

CURRICULA

I
ENGLISH AND GERMAN LANGUAGES AND LITERATURE

DEGREE IN TEACHING ENGLISH AND GERMAN

FIELD OF STUDIES – TEACHING ENGLISH AND GERMAN

Scientific Areas:
a) English
b) German
c) Science of Education

Duration of the Degree:
5 School Years
Requirements
a. 133 Units of Credit
b. Passing the Pedagogic Training

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	35	Literary Studies or Linguistics	6.5
Culture and History	16.5		
Linguistics	13		
Languages	30		
Computer Science	1.5		
Science of Education	24.5		
English and German Didactics	6		
TOTAL	**126.5**	**TOTAL**	**6.5**

DEGREE IN ENGLISH AND GERMAN STUDIES

FIELD OF STUDIES – ENGLISH AND GERMAN STUDIES

Scientific Areas:
a) English
b) German

Duration of the Degree:
4 School Years
Requirements
131 units of credit

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	35	Literary Studies or Linguistics	35
Culture and History	16.5		
Linguistics	13		
Languages	30		
Computer Science	1.5		
TOTAL	**96**	**TOTAL**	**35**

DEGREE IN TRANSLATION IN ENGLISH AND GERMAN

FIELD OF STUDIES – TRANSLATION IN ENGLISH AND GERMAN STUDIES

Scientific Areas:
a) English
b) German
c) Translation

Duration of the Degree:
4 School Years
Requirements
131 Units of Credit

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	35	Literary Studies or Linguistics	5
Culture and History	16.5		
Linguistics	25		
Languages	30		
Computer Science	1.5		
Translation	18		
TOTAL	**126**	**TOTAL**	**5**

DEGREE FOR TOURIST GUIDES

FIELD OF STUDIES – URBAN GUIDES

Scientific Areas:
a) English
b) German
c) History and Culture

Duration of the Degree:
4 School Years
Requirements
131 Units of Credit

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	35	Literary Studies or Linguistics	5
Culture and History	22.5		
Linguistics	13		
Language	48		
Computer Science	1.5		
Management	6		
TOTAL	**126**	**TOTAL**	**5**

APPENDIX A, III. PRESENT STUDY

COMMON CORE

CODE: H - hour/week T - theoretical course TP - theoretical/practical course P - practical course

YEAR	SEMESTER	COURSE	AREA	H	T	TP	P	UC
	1	Linguistic Studies I	Romance Studies/Linguistics	3	1	2		2.5
		Literary Studies I	Romance Studies/Literary Studies	3	1	2	4.5	2.5
		German Language I	Anglo-German Studies/Languages	6	1.5	2	4.5	3
		English Language I	Anglo-German Studies/Languages	6	1.5	2		3
		Classical Culture I	Classical Studies/Culture	3	1	2		2.5
		English/German - Academic Skills Development	Anglo-German Studies/Literary Studies	2	1	2		1.5
1	2	Linguistic Studies II	Romance Studies/Linguistics	3	1	3		2.5
		Literary Studies II	Romance Studies/Literary Studies	3	1.5	2	4.5	2.5
		German Language II	Anglo-German Studies/Languages	6	1.5	2	4.5	3
		English Language II	Anglo-German Studies/Languages	6	1			3
		English Literature I	Classical Studies/Literary Studies	4	1			3
		English Culture I	Anglo-German Studies/Culture	3				2.5
		Computer Science for the Humanities	Computer Science	2				2.5
				50	**13**	**19**	**18**	**33**
	1	German Literature I	Anglo-German Studies/Literary Studies	4	1		3	3
		North-American Literature and Culture I	Anglo-German Studies/Literary Studies	4	1		3	3
		German Language III	Anglo-German Studies/Languages	5	2	3		3
		English Language III	Anglo-German Studies/Languages	5	2	3		3
		English Culture II	Anglo-German Studies/Culture	3	1	2	3	2.5
		German Culture I	Anglo-German Studies/Culture	3	1	2	3	2.5
2	2	German Literature II	Anglo-German Studies/Literary Studies	4	1	3		3
		English Literature II	Anglo-German Studies/Literary Studies	4	1	3		3
		German Language IV	Anglo-German Studies/Languages	5	2	3		3
		English Language IV	Anglo-German Studies/Languages	5	2	2		3
		English Culture II	Anglo-German Studies/Culture	3	1	3		2.5
		North-American Literature and Culture II	Anglo-German Studies/Literary Studies	4	1			3
				49	**16**	**21**	**12**	**34.5**
	1	German Literature III	Anglo-German Studies/Literary Studies	4	1	3		3
		English Literature III	Anglo-German Studies/Literary Studies	4	1	3		3
		German Language V	Anglo-German Studies/Languages	4	1	3		3
		English Language V	Anglo-German Studies/Languages	4	1	3		3
		English Linguistics I	Anglo-German Studies/Linguistics	3	1	2		2.5
		German Linguistics I	Anglo-German Studies/Linguistics	3	1	2		2.5
3	2	German Literature IV	Anglo-German Studies/Literary Studies	4	1	3		3
		English Literature IV	Anglo-German Studies/Literary Studies	4	1	3		3
		English Language VI	Anglo-German Studies/Languages	4	1	3		3
		German Language VI	Anglo-German Studies/Languages	4	1	3		3
		English Linguistics II	Anglo-German Studies/Linguistics	3	1	2		2.5
		German Linguistics II	Anglo-German Studies/Linguistics	3	1	2		2.5
				44	**12**	**32**		**34**
TOTAL				**143**	**41**	**72**	**30**	**101.5**

4th/5th YEARS

FIELD – TEACHING ENGLISH AND GERMAN

YEAR	SEMESTER	COURSES	AREA	H	T	TP	P	UC
4	1	History and Philosophy of Education	Science of Education	4	1	3		3
		Psychology of Education I	Science of Education	5	2		3	3
		Curriculum Development I	Science of Education	5	2		3	3
		Research Methodology in Education	Science of Education	4	1		3	2
		Sociology of Education	Science of Education	5	2		3	3
	2	Org. and School Administration	Science of Education	5	2		3	3
		Psychology of Education II	Science of Education	5	2		3	3
		Curriculum Development II	Science of Education	5	2		3	3
		English Didactics	Anglo-German Studies/Didactics	5	2		3	3
		German Didactics	Anglo-German Studies/Didactics	5	2		3	3
				48	**18**	**3**	**27**	**29**
5	A	Topic-Oriented Seminar	Science of Education	1.5	1.5			1.5
	A	Seminar	Anglo-German Studies/Languages	1.5	1.5			1.5
		Pedagogic Training	Anglo-German Studies/Languages					
				3	3			3
				194	**62**	**78**	**57**	**134**

II

MODERN LANGUAGES AND LITERATURE

FIELD OF STUDIES – DEGREE IN TEACHING ENGLISH AND FRENCH

Scientific Areas:
a) English
b) French
c) Science of Education

Duration of the Degree:
5 School Years
Requirements
a. 129 Units of Credit
b. Passing the Pedagogic Training

COMPULSORY SCIENTIFIC AREAS	UC
Literary Studies	25
Culture and History	21.5
Linguistics	15
Languages	30
Computer Science	1.5
Science of Education	24.5
English and French Didactics	5
TOTAL	**122.5**

OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies or Linguistics	6.5
TOTAL	**6.5**

FIELD OF STUDIES – ENGLISH AND FRENCH STUDIES

Scientific Areas:
a) English
b) French

Duration of the Degree:
4 School Years
Requirements
133 Units of Credit

COMPULSORY SCIENTIFIC AREAS	UC
Literary Studies	35
Culture and History	26.5
Linguistics	15
Languages	40
Computer Science	1.5
TOTAL	**118**

OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies or Linguistics	15
3rd Year - Optional Courses I/II	
4th Year - Optional Courses III/IV	
TOTAL	**15**

APPENDIX A, III. PRESENT STUDY

YEAR	SEMESTER	COURSE	COMMON CORE AREA	H	T	TP	P	UC
1	1	Linguistic Studies I	Romance Studies/Linguistics	3	1	2		2.5
		Literary Studies I	Romance Studies/Literary Studies	3	1	2		2.5
		French Language I	Romance Studies/Languages	6		2		2.5
		English Language I	Anglo-German Studies/Languages	6		2		2.5
		Classical Culture I	History and Culture Studies	3	1	2	4	2.5
		Portuguese History I	History and Culture Studies	3	1	2	4	2.5
		Scientific Research/Methodology	History and Culture Studies	2		2		1.5
	2	Linguistic Studies II	Romance Studies/Linguistics	3	1	2		2.5
		Literary Studies II	Romance Studies/Literary Studies	3	1	2		2.5
		French Language II	Romance Studies/Languages	6		2		2.5
		English Language II	Anglo-German Studies/Languages	6		2		2.5
		Classical Culture II	History and Culture Studies	3	1	2	4	2.5
		Portuguese History I	History and Culture Studies	3	1	2	4	2.5
		Computer Science for the Humanities	Computer Science	2		2		1.5
								33
2	1	French Literature I	Romance Studies/Literary Studies	3	1	2		2.5
		English Literature I	Anglo-German Studies/Literary Studies	3	1	2		2.5
		French Language III	Romance Studies/Languages	4		4		2.5
		English Language III	Anglo-German Studies/Languages	4		4		2.5
		French Culture I	Romance Studies/Culture	3	1	2		2.5
		English Culture I	Anglo-German Studies/Culture	3	1	2		2.5
		North- American Literature and Culture I	Anglo-German Studies/Culture	3	1	2		2.5
	2	French Literature II	Romance Studies/Literary Studies	3	1	2		2.5
		English Literature II	Anglo-German Studies/Literary Studies	3	1	2		2.5
		French Language IV	Romance Studies/Languages	4		4		2.5
		English Language IV	Anglo-German Studies/Languages	4		4		2.5
		English Culture II	Anglo-German Studies/Culture	3	1	2		2.5
		French Culture I	Romance Studies/Culture	3	1	2		2.5
		North- American Literature and Culture II	Anglo-German Studies/Literary Studies	3	1	2		2.5
								35
3	1	French Literature III or English Literature III	Romance Studies/Anglo-German Stud.	4	1	2		2.5
		French Language V	Romance Studies/Languages	4	1	4		2.5
		English Language V	Anglo-German Studies/Languages	4	1	4		2.5
		English Linguistics I	Anglo-German Studies/Linguistics	4	1	2		2.5
		French Linguistics I	Romance Studies/Linguistics	3	1	2		2.5
		Literary Theory I or Language Theory I	Romance Studies/Literary Studies/Linguistics	3	1	2		2.5
	2	French Literature III or English Literature III	Romance Studies/Anglo-German Stud/Literary Studies	4	1	2		2.5
		French Language VI	Romance Studies/Languages	4	1	4		2.5
		English Language VI	Anglo-German Studies/Languages	4	1	4		2.5
		English Linguistics II	Anglo-German Studies/Linguistics	4	1	2		2.5
		French Linguistics II	Romance Studies/Linguistics	3	1	2		2.5
		Literary Theory II or Language Theory II	Romance Studies/Literary Studies/Linguistics	3	1	2		2.5
								35

4th YEAR

FIELD – ENGLISH AND FRENCH STUDIES

YEAR	SEMESTER	COURSES	AREA	H	T	TP	P	UC
4	1	French Language VI	Romance Studies/Languages	4		4		2.5
		English Language V	Anglo-German Studies/Languages	4		4		2.5
		Literature in French I	Romance Studies/Literary Studies	3	1	2		2.5
		Literature in English I	Anglo-German Stud/Literary Studies	3	1	2		2.5
		Madeiran Culture and Society I	History and Culture Studies	3	1	2		2.5
		Optional Course III		3	1	2		2.5
	2	French Language VI	Romance Studies/Languages	4		4		2.5
		English Language VI	Anglo-German Studies/Languages	4		4		2.5
		Literature in French I	Romance Studies/Literary Studies	3	1	2		2.5
		Literature in English I	Anglo-German Studies/Literary Studies	3	1	2		2.5
		Madeiran Culture and Society II	History and Culture Studies	3	1	2		2.5
		Optional Course III						30
		TOTAL						133

4th/5th YEARS

FIELD – TEACHING ENGLISH AND GERMAN

YEAR	SEMESTER	COURSES	AREA	H	T	TP	P	UC
4	1	History and Philosophy of Education	Science of Education	4	1	3		3
		Psychology of Education I	Science of Education	5	2	3		3
		Curriculum Development I	Science of Education	5	2	3		3
		Research Methodology in Education	Science of Education	4	1	3		2
		Sociology of Education	Science of Education	5	2	3		3
	2	Org. and School Administration	Science of Education	5	2	3		3
		Psychology of Education II	Science of Education	5	2	3		3
		Curriculum Development II	Science of Education	5	2	3		3
		English Didactics	Science of Education	3	1	2		2.5
		French Didactics	Anglo-German Studies/Didactics	3	1	2		2.5
			Romance Studies/Didactics					28
	A	Topic-Oriented Seminar						1.5
5	A	Seminar	Science of Education					1.5
		Pedagogic Training	Anglo-German Studies/Languages					
			Romance Studies/Languages					3
		TOTAL						129

FIELD OF STUDIES – DEGREE IN TEACHING PORTUGUESE AND ENGLISH

Scientific Areas:
a) Portuguese
b) English
c) Science of Education

Duration of the Degree:
5 School Years
Requirements
a. 129 Units of Credit
b. Passing the Pedagogic Training

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	25	Literary Studies or Linguistics	6.5
Culture and History	21.5		
Linguistics	20		
Languages	25		
Computer Science	1.5		
Science of Education	24.5		
English and French Didactics	5		
TOTAL	**122.5**	**TOTAL**	**6.5**

FIELD OF STUDIES – ENGLISH AND FRENCH STUDIES

Scientific Areas:
a) Portuguese
b) English

Duration of the Degree:
4 School Years
Requirements
133 Units of Credit

COMPULSORY SCIENTIFIC AREAS	UC	OPTIONAL SCIENTIFIC AREAS	UC
Literary Studies	45	Literary Studies or Linguistics	15
Culture and History	26.5	3rd Year - Optional Courses I/II	
Linguistics	20	4th Year - Optional Courses III/IV	
Languages	25		
Computer Science	1.5		
TOTAL	**118**	**TOTAL**	**15**

APPENDIX A, III. PRESENT STUDY

COMMON CORE

YEAR	SEMESTER	COURSE	AREA	H	T	TP	P	UC
1	1	Linguistic Studies I	Romance Studies/Linguistics	3	1	2		2.5
		Literary Studies I	Romance Studies/Literary Studies	3	1	2		2.5
		Latin I	Classical Studies/Languages	6		2	4	2.5
		English Language I	Anglo-German Studies/Languages	6		2	4	2.5
		Classical Culture I	History and Culture Studies	3	1	2		2.5
		Portuguese History I	History and Culture Studies	3	1	2		2.5
		Scientific Research/Methodology	History and Culture Studies	2		2		1.5
	2	Linguistic Studies II	Romance Studies/Linguistics	3	1	2		2.5
		Literary Studies II	Romance Studies/Literary Studies	3	1	2		2.5
		Latin II	Classical Studies/Languages	6		2	4	2.5
		English Language II	Anglo-German Studies/Languages	6		2	4	2.5
		Classical Culture II	History and Culture Studies	3	1	2		2.5
		Portuguese History I	History and Culture Studies	3	1	2		2.5
		Computer Science for the Humanities	Computer Science	2		2		1.5
								33
2	1	Portuguese Syntax/Semantics I	Romance Studies/Linguistics	3	1	2		2.5
		Portuguese Literature I	Romance Studies/Literary Studies	3	1	2		2.5
		English Literature I	Anglo-German Studies/Literary Studies	3	1	2		2.5
		Latin III	Classical Studies/Languages	4		4		2.5
		English Language III	Anglo-German Studies/Languages	4	1	4		2.5
		Portuguese Culture I	Romance Studies/Culture	3	1	2		2.5
		English Culture I	Anglo-German Studies/Culture	3	1	2		2.5
	2	Portuguese Syntax/Semantics II	Romance Studies/Linguistics	3	1	2		2.5
		Portuguese Literature II	Romance Studies/Literary Studies	3	1	2		2.5
		English Literature II	Anglo-German Studies/Literary Studies	3	1	2		2.5
		Latin IV	Classical Studies/Languages	4		4		2.5
		English Language IV	Anglo-German Studies/Languages	4	1	4		2.5
		Portuguese Culture II	Romance Studies/Culture	3	1	2		2.5
		English Culture II	Anglo-German Studies/Culture	3	1	2		2.5
								35
3	1	Portuguese Phonology and Morphology I	Romance Studies/Linguistics	3	1	2		2.5
		Portuguese Literature III or English Literature III	Romance Studies/Anglo-German Studies/Literary Studies	3	1	2		2.5
		Portuguese Language History	Romance Studies/Linguistics	3	1	2		2.5
		English Language V	Anglo-German Studies/Languages	4		4		2.5
		English Linguistics I	Anglo-German Studies/Linguistics	3	1	2		2.5
		Literary Theory I or Language Theory I	Romance Studies/Literary Studies/Linguistics	3	1	2		2.5
	2	Portuguese Phonology and Morphology II	Romance Studies/Linguistics	3	1	2		2.5
		Portuguese Literature IV or English Literature IV	Romance Studies/Anglo-German Studies/Literary Studies	3	1	2		2.5
		Portuguese Language History	Romance Studies/Linguistics	4		4		2.5
		English Language VI	Anglo-German Studies/Languages	3	1	2		2.5
		English Linguistics II	Anglo-German Studies/Linguistics	3	1	2		2.5
		Literary Theory II or Language Theory II	Romance Studies/Literary Studies/Linguistics					30
TOTAL								

4th YEAR

FIELD – PORTUGUESE AND ENGLISH STUDIES

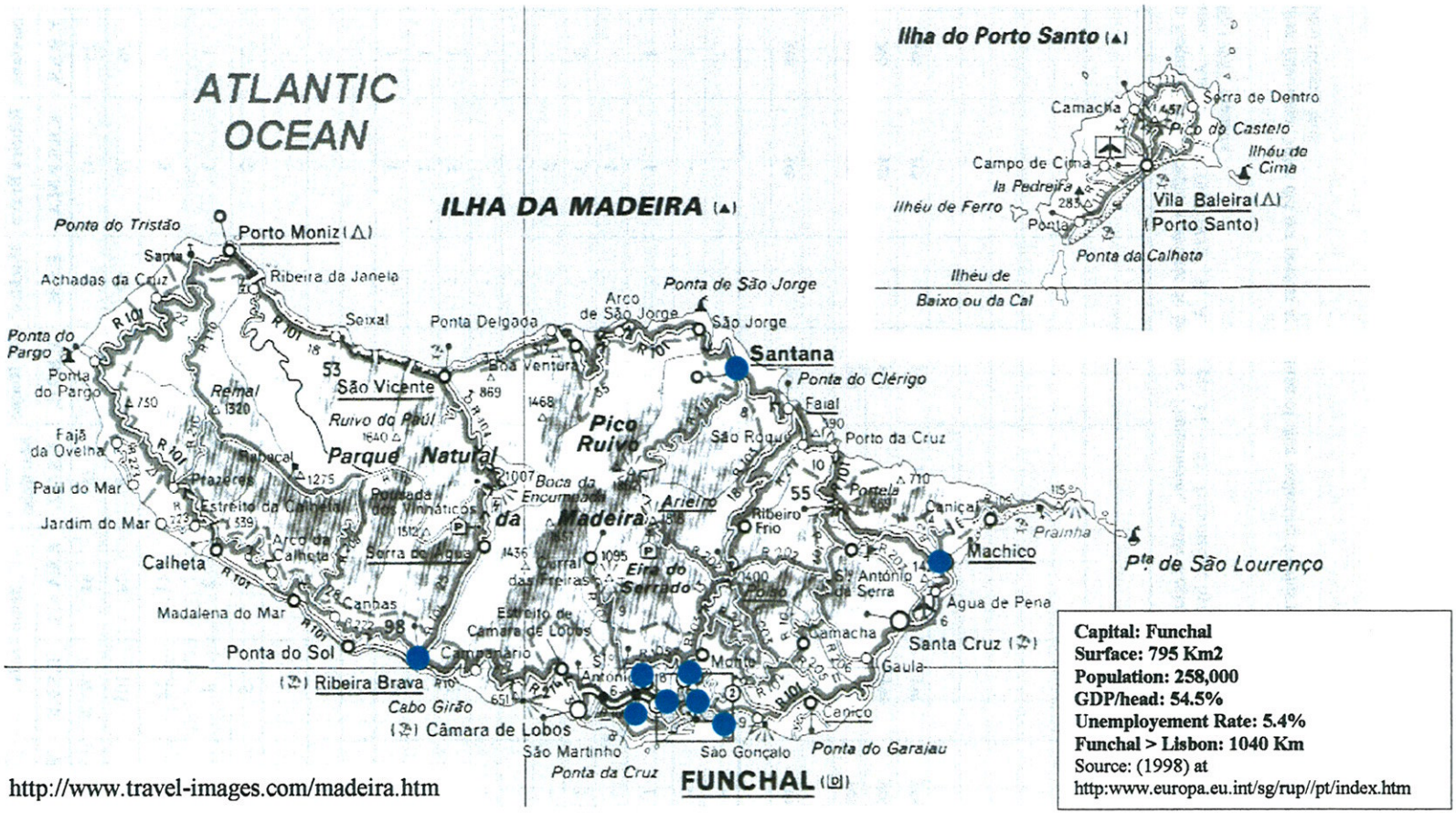
YEAR	SEMESTER	COURSES	AREA	H	T	TP	P	UC
4	1	Portuguese Literature V	Romance Studies/Literary Studies	3	1	2		2.5
		English Literature V	Anglo-German Studies/Literary Studies	3	1	2		2.5
		Madeiran Culture and Society I	History and Culture Studies	3	1	2		2.5
		Brazilian Lit. or African Lit. in Portuguese I	Romance Studies/Literary Studies	3	1	2		2.5
		North-American Culture I	Anglo-German Studies/Culture	3	1	2		2.5
		Optional Course III		3	1	2		2.5
	2	Portuguese Literature VI	History and Culture Studies	3	1	2		2.5
		English Literature VI	Anglo-German Studies/Literary Studies	3	1	2		2.5
		Madeiran Culture and Society II	History and Culture Studies	3	1	2		2.5
		Brazilian Lit. or African Lit. in Portuguese II	Romance Studies/Literary Studies	3	1	2		2.5
		North-American Culture II	Anglo-German Studies/Culture	3	1	2		2.5
		Optional Course IV		3	11	2		2.5
								30
		TOTAL						**133**

4th/5th YEARS

FIELD – TEACHING PORTUGUESE AND ENGLISH

YEAR	SEMESTER	COURSES	AREA	H	T	TP	P	UC
4	1	History and Philosophy of Education	Science of Education	4	1	3		3
		Psychology of Education I	Science of Education	5	2	3		3
		Curriculum Development I	Science of Education	5	2	3		3
		Research Methodology in Education	Science of Education	4	1	3		2
		Sociology of Education	Science of Education	5	2	3		3
	2	Org. and School Administration	Science of Education	5	2	3		3
		Psychology of Education II	Science of Education	5	2	3		3
		Curriculum Development II	Science of Education	5	2	3		3
		Portuguese Didactics (Language and Literature)	Romance Studies/Didactics	3	1			2.5
		English Didactics (Language and Literature)	Anglo-German Studies/Didactics	3	1			2.5
								28
5	A	Topic-Oriented Seminar	Science of Education					1.5
	A	Seminar	Anglo-German Studies/Languages					1.5
		Pedagogic Training	Romance Studies/Languages					
								3
		TOTAL						**122.5**

II. SETTING



SCHEME A. II. 1. Secondary Schools Offering the 12th Form/Humanities Course 1997/1998 by Setting on Madeira Island

• SECONDARY SCHOOL/INSTITUTION FACILITIES

TABLE A. II. 1. Institution Facilities 1997/1998

Institution		Rural	Suburban		Urban						
		Santana	Ribeira Brava	Machico*	São Roque	São Martinho	Santa Lúzia		Santa Mª Maior	Imac.C. de Mª	São Roque
		E.B.S.S.	E.B.S.P.M.A.	E.S.M.	E.B.S.G.	E.S.G.Z.	E.S.A.A.S.	E.S.F.F.	E.S.J.M.	APEL	UMa
Classrooms		25	47	-	17	28	48	63	40	21	32
Classes/courses		36	79	40	40	68	74	101	103	30	501
Pedagogic/ Board Rooms		4	8		5	21	11	28	16	6	10
School Board/ Department Head		1	3	-	1	2	2	4	5	2	13
Administration		2	2	-	2	4	8	5	5	2	4
Lecturers'/Professors' Offices		-	-	-	-	-	-	-	-		153
Senior Common Room		1	1	1	1	1	1	1	1	1	1
Specific Research		-	-	-	-	-	-	-	-	-	9
Labs	Physics/Chemistry	1	1	-	1	4	1	2	4	2	11+15
	Biology	1	2	-	3	6	1	1	2	1	28
	Computer Systems	1	3	-	1	3	3	7	6	3	9
	Electronics	-	-	-	1	-	-	5	-	2	-
	Mechanics	-	-	-	-	-	-	3	-	-	-
	Secretarial	-	3	-	-	-	2	1	-	-	-
	Multi-media	3	2	-	-	2	-	3	3	3	4
	Arts	-	1	-	3	8	1	3	-	1	16
	Music (Edutional Science)	1	1	-	1	2	1	1	1	-	1
	Educational Science	-	-	-	-	-	-	-	-	-	2
	Physical Education	-	-	-	-	-	-	-	-	-	2
Computer Centre											10
Library		yes	yes		yes	yes	yes	yes	yes	yes	1
Department Library											8
Canteen		yes	yes		yes	yes	yes	yes	yes	yes	1
Playground		No	yes		yes	yes	yes	yes	yes	yes	-
Sports Facilities		yes	yes		yes	yes	yes	yes	yes	yes	-
Unionshop											1
Copy Room											1
Department Copy Room											4
Conference Room											1
Amphitheatre											4
Students' Association											3
Parking Lot											2

Source: Secretaria Regional da Educação, Gabinete de Estudos e Planeamento, "Rede Regional Escolar: 2º e 3º Ciclos do Ensino Básico e Secundário – Ano Lectivo 1997/1998", R. A. M., pp. 34 – 55; Information Systems Dept. (2000/April 11th), "UMa Building Plans 1997/1998", Madeira.

Note: *The Madeiran Education Office did not possess at the time of data collecting for this research any official data on all school facilities as it had been recently built.

• SOCIO-CULTURAL BACKGROUND

TABLE A. II. 2. 12th Form Enrolments/Students' Age by School 1997/1998

Age	Birth/Year	E.B.S.S.	E.B.S.P.M.A.	E.S.M.	E.B.S.G.	E.S.G.Z.	E.S.A.A.S.	E.S.F.F.	E.S.J.M.	APEL	Total	(%)
23	≤1975	2	1	3	1	5	18	44	15	-	89	3.3
22	1976	3	17	11	3	5	21	43	52	10	165	6.1
21	1977	7	36	23	4	21	60	71	96	14	332	12.2
20	1978	11	48	56	6	36	78	137	176	26	574	21.2
19	1979	17	43	62	7	55	77	150	287	55	753	27.8
18	1980	14	55	92	33	84	100	252	13	105	748	27.6
17	1981	-	4	19	1	7	4	7	-	10	52	1.9
	Total	**54**	**204**	**266**	**55**	**213**	**358**	**704**	**639**	**220**	**2713**	**100.0**

Source: Sec. Regional da Educação, Gab. Estudos e Planeamento, "Rede Regional Escolar: 2° e 3° Ciclos do Ensino Básico e Secundário – Ano Lectivo 1997/1998", R. A. M., pp. 34-55.

TABLE A. II. 3. Madeira University Enrolments by Age 1997/1998

Age	Birth Year	No. of Students	(%)
≥23	≤1975	1364	64%
22	1976	221	10.4%
21	1977	210	9.9%
20	1978	190	8.9%
19	1979	132	6.2%
18	1980	13	0.6%
Total		**2130**	**100.0%**

Source: Information Systems Dept. (11-04-2000), "UMa - Students' Registration 1997/1998", Madeira.

TABLE A. II. 4. Parents' Formal Schooling by Institution (Percent)

Formal Schooling	E.B.S.S.	E.B.S.P.M.A.	E.S.M.	E.B.S.G.	E.S.G.Z.	E.S.A.A.S.	E.S.F.F.	E.S.J.M.	APEL
No Schooling	36 4.8%	75 4.7%	16 1.6%	30 3.2%	45 2.5%	32 2.0%	41 1.5%	44 1.7%	1 0.2%
Primary Education (Ist Cycle)	509 67.9%	1123 70.9%	676 69.1%	601 64.1%	944 53.4%	842 52.6%	1265 47.7%	1233 46.7%	104 18.2%
Preparatory Education (2nd Cycle)	100 13.3%	175 11.1%	133 13.6%	138 14.7%	230 13.0%	202 12.6%	297 11.2%	230 8.7%	59 10.3%
Basic Education (3rd Cycle)	35 4.7%	73 4.6%	62 6.3%	89 9.5%	162 9.2%	156 9.7%	273 10.3%	214 8.1%	72 12.6%
Sec. Education/Technical Education	43 5.7%	63 4.0%	53 5.4%	45 4.8%	177 10.0%	194 12.1%	360 13.6%	368 13.9%	134 23.5%
B. A./Polytechnics	20 2.7%	35 2.2%	29 3.0%	18 1.9%	98 5.5%	88 5.5%	228 8.6%	223 8.4%	119 20.8%
University Degree	7 0.9%	39 2.5%	10 1.0%	17 1.8%	111 6.3%	87 5.4%	187 7.1%	330 12.5%	82 14.4%

Source: Sec. Regional da Educação, Gab. Estudos e Planeamento, "Rede Regional Escolar: 2° e 3° Ciclos do Ensino Básico e Secundário – Ano Lectivo 1997/1998", R. A. M., pp. 34-55.

TABLE A. II. 5. UMa Students' Application to University Funding 1997/1998

UMa Stds	No Application	Application	Funding	No Funding
2130	1308	822	586	236
	61.4%	38.6%	71.3%	28.7%

Source: Information Systems Dept. (11-04-2000), "UMa - Students' Registration 1997/1998", Madeira.

• UNIVERSITY ENROLMENTS

TABLE A. II. 6. Madeira University Humanities 1st Year Undergraduates' Applications 1998/1999

APPLICATIONS 1998/1999 - PHASE I/II
MADEIRA UNIVERSITY (CODE: 1300)
DEGREE: 0531 - ENGLISH - GERMAN; 0541 - ENG. - PORT. OR FRENCH

"Phase"	Degree	Origin	Code	Exam.	Level	Hours/Week	Mark	10th - 12th (Mark)	Appl. Mark
I	541	Madeira	450	LE II	6	4h	100	14	122.5
I	541	Madeira	450	LE II	6	4h	76	14	133.3
I	541	Madeira	450	LE II	6	4h	105	16	151.3
I	541	Madeira	450	LE II	6	4h	80	13	130.8
I	541	Madeira	450	LE II	6	4h	110	15	145.3
I	531	Madeira	650	LE I	8	3 - 4h	186	14	157.8
I	531	Madeira	650	LE I	8	3 - 4h	157	16	156.5
I	531	Madeira	650	LE I	8	3 - 4h	156	17	164.5
I	531	Madeira	650	LE I	8	3 - 4h	140	12	116.5
I	531	Madeira	650	LE I	8	3 - 4h	158	18	175.3
I	531	Madeira	650	LE I	8	3 - 4h	170	16	161.3
I	531	Madeira	650	LE I	8	3 - 4h	176	13	130.8
I	531	Madeira	650	LE I	8	3 - 4h	112	15	134.5
I	531	Madeira	650	LE I	8	3 - 4h	106	16	141.3
I	531	Madeira	650	LE I	8	3 - 4h	105	13	126.8
I	531	Madeira	650	LE I	8	3 - 4h	101	13	119.3
I	531	Madeira	650	LE I	8	3 - 4h	108	15	127
I	531	Madeira	650	LE I	8	3 - 4h	96	12	105.3
I	531	Madeira	650	LE I	8	3 - 4h	95	13	115
I	531	Madeira	650	LE I	8	3 - 4h	95	13	115.3
I	531	Madeira	650	LE I	8	3 - 4h	97	12	122.5
I	541	Madeira	650	LE I	8	3 - 4h	87	13	113.3
I	541	Madeira	650	LE I	8	3 - 4h	105	17	162.8
I	541	Madeira	650	LE I	8	3 - 4h	113	15	141
I	541	Madeira	650	LE I	8	3 - 4h	85	15	139.3
I	541	Madeira	650	LE I	8	3 - 4h	88	14	139
I	541	Madeira	650	LE I	8	3 - 4h	88	14	136.8
I	541	Madeira	650	LE I	8	3 - 4h	89	15	143.5
I	541	Madeira	650	LE I	8	3 - 4h	65	13	136.3
I	531	Madeira	826	LE II	INF.	-	105	13	122.5
I	531	Madeira	826	LE II	INF.	-	103	11	103.8
I	531	Madeira	826	LE II	INF.	-	125	15	131.8
I	531	Madeira	826	LE II	INF.	-	127	13	130.5
I	531	Madeira	826	LE II	INF.	-	107	11	113.5
I	531	Madeira	926	LE I	SUP.	-	95	11	105.8
I	531	Madeira	926	LE I	SUP.	-	145	14	135.3
I	541	General	926	LE I	SUP.	-	180	13	148.5
I	541	Madeira	926	LE I	SUP.	-	166	14	119
I	531	Immigrant	350/450	LE II	6	4h	76	15	141
I	531	Madeira	350/450	LE II	6	4h	127	16	134.8
II	541	General	250	LE II	F. Begin: 3	3 - 4h	162	14	146
II	531	General	650	LE I	8	3 - 4h	175	13	130.3
II	531	General	650	LE I	9	3 - 4h	99	12	118.8
II	531	General	650	LE I	9	3 - 4h	95	13	118.5
II	531	General	826	LE II	INF.	-	178	16	150

Source: Ministério da Educação, Dep. do Ensino Superior, "Historial da Candidatura ao Ensino Superior - 1ª e 2ª Fase", CAE 022, pp. 00399-00453.

Note: "Phase I" – September; "Phase II" – November; "INF." - Lower Level: 6 years; "SUP." - Upper Level: 8 years of instruction in English; the university application mark depends on the 10th - 12th Form marks and the Subjects' mark in the English Entrance examination.

TABLE A. II. 7. Percentage of Positive and Negative Marks: UMa 1st Year Applicants' Examination Codes

"Phase"	Exam Code	Positive	Negative	Average Score	Total (Exams)
I	650	50.0%	50.0%	95	178
	826	69.4%	30.6%	103	36
	926	76.9%	23.1%	121	13
	450	45.3%	54.7%	89	64
II	826	40.0%	60.0%	25	10
	650	44.1%	55.9%	54	34

TABLE A. II. 8. Percentage of UMa 1st Year Subjects' Area of Studies at UMa

Degree	No. of Subjects
English - German	29 (64.4%)
English - Portuguese or French	16 (35.6%)
Total	**45 (100.0%)**

TABLE A. II. 9. Percentage of UMa 1st Year Subjects' Origin (Area) 1998/99

Origin	No. of Subjects
General	6 (13.3%)
Immigrant	1 (2.2%)
Madeira	38 (84.4%)
Total	**45 (100.0%)**

Note: Some of these Subjects filled in the reading evaluation questionnaire implemented in May - June 1998.

TABLE A. II. 10. Percentage of UMa 1st Year Subjects' Examination Code 1998/1999

Code: Exam./L. E.	No. of Subjects	(%)
250	1	2.2%
450	5	11.1%
650	27	60.0%
826	6	13.3%
926	4	8.9%
350/450	2	4.4%
Total	**45**	**100.0%**

TABLE A. II. 11. Percentage of UMa 1st Year Subjects' EFL Instruction 1998/1999

Exam	No. of Subjects
L. E. I	31 (68.9%)
L. E. II	14 (31.1%)
Total	**45 (100.0%)**

TABLE A. II. 12. Percentage of UMa 1st Year Subjects' Level of Instruction in English 1998/1999

Level	No. of Subjects	(%)
6	7	15.6%
8	25	55.6%
9	2	4.4%
F. Begin: 3	1	2.2%
INF*.	6	13.3%
SUP*.	4	8.9%
Total	**45**	**100.0%**

Note: *"INF" - Lower Level: 6 years; "SUP" - Upper Level: 8 years of instruction in English.

TABLE A. II. 13. Percentage of English Classes by Hours/Week

Hours/Week	No. of Subjects	(%)
a)	10	22.2%
3-4h	28	62.2%
4h	7	15.6%
Total	**45**	**100.0%**

Note: Subjects taking the exams 926 (L. E. I/Upper-Level) and 826 (L. E. II/Lower Level) either belonged to former curricula, alternative curricula or the so-called lyceum. The number of hours per week in the English course varies; therefore not referred in the table.

TABLE A. II. 14. Percentage of Subjects' English Standard Examination Mark

Mark	No. of Subjects	(%)	Cumulative (%)
[65; 80[	3	6.7%	6.7%
[80; 90[	6	13.3%	20.0%
[90; 100[	7	15.6%	35.6%
[100; 110[	10	22.2%	57.8%
[110; 140[	6	13.3%	71.1%
[140; 170[	7	15.6%	86.7%
≥170	6	13.3%	100.0%
Total	**45**	**100.0%**	

TABLE A. II. 15. Percentage of Subjects' Average Mark 10th - 12th Forms

10th - 12th (Mark)	No. of Subjects	(%)
11	3	6.7%
12	4	8.9%
13	13	28.9%%
14	8	17.8%
15	8	17.8%
16	6	13.3%
17	2	4.4%
18	1	2.2%
Total	**45**	**100.0%**

TABLE A. II. 16. Subjects' Final Application Mark (Percent)

Application Mark	No. of Subjects	(%)	Cumulative (%)
[100; 120[	12	26.7%	26.7%
[120; 140[	18	40%	66.7%
[140; 160[	11	24.4%	91.1%
≥160	4	8.9%	100.0%
Total	**45**	**100.0%**	

TABLE A. II. 17. Positive Marks per Examination in each Phase (Percent)

Phase	Exam Code	Marks (%)	L. E. I Subjects	L. E. II Subjects	Total
I	450	45.3	-	7	7
	650	50	24	-	24
	826	69.4	-	5	5
	926	76.9	4	-	4
II	250	40	-	2	2
	650	44.1	3	-	3
Total			**31**	**14**	**45**

TABLE A. II. 18. Negative Marks per Examination in each Phase (Percent)

Phase	Exam Code	Marks (%)	L. E. I Subjects	L. E. II Subjects	Total
I	450	54.7		7	7
	650	50	24		24
	826	30.6		5	5
	926	23.1	4		4
II	250	60		2	2
	650	55.9	3		3
Total			**31**	**14**	**45**

TABLE A. II. 19. UMa English Language Course I and III (English Major - Joint Honours): 1st and 2nd Year Undergraduate Students' Enrolments (Percent)

Year	Year/ Undergraduate	1st time Enrolments	>2nd time Enrolments	Total	Students/ Exam	Missing	Missing (%)	1st time Enrolments (%)
97/98	1	22	12	34	31	3	8.8%	64.7%
	2	34	16	50	45	5	10.0%	68.0%
98/99	1	29	15	44	33	11	25.0%	65.9%
	2	14	30	44	34	10	22.7%	31.8%
99/00	1	19	14	33	26	7	21.2%	57.6%
	2	20	20	40	29	11	27.5%	50.0%

III. PRESENT STUDY: THE EDUCATIONAL SETTING - SECONDARY SCHOOL/12TH FORM; UMA/1ST & 2ND - YEAR UNDERGRADUATES

• SUBJECTS' DATA (INTERVIEWEE'S PERSONAL DETAILS: READING EVALUATION QUESTIONNAIRE)

TABLE A. III. 1. Informants' Class by Age Group

Class	Age group				Total
	[16; 18[	[18; 19[	[19; 21[	≥21	
1	4	2	-	-	6
2	3	3	2	-	8
3	5	2	2	-	9
4	1	1	1	1	4
5	2	3	-	-	5
6	4	4	4	-	12
7	1	2	-	-	3
8	6	6	-	1	13
9	5	10	8	-	23
10	5	2	6	1	14
11	-	4	2	-	6
12	5	8	3	-	16
13	1	5	5	1	12
14	2	7	4	2	15
15	4	3	3	-	10
16	6	5	4	1	16
17	-	-	-	3	3
18	10	7	5	-	22
19	-	11	5	8	24
20	-	1	16	16	33
Total	**64**	**86**	**70**	**34**	**254**

TABLE A. III. 2. Informants' Age Group by Institution

School	Age Group				Total
	[16; 18[	[18; 19[	[19; 21[	≥21	
E.B.S.S.	4	2	-	-	6
E.B.S.P.M.A.	8	5	4	-	17
E.B.S.G.	1	1	1	1	4
E.S.M.	7	9	4	-	20
E.S.G.Z.	11	16	8	1	36
E.S.A.A.S.	5	6	8	1	20
E.S.F.F.	6	13	8	1	28
E.S.J.M.	12	15	11	6	44
APEL	10	7	5	-	22
UMa	-	12	21	24	57
Total	**64**	**86**	**70**	**34**	**254**

• TEACHERS' DATA (OBSERVATION REGISTER PART II/III)

TABLE A. III. 3. Teachers' Age Group (Study)

Teacher	25 to 30 years	31 to 40 years	41 to 50 years	More than 50 years
A	✓	-	-	-
B	✓	-	-	-
C	✓	-	-	-
D	✓	-	-	-
E	-	✓	-	-
F	-	✓	-	-
G	-	✓	-	-
H	-	✓	-	-
I	-	-	✓	-
J	-	✓	-	-
K	-	✓	-	-
L	-	-	✓	-
M	-	-	-	✓
Total	4	6	2	1

TABLE A. III. 4. Teachers' Age Group by Sex (Study)

Age Group	Male	Female	Total
25 to 30 years	2	2	4
31 to 40 years	1	5	6
41 to 50 years	-	2	2
More than 50 years	-	1	1
Total	**3**	**10**	**13**

TABLE A. III. 5. Teachers' Experience (Study)

Teacher	1 year	2 to 5 years	6 to 10 years	More than 10 years
A	✓			
B		✓		
C	✓			
D	✓			
E			✓	
F			✓	
G			✓	
H			✓	
I				✓
J		✓		
K				✓
L	✓			
M		✓		
Total	4	3	4	2

TABLE A. III. 6. Teachers' Experience by Age Group (Study)

Experience	25 to 30 years	31 to 40 years	41 to 50 years	More than 50 years	Total
1 year	3		1		4
2 to 5 years	1	1		1	3
6 to 10 years		4			4
More than 10 years		1	1		2
Total	4	6	2	1	13

TABLE A. III. 7. Teachers' Description of Institution Size (Student Population)

Institution	Not Mentioned	500 to 1000 Stds	1001 to 2000 Stds	2001 to 3000 Stds	3001 to 4000 Stds	4001 to 5000 Stds	Total
E.B.S.S.		1					1
E.B.S.P.M.A.			1				1
E.B.S.G.	1						1
E.S.M	1						1
E.S.G.Z.				1			1
E.S.A.A.S.			2				2
E.S.F.F.					1		1
E.S.J.M.						2	2
APEL		1					1
UMa				2			2
Total	**2**	**2**	**3**	**3**	**1**	**2**	**13**

TABLE A. III. 8. Teachers' Description of Institution Size (Teacher Population)

Institution	Not Mentioned	75 to 100 teachers	101 to 200 teachers	201 to 300 teachers	Total
E.B.S.S.		1			1
E.B.S.P.M.A.				1	1
E.B.S.G.	1				1
E.S.M			1		1
E.S.G.Z.			1		1
E.S.A.A.S.		1	1		2
E.S.F.F.				1	1
E.S.J.M.	2				2
APEL		1			1
UMa			2		2
Total	**3**	**3**	**5**	**2**	**13**

TABLE A. III. 9. Teachers' Institution Description (12th Form Courses, UMa Modern Languages Courses Offered)

Institution	Group 1	Group 2	Group 3	Group 4	All Courses (Secondary School Level)	All Courses (Br./Am. Cult, Eng. Lit., Language)
E.B.S.S.	2			1		
E.B.S.P.M.A.	3	1	2	3		
E.B.S.G.	Not Mentioned					
E.S.M			1	3		
E.S.G.Z.	3			2		
E.S.A.A.S.	7	2	2	3		
E.S.F.F.			2	2	1	
E.S.J.M.					1	
APEL	3	2		1	3	
UMa						2

TABLE A. III. 10. Collecting Data - Timing/Class by Institution

Date	E.B.S.S.	E.B.S.P.M.A.	E.B.S.G.	E.S.M	E.S.G.Z.	E.S.A.A.S.	E.S.F.F.	E.S.J.M.	APEL	UMa
2-March-98										10:35 a.m.
3-March-98										16:05 p.m.
11-May-98							9:10 a.m. 10:00 a.m.			
13-May-98		10:00 a.m. 10:00 a.m.						9:00 a.m. 11:00 a.m.		
15-May-98	17:10 p.m.									
18-May-98						10:00 a.m. 10:00 a.m.				
20-May-98			8:15 a.m							
22-May-98				13:05 p.m. 14:00 p.m. 17:00 p.m.						
25-May-98					8:20 a.m. 9:10 a.m.					
27-May-98									8:50 a.m.	
29-May-98								15:20 p.m. 21:45 p.m.		

TABLE A. III. 11. Questionnaire: Informants' Filling-in/Duration by Language Competence (Teachers' Observations)

School/ Institution	Pre-Intermediate (8th)	Low-Intermediate (6th)	Low-Intermediate (6th)/ Pre-Intermediate (8th)	False Beginner (3rd)/ Low-Intermediate (6th)/ Pre-Intermediate	Upper-Intermediate	Intermediate
E.B.S.S.			40 m			
E.B.S.P.M.A.	42.5 m	51 m				
E.B.S.G.		40 m				
E.S.M.	37.5 m 40 m		60 m			
E.S.G.Z.			50 m 50 m			
E.S.A.A.S.	45 m	45 m				
E.S.F.F.			45 m	45 m		
E.S.J.M.	50 m	45 m 90 m	40 m			
APEL			42.5 m			
UMa					54.5 m	65 m

TABLE A. III. 12. Questionnaire Filling-in: Duration by Institution (Chi-Square Test)

Duration		Secondary School	University	Total
Up to 40 minutes	Count	34	0	34
	Expected Count	26.4	7.6	34
	Adjusted Residual	3.4	-3.4	
Within 45 minutes	Count	73	0	73
	Expected Count	56.6	16.4	73
	Adjusted Residual	5.4	-5.4	
Within 50 minutes	Count	66	0	66
	Expected Count	51.2	14.8	66
	Adjusted Residual	5.1	-5.1	
Within 60 minutes	Count	21	33	54
	Expected Count	41.9	12.1	54
	Adjusted Residual	-7.7	7.7	
More than 60 minutes	Count	3	24	27
	Expected Count	20.9	6.1	27
	Adjusted Residual	-8.8	8.8	
Total	Count	197	57	254
	Expected Count	197	57	254

TABLE A. III. 13. Informants' Schedule (Hours/Week) by Institution (Chi-Square Test)

Institution	No Answer	25h	26h	27h	28h	Total
E.B.S.S.				1		1
E.B.S.P.M.A.	2					2
E.B.S.G.			1			1
E.S.M			3			3
E.S.G.Z.					2	2
E.S.A.A.S.		2				2
E.S.F.F.				2		2
E.S.J.M.		4				4
APEL			1			1
UMa			2			2
Total	**2**	**6**	**7**	**3**	**2**	**20**

TABLE A. III. 14. Teachers' Data on Informants' Enrolments in the English Course by Class

Class	Subjects/Class	First	Second	Third and more
1	8	8		
2	10	8	2	
3	9	8	1	
4	4	3	1	
5	5	Not mentioned	Not mentioned	Not mentioned
6	14	Not mentioned	Not mentioned	Not mentioned
7	11	Not mentioned	Not mentioned	Not mentioned
8	15	12	1	Not mentioned
9	24	24		
10	16	16		
11	6	5	1	
12	18	16	2	
13	12	9	2	1
14	18	14	4	
15	12	10	1	Not mentioned
16	33	19	Not mentioned	Not mentioned
17	5	4	1	
18	22	21	1	
19	34	22	8	3
20	52	Not mentioned	Not mentioned	Not mentioned

TABLE A. III. 15. English Lesson by Hours/Week (Study)

Hours/Week	Frequency
3h	10 (50.0%)
4h	9 (45.0%)
6h	1 (5.0%)
Total	**20 (100.0%)**

TABLE A. III. 16. English Lesson by Hours/Distribution (Study)

Lessons	Frequency
No Answer	3 (15.0%)
1h	10 (50.0%)
2h	1 (5.0%)
2h+1h	3 (15.0%)
2h+1h+1h	3 (15.0%)
Total	**20 (100.0%)**

TABLE A. III. 17. Teachers' Opinion on Informants' Course Choice

Course Choice	A	B	C	D	E	F	G	H	I	J	K	L	M
"Avoid Science Courses"	✓	✓				✓	✓	✓	✓		✓		
"For Compulsory Reasons"			✓										
"Preference for Languages"					✓	✓	✓	✓			✓		
"For Professional Reasons"		✓		✓								✓	✓
"For Academic Purposes"	✓	✓							✓	✓			
"Languages: easier to learn"				✓									

• READING EVALUATION QUESTIONNAIRE (FINAL SAMPLE)

Interviewee's Personal Details

Age _____ **Sex** _____ **Form/Year** _____ **No. of Years Studying English** _____
School/Institution _____ **Course/Degree** _____

- **Answer the following questions arranged according to different subheadings.**
- **Sometimes you are required either to tick the right option or order several optional items apart from adding a comment on specific items.**
- **Please do always give your personal opinion and account for your reading experience. Any further comments are welcome.**

A. READING HABITS

1. How do you spend your free time?

_____

_____

2. Do you read much outside school? _____

3. Where do you prefer reading (school, home, library, other). _____
   3.1. State your reasons. _____

4. What kind of texts do you read in school /university?

_____

_____

5. What do you think of textbooks (manuals) in the teaching/learning of a foreign language?
Tick the statements with which you agree.

5.1. Cheaper and always available. ☐
5.2. Useful working tools in class. ☐
5.3. Easy to read providing language guidance. ☐
5.4. Meeting the students' needs and language competence. ☐
5.5. A display of texts accompanied by graded activities and tasks. ☐
5.6. The best way to enlarge one's passive vocabulary. ☐
5.7. Language used just for classroom purposes. ☐
5.8. Arranged according to the national/international syllabuses. ☐
5.9. Challenging enough for the students. ☐
5.10. Boring. ☐
5.11. Presentation of a wide variety of texts relevant to the students' needs. ☐
5.12. Temporarily useful as far as the language course is running. ☐
5.13. A waste of money as no one is going to read their texts in the future. ☐
5.14. The texts presented overlook the literary and cultural heritage. ☐

6. What texts/excerpts do you prefer reading in manuals?
   6.1 Give Reasons.

_____

7. How often do you read in English?

never ☐ rarely ☐ sometimes ☐ frequently ☐ everyday ☐

7.1. In case your answer is either *never* or *rarely*, state your reasons. _____

_____

8. What was the last book you read? Name its author and title.

_____

9. What kind of texts do you read in English? Tick the ones you read.

9.1. fiction - canonical (*e.g.* famous classical novels, Charles Dickens's ones, drama) ☐
- non-canonical (*e.g.* crime, thrillers, science fiction, love stories) ☐

9.2. non-fiction (*e.g.* essays, biography) ☐

9.3. comics ☐

9.4. lyrics ☐

9.5. magazines ☐

9.6. newspapers ☐

9.7. advertisements ☐

9.8. leaflets ☐

9.9. textbooks (manuals) ☐

9.10. scientific and/or technical texts ☐

9.11. other ☐

9.11.1. Specify. _____

10. What do you prefer reading in class?

10.1.Give Reasons. _____

_____

B. READING PURPOSE

1. Can you define "READING" ?

_____

_____

1.1. **If not**, tick the statements with which you agree.

1.1.1. Reading is a decoding of the written message. ☐

1.1.2. Reading is a mental and cognitive process involving a reader, a text and a writer. ☐

1.1.3. Reading is a comprehension skill. ☐

1.1.4. Reading is a skimming and scanning exercise. ☐

1.1.5. Reading is as important as writing and speaking. ☐

1.1.6. Reading is interpreting any message more than recognizing the sounds and letters. ☐

1.1.7. There are two types of reading in class: the oral and the silent one. ☐

1.1.8. Reading is a boring and repetitive activity carried in class. ☐

1.1.9. Reading is for the general content. ☐

2. What do you find most important in the reading activity? Order the following factors according to your reading experience.

_____ Knowledge about facts
_____ Cultural awareness
_____ Language improvement
_____ Broadening one's imaginative and creative skills
_____ Literary awareness
_____ Pleasure
_____ The individual's space for his/her own interests
_____ An autonomous way-out towards professional success
_____ A waste of time

	YES	NO
3. Have you ever considered reading as		
3.1. a problem setting or problem solving interactive activity ?	☐	☐
3.2. an integrative skill leading to speaking, listening and writing?	☐	☐

4. In your opinion, why is reading frequently ignored nowadays? Give reasons.

_____

_____

_____

C. READING SELECTION

1. How do you select a book or magazine? Tick the appropriate phrase/s.

1.1. From hearsay ☐
1.2. Text availability ☐
1.3. Favourite themes ☐
1.4. Familiarity with authors ☐
1.5. Layout, print, size of texts ☐
1.6. TV films ☐
1.7. Book reviews ☐
1.8. Other people's opinions/comments ☐
1.9. Teachers' advice ☐
1.10. Text accessibility ☐
1.11. Compulsory reading ☐ 1.11.1 Specify._____
1.12. Personal reasons ☐ 1.12.1 Specify._____
(academic/professional/pleasure/self-education...)

2. What do you like reading?

_____

_____

3. What novels, short stories or drama texts have you read so far? Write the title and the author (if possible, tick the ones read for compulsory reasons).

_____ _____

_____ _____

_____ _____

_____ _____

4. How often do you read poems?

never ☐ rarely ☐ sometimes ☐ frequently ☐ quite often ☐

4.1. In case you do, give an example (author, title). _____

D. READING STRATEGY

	YES	NO
1. Do you read a book in the same way you read		
1.1. a textbook ?	☐	☐
1.2. a text which is studied in school?	☐	☐

1.3. Give your reasons below. _____

_____

2. Name different texts (even in Portuguese) in which you would read:

2.1. for pleasure_____
2.2. for information _____
2.3. as a spare time activity _____
2.4. for compulsory reasons _____

3. To what reading activities have you been exposed most frequently in the educational setting?

Oral reading ☐ silent reading ☐ reading comprehension ☐

4. How would you evaluate the instruction/guidance on reading provided in the foreign language classroom?

Discontinued ☐ systematic ☐ appropriate to students' needs ☐

5. How would you describe a reading comprehension activity?

_____

_____

6. What do you associate the reading comprehension activity with? Tick the appropriate statements.

6.1. Evaluation of your interpretative skills ☐

6.2. Formal evaluation (*e.g.* examinations) ☐

6.3. Learning lexical structures ☐

6.4. Learning grammar structures ☐

6.5. Making you read any kind of text for real purpose ☐

6.6. Checking your capacity to synthesise ideas ☐

6.7. Developing your ability to predict and express a personal point of view? ☐

7. What are you mostly required to do in a reading comprehension activity? Order your options:

7.1. summarising the text _____

7.2. retelling _____

7.3. looking for keywords (important words for the general meaning of the text) _____

7.4. explaining difficult/unfamiliar words _____

7.5. answering a set of questions organised under the subheading "skimming and scanning" _____

7.6.word association exercise _____

7.7. multiple choice questions _____

7.8. gapfilling exercise _____

7.9. cloze _____

7.10. informal discussions _____

8. When you read a text, are you able to account for...	YES	NO
8.1. different types of discourse (narrative, descriptive, argumentative, persuasive)?	☐	☐
8.2. the importance of discourse awareness for the impact of the text on the reader?	☐	☐

9. When you read a novel, a short story, several issues are to be considered, namely:
**the plot line* **the characters' relationship* **the climax* **the general content*
**identity themes/ characters* **reading for words*

9.1. Which of these features is (are) more important for you?

_____ _____ _____

9.2. And which one(s) is(are) mostly required from you in the classroom/educational setting?

_____ _____ _____

_____ _____ _____

10. Do you often make use of summaries of novels whether provided by your teachers or supplied by the so-called "York Notes" or "Longman Notes"? _____

10.1. When and how useful are they? _____

_____

E. APPROACHING THE TEXT

1. Before reading the text...

1.1. What is more important for you when you decide to read a book? Tick the appropriate choice.
Some previewing guidelines will follow:

title ☐ cover ☐ blurb ☐ impression of layout, print size and illustrations ☐

	YES	NO
1.2. Can you make predictions on the content of a book from its illustrations?	☐	☐
1.3. Is the title important for the general comprehension of a text?	☐	☐
1.4. Have text titles ever betrayed your reading expectations/predictions about texts?	☐	☐

1.4.1. If so provide an example._____

2. While-reading...

To answer this set of questions use the words :
N (never), R (rarely), S (sometimes), F (frequently).

2.1. When you read a text do you rely on your interpretation? _____
2.2. Do you need:
2.2.1. the critics' opinion? _____
2.2.2. the teacher's opinion? _____
2.2.3. your fellow students' own interpretations? _____
2.2.a) Why/Why not? _____

2.3. Is your background knowledge (*e.g.* previous experience and cultural knowledge) going to determine your interpretation of the text? _____
2.4. Do you take notes about your own inferences, hypotheses? _____
2.5. Whenever you read unknown words...
2.5.1. do you get stuck? _____
2.5.2. can you infer their meaning from the context? _____
2.5.3. do you read on and then backwards to guess their meaning? _____
2.5.4. do you ask for a prompt instruction/ explanation/translation from the teacher? _____
2.5.5. do you use the dictionary? _____
2.5.6. do you underline the sentence or phrase and check their meaning afterwards? _____

3. Post-reading...

	YES	NO
3.1. After reading the text do you feel that you...		
3.1.1. have learned something? (for example, English language, culture, history, revelation of human experience, etc.)	☐	☐
3.1.2. have interacted with the text for a meaningful purpose?	☐	☐
3.1.3. have just carried out a transfer activity (*i.e.*, the carrying over of specific information from one text to another)?	☐	☐
3.1.4. were involved with the world created by the narrator, poet, writer?	☐	☐
3.1.5. have learned from a fruitful classroom interaction?	☐	☐
3.2. After reading the text do you feel like...		
3.2.1. reading on more topic related texts?	☐	☐
3.2.2. reading the whole book (if it were an excerpt)?	☐	☐
3.2.3. stop reading?	☐	☐

3.1. After reading the text do you feel that you...

Further Comments:

_____

_____

OPEN-ENDED QUESTIONS/ANSWERS - CATEGORIES BY ITEM

Item A1. - How do you spend your free time?

0 - No Answer
1 - **"Reading":** "newspapers", "magazines", "books", "poetry", "drama", "novels".
2 - **"Writing":** "my own poetry", "letters".
3 - **"Drawing"**
4 - **"Watching TV"**
5 - **"Listening to Music"**
6 - **"Playing Music":** "clarinet", "guitar".
7 - **"Playing Computer Games"**
8 - **Doing Daily Chores:** "helping my children with homework", "helping out at home", "helping my mother", "housekeeping", "helping my family", "taking care of my brothers", farming.
9 - **"Gardening"**
10 - **"At Home":** "with my family", "resting", "sleeping".
11 - **"Needlework":** "embroidery", "cross-stitching".
12 - **"Alone":** "by myself".
13 - **"Not Much Free Time"** (due to a full- or part-time job).
14 - **"Playing":** "playing games", "playing with my pet".
15 - **"Studying"**
16 - **Socialising:** dating, "talking with friends", going out with "family"/"parents"/"friends", "going to the pub", "going to the café", "having coffee with friends", "dancing", "going to the disco", "going to the cinema with friends".
17 - **"Doing Sports":** "water-skiing", "playing football"/"basketball"/"golf"/"volleyball"; "aerobics", "swimming".
18 - **"Going to the Beach"**
19 - **"Sightseeing":** "going for a walk", "walking in the park", "going out for a drive".
20 - **"Watching Outdoor Sports":** "going to handball games".
21 - **"Camping"**
22 - **"Travelling"**
23 - **"Drama at School":** "at the school theatre".

Item A3. - Where do you prefer reading (school, home, library, other).

0 - No answer
1 - **"Home"**
2 - **"Bus"**
3 - **"Everywhere"**
4 - **"School"**
5 - **Other**
6 - **"Garden"**
7 - **"Library"**
8 - **"None"**
9 - **"Beach"**

Item A3.1. - State your reasons.

0 - No Answer
1 - **Unspecified:** "I prefer read in the school and at home", "because I like".
2 - **Lack of time to read:** "I don't have so much time to read".
3 - **Reading according to one's rhythm:** "I can do a break when I want and do other things", "and I have all the time that I need".
4 - **Reading according to one's own selection.**
5 - **Reading for pleasure as a mental journey and a private enterprise.**
6 - **Reading outdoors**: "reading on the beach or in the park".
7 - **Wider selection** ("I read books that I don't have at home"); **more information; a place with back up material or personal notes**

8 - **Reading at school: exchange opinions with fellow students**.
9 - **Reading aloud**
10 - **Bedtime reading**
11 - **"Reading and listening to music"**
12 - **"Familiar", "relaxing", "comfortable place"**
13 - **"Quiet place"; the right atmosphere to foster concentration skills and critical thinking:** "it's more quiet", "there's no one to disturb me", "reading in silence", "it's even more quiet than in the library", "I prefer to find my own conclusions".
14 - **"I don't like reading"**
15 –**Attentive/careful reading**

Item A4. - What kind of texts do you read in school/university?

0 - **No Answer**
1 - **Unspecified:** "texts rich in vocabulary"; "difficult" texts; "all kinds"; "texts about everything"; "texts suggested by teachers"; "texts provided by the teachers"; "texts given by the teachers"; "grammatical texts"; "texts which are useful to my studies"; "texts read in class"; "others from personal research"; "texts for extra reading"; "texts for reading comprehension"; "compulsory books"; "mandatory texts"; "texts from textbooks", "documents" [ff. handouts]; "excerpts from books"; "texts in German and Portuguese".
2 - **"Interesting Texts":** "almost everything, if it's interesting".
3 - **"Boring":** "boring texts".
4 - **(Auto)biographical Texts:** "biographies"; "biographical texts".
5 - **"Historical Texts"**[ff. history texts]: "texts on English History", "texts on British and American History".
6 - **Reference:** "guides about literature" [anthologies, cribs]; "informative texts about literary novels" [cribs]; "dictionaries" [dictionary entries]; "bibliographies".
7 - **"Newspaper and Magazine Articles":** "newspapers", "magazines", "reports" [ff.].
8 - **Content-Oriented Readings**
    - **"Informative Texts":** "informative texts linked to themes discussed in class".
    - **Background Knowledge** - "texts related to each subject": "geographical"; "philosophical"; "psychology texts".
    - **Cultural Knowledge:** "cultural texts" [ff. culture-related texts].
    - **Knowledge of the World:** "texts based on current affairs"; "texts dealing with teenagers' problems"; "texts about current events"; "texts related to the 'family'".
9 - **Poetry:** "poems", "song lyrics", "epics".
10 - **"Drama Texts":** "plays", "Shakespeare's plays", "tragedies".
11 - **"Narrative Texts":** "descriptive texts", "short stories", "stories".
12 - **"Argumentative Texts":** "essays", "criticisms" [ff. reviews, literary reviews]; "commentaries" [ff. opinion issues]; "articles" [ff. opinion issues].
13 - **"Literary Texts":** "modern [ff. contemporary] and classical literature"; "texts from English Literature"; "literary books"; "literature".
14 - **"Novels":** "literary novels"; "romance novels" [ff. novel vs romance]; "action, suspense novels".
15 - **"Canonical Fiction":** "texts in Latin: Virgílio, Cícero"; "historical Portuguese Literature"; "classical English novels"; "classical literary novels"; "classical novels".
16 - **"Non-Fiction"**
17 - **"Scientific Texts":** "scientific articles".
18 - **"Comics", "Jokes":** "funny texts".
19 - **"Dialogues"**
20 - **"Textbooks"**

Item A6. - What texts/excerpts do you prefer reading in manuals?

0 - **No Answer**
1 - **Unspecified:** "none of them"; "all sorts of texts"; "no preference"; "all types of texts"; "any kind of texts"; "excerpts which accompany a text"; "everything"; "texts which are easy to interpret"; "texts which contain the "main idea" within less than a paragraph"; "the beginning of a chapter"; "nothing in particular"; "none"; "texts that make you think"; "the ones we are studying"; "exercises used in

school"; "the conclusion of a texts"; "statements"; "documents"[ff. handouts]; "texts which are not written in columns and that have pictures".

2 - **"Interesting Texts":** "anything interesting"; "interesting publications".

3 - **Reference:** "notes in the margins"; "bibliographical" entries; "dictionary" entries; language summaries/consolidation units; "texts which prepare me for the test" [*e.g.* cribs].

4 - **"Historical Texts":** "Bill of Rights"; History texts, *e.g.* "on England".

5 - **Content-Oriented Readings**

- **Knowledge of the world**: national/international "news events"; current news on "society", "environment", "social problems", "war"; amazing stories; fact-based stories; "stories about everyday life"; "excerpts based on day-to-day events".
- **Background information:** "informative texts on other countries and cultures"; "general culture" [ff.].
- **General knowledge:** sports events; "personalities"; texts "which give general knowledge of things".
- **Cultural knowledge:** "culture-related texts".

6 - **"Comics", "Jokes":** "funny texts"; "comical texts" [ff.].

7 - **"Drama Texts":** "plays".

8 - **"Narrative Texts":** "short stories"; "adventure" stories; "crime" stories; "love stories"; "dramatic texts" [ff. dramatic accounts].

9 - **(Auto)biographical Texts**: "texts based on personal experiences"; "biographies".

10 - **"Dialogues"/**"interviews".

11 - **"Novels"**; "excerpts from novels".

12 - **"Opinion Issues":** "articles" on contemporary issues; "critical texts" [ff.], "criticisms" [essays].

13 - **Reviews** - music, book reviews: "texts that deal with music"; "texts about music".

14 - **"Canonical Novels".**

15 - **"Poetry":** "poems"; "lyrics".

16 - **"Newspaper" and "Magazine Articles":** "newspapers"; "magazines"; "reports"[ff.].

17 - **"Scientific Texts":** "texts dealing with science".

18 - **"I don't remember".**

19 - **"Non-Fiction"**

20 - **"Advertisements"**

21 – **"Fiction"**

22 - **"Literary Texts": "literary excerpts"**

Item A6.1. - Give Reasons.

0 - **No Answer**

1 - **Expand one's imaginative and creative skills:** "because [dramatic texts] give me inspiration to write"; "I could imagine"; "we can imagine lots of things in one single text [poetry]".

2 - **"Boring"**

3 - **Dislike the subject [reading as a compulsory activity]**: "because it's History and I don't like History"; "I don't really like texts related to politics".

4 - **Reading for fun/pleasure** – "because I like to laugh", "[short stories] because it's very pleasant to read"**; personal preference for the subject** - "[funny texts] because I like it", "because I like very much History"**; the individual space for one's interests; relevance to youngsters' present likes and way of life** - "[music] because it's something that all the young people are into, and like", "[informative texts and comics] because that's the only thing I like in the manuals".

5 - **Text readability: meeting the students' limited vocabulary; colloquial language; dynamic interaction of characters in dialogues; promoting critical thinking on social problems** - "because it's not so boring"; "to learn and discover more vocabulary"; "sometimes[short stories] are like a mirror of the society"; "due to the fact that they have suspense".

6 - **"Because it's interesting": raising curiosity; promoting concentration skills** - "as long as it is interesting in the way that makes us want to know more"; "different therefore interesting in some ways"; "[interesting text] it helps me to pay more attention"; "[what's going on in someone's life] it's interesting".

7 - **Concentrate on language tools so as to uncover and learn about the writer's point of view:** "facing different opinions... help us formulate our own opinion"; "to know what other people think"; "the tools journalists use to express themselves"; "confronted with a specific kind of language difficult to decodify"; "different points of view about certain problems".

8 - **Enlarge one's passive vocabulary - language improvement:** "to practice the vocabulary...the basis to continuing learning and speaking"; "learn more about the language".
9 - **Promote culture awareness and multicultural understanding:** "to learn about the country whose language one is learning"; "it contributes to our culture"; "learn something about foreign cultures"; "about the other's people customs"; "different places around the world"; "learn about their traditions"; "to be more informed on English culture".
10 - **Get to know other people's lives:** "fascinating learning about somebody's life"; "through their experiences we get in touch with reality and not with fiction"; "they inform us about the life of the respective personality"; "reading about other people's interests, experiences and lives"; "we learn new things that someone passed through","[biographies] not as boring".
11 - **Further knowledge about everyday life, contemporary society, current affairs which are relevant to one's future needs:** "to expand my knowledge"; "problems of our days"; because they prepare ourselves to the future"; "also useful"; "useful for daily life"; "making us aware about what is happening around us"; "they teach us more than others".
12 - **Reading for information and cover the syllabus requirements, topic relevance and text accessibility/texts as resource material:** "help us to understand better the subject"; "according to the theme that I am reading [in class or at school]"; "the subjects wich are being studied"; "they are easier to examine"; "about certain matters [studied in class]"; "used for class and after that forgotten"; "get to know lots of things about many topics".
13 - **Further knowledge about the past:** "[historical texts] belong to us"; "to know histories from the past".

Item A7. - How often do you read in English? (Never; Rarely; Sometimes; Frequently; Everyday)

Item A7.1. - <u>In case your answer</u> is either *never* or *rarely*, state your reasons.

0 - **No Answer**
1 - **"Don't know"**
2 - **No personal interest - reading in English if mandatory:** "Because in this year I don't have english"; "I don't feel tautched for that"; "It's boring"; "I don't like English".
3 - **Lack of Time:** owing to an extensive "reading list this year"; "because I must study and read books of literature".
4 - **"I don't like reading".**
5 - **Language (In)accessibility:** "English is difficult to understand; reading is easier in Portuguese"; "I'm used to reading in Portuguese".
6 - **Cost and Availability:** "the books in English are quite expensive"; "there isn't a large possibility or variety of English books that I know".

Item A10. - What do you prefer reading in class?

0 - **No Answer**
1 - **"I Don't Know"**
2 - **Unspecified:** "we don't have much choice"; "nothing"; "no preference", "everything"; "nothing specific"; "we don't have much choice"; "texts that are useful for me"; "easy texts"; "texts that can be discussed in class"; "individual texts", "books", "books that students are already familiar with"; "texts in manuals"; "I don't like reading in class: it's too noisy"; "the class summary [it's the last thing we do before we go out]".
3 - **"Textbooks":** "the English textbook".
4 - **Content-Oriented Readings**
- **Knowledge of the World**: "texts about current events"; "texts which deal with current affairs"; "texts based on current and future events"; "easy texts ["texts about teenagers' problems and interests"].
- **Background Information:** "informative texts on other countries and cultures"; "general culture" [ff.].
- **General Knowledge:** "to get more culture... to be informed"; "informative texts"; "easy texts... to be informed".
- subject-related texts *e.g.* "sports texts".

- **Cultural Knowledge:** "texts about everyday life in English countries"; "culture based texts about the English"; "culture-related texts".

5 - **"Historical Texts"**: "historical books".
6 - **"Newspaper and Magazine Articles":** "up-to-date magazine articles"; "magazines"; "newspapers".
7 - **"Comics", "jokes":** "funny texts"; "something "fun" (*e.g.*: comics and crime stories)".
8 - **"Drama" Texts**: "Shakespeare's plays"; "*Hamlet*".
9 - **"Literary Texts"/"Excerpts".**
10 - **(Auto)"biographical texts"**: "biographies"; "stories about families (*e.g.*: *Incidents in the Life of a Slave Girl*, Harriet Jacob)".
11 - **"Dialogues"**.
12 - **Narrative Texts:** "crime stories"; "easy texts ... texts about people, their families and children"; "crime stories"; "descriptive texts"; "short stories"; "stories based on school subjects".
13 - **"Fiction"; "fictional books"**; "crime novels"; "novels"; "comic and satirical novels"; "romance novels"; "love stories".
14 - **"Poetry":** "poems"; "lyrics".
15 - **"Scientific and Technical Texts":** "scientific texts".
16 - **Reference:** "texts on the Internet"; "summaries of 12th Form texts"[cribs].
17 - **"Advertisements"**.
18 - **"Non-fiction":** "non-fiction novels".
19 - **"Non-canonical Texts"**: "non-canonical literature"; "non-canonical fiction".
20 - **"Canonical Texts":** "canonical novels"; "classical novels".
21 - **"Anything Interesting":** "all kinds of texts as long as they are interesting"; "[novels] with an interesting theme".

Item A10.1. - Give Reasons.

0 - **No Answer**
1 - **Unspecified:** "[class summary] is the last thing I do before I go out".
2 - **"Boring":** " reading is boring".
3 - **"Interesting" - raising curiosity, emotional involvement and excitement:** "because it's interesting"; "it's more interesting"; "they are... interesting"; "it is an interesting book"; "it's very interesting"; "[interesting text]is better and I pay more attention"; "that's the only book with interesting texts and images"; "[historical texts] it's interesting, very recent and doesn't let us fall asleep"; "I like to read crime, thrillers, science fiction, romance novels, it's very interesting and exciting sometimes"; "[plays] because it has an interesting story"; "actual and interesting matters".
4 - **No preference: reading as a compulsory activity:** "[nothing] I don't like my English class's."; "I don't have the right to chose"; "I only read what I have to".
5 - **Reading for pleasure/fun - meeting the students' interests, present likes and way of life:** "I had also liked to read *Hamlet*"; "that's the kind of texts that I can give a serious opinion"; "I enjoy talking about things that I now a bit"; "it interests me"; "[individual texts]are... fun to work with".
6 - **Meeting the students' needs, language competence and building on students' vocabulary (language improvement):** "we all can talk about it"; "I can learn a little and get my English better"; "Because I know the kind of person am I dealing with and the questions about it are easy to answer".
7 - **Fostering co-operation in class-students' active participation in oral reading:** "it's one way to everybody participate in the reading"; "everyone participate making the class pleasant, and interesting"; "more dynamic".
8 - **Improving memory skills: learning lyrics by heart.**
9 - **Topic relevance of texts - texts as resource material to consolidate difficult topic areas, cover the syllabus requirements; exam-oriented readings; easier texts for self-study:** "help us to understand better the subject"; "to understand a little of the subject"; "it's a way of I understand what I am reading and it help's me for the exams"; "it's a form to learn it"; "they are very informative"; "I will get to know better the things we study"; "it's much easy to study"; " they are according to the syllabuses".
10 - **Reading for information and building on knowledge about everyday life, society and people's lives, points of view** (biographies): "I always learn something with them"; "not dramas, science fiction because it's much dramatic, like a movie that doesn't belong to life"; "I like of knowing something new from the passed"; " it maintains me informed about all the things that happend in England"; "[biographies] informe use about the life of the respective personality"; "it always brings information about the people that we are studing. What is very useful and important to understand some facts"; "to see the life or the story of a person".

11 - **Promoting culture awareness and multicultural understanding:** "because it enlarges my... culture"; "they give us cultural information and they tell us some thing of the past".

12 - **Developing interpretative skills through shared reading - learning and understanding the main ideas with the teacher's help; promoting forum discussion: negotiation and critical thinking; challenging opinions:** "in that way we can observe how the opinions vary"; "The teacher can always help us to understand what we find more difficult"; "[canonical texts] are difficult books and in class we are better prepared for a deep understanding of these books".

13 - **Promoting text/literary awareness - involving the students in the process of meaning making while concentrating on language tools, stylistic devices:** "we can have more information about the characteristics and writing skills of certain writers"; "we can have more information about the characteristics and writing skills of certain writers".

14 - **Promoting a different form of learning (fostering concentration skills), for example through lyrics, comics:** "it is a different class for a change"**;** "we can laft a little"; "they are funny and **interesting**"; "because we pay more attention to it"; "it's fun, it certainly isn't boring, and because of that we pay more attention"; "it's a different form of learning English, with entertainment"; "I like to laugh"; "it's a way of better teaching and easier learning since you put learning and amusement together"; "Simple, it has to do with music".

15 - **Expanding one's imaginative and creative skills:** "because it's a good way to expand our imagination"; "it helps us with our imagination".

16 - **Useful tools - text accessibility:** "they are more appropriate"; "short stories are easier to interpret for their short length"; "[texts from textbooks] are more prepared to makes us understand the subjects"; "they are very practical".

Item B1. - Can you define "READING"?

0 - **No Answer**

1 - **Unspecified:** "reading is only for intelligent people"; "it is a way of relating state of mind; heart or emotion"; "reading is good, is important", "reading is a marvellous thing"; "it's all kinds of texts that you like and read"; "Reading its one thing that the most people doing"; "Novels. Preferably ones depicting real life".

2 - **"I don't know":** "No"; "No Idea"; "That's a hard one!", "No, I can't".

3 - **Reading is boring - a compulsory activity and/or to spend time:** "R-E-A-D-I-N-G- something that wen we don't do it for fun, it becomes the most boring thing"; "it's boring when we are obligated to read"; "something that we must do if we want to pass our degree".

4 - **Reading is a waste of time:** "Act of something wasting a time".

5 - **Reading is a spare time activity - the individual's space for his/her own interests :** "a way of distracting"; "the most **interesting** thing that we could do in free time"; "enjoying ourselves"; "feeling some pleasure about that"; "something we do for pleasure or in free time".

6 - **Reading is communicating - an interactive dialogue between author and reader** (reading is understanding an author's feelings")**; closely follow the emotions depicted in the text and concentrate on the narrator's words:** "see or watch the feelings... in the book"; "knowing what's in the narrator mind"; "look at sentences, try to understand them and take some pleasure ... doing that".

7 - **Reading is a mental journey - making part of a story and embark on any adventure (experience, search, discovery); broadening one's imaginative and creative skills:** "it's be free of all around us"; "a way that people use to fly away and get in the book's world"; "a way of know a new world"; "a wonderfull experience, we can live the hole story without a single image"; "make part of what we are reading. It's be free of all around us".

8 - **"Reading is an exercise":** "to discodify a messge a skimming and scaning exercise"; "it's a way of practising the 'lecture"; "Is to understand the different words and, in global, understand a text or a book".

9 - **"Reading is a mental and cognitive process also involving a reader, a text and a writer":** "a mental process involving our interpretation and the writer's point of view"; "an exercise to the mind"; "an intellectual challenge"; "learning is to be able to comprehend the message given to us"; "an intellectual chalenge which feeds the mind and enlarges one's knowledge".

10 - **Reading for the general content:** " we pay attention to what we have in front of us and get some important ideas front the text"; "understand a book, its message and the story"; "understand a text then take the mane ideas of that text to work out with it".

11 - **Reading is language improvement (a two-way process) - promoting lexical competence and writing skills:** "but it improves a persons vocabulary and writing skills"; "It's a way of learning and expanding our vocabulary"**;** "interpreting other language; its content and context"[EFL reading].

12 - **Reading is decoding the written message (phonics approach):** "the interpretation of symbols created by us"; "it's pick up a book and start putting the letters together"; "a process that implies transforming written icons into vocal sound through the visualization of the same icons and processing them in the brain".

13 - **Reading is interpreting any message more than recognising the sounds and letters (reading in depth): reading is driven by a certain aim; decoding and understanding some message:** "'entering' in a text or book with the purpose to know and understand it"; "read attentively a book or other thing".

14 - **Reading is building on knowledge about facts - culture awareness, background knowledge:** "having something to talk about"; "very important to improve our knowledge"; "learn new things and... answer what about it speaks"; "way to know other things, sometimes interesting things"; "acquire more information"; "we can find interestings things, such as: cultural, traditions etc."; "A way of travel around the world"; "getting some knowledges".

15 - **Reading is a lifelong learning activity - a better reader of the world (aware and attentive to the world around us):** "learning something"; "to be prepared for tomorrow"; "a way to learn and understand the world and culture"; "It's a way of building our world and it will grow up if we read more and more".

B4. In your opinion, why is reading frequently ignored nowadays? Give reasons.

0 - **No Answer**

1 - **"I Don't Know"**

2 - **Unspecified**: "due to the themes chosen by writers", "because sometimes when I read, I forget all my problems"; "there are no more great writers".

3 - **Uninteresting Activity: "Reading is boring**; "reading is not a way to have fun"; "it's basically school's fault...[school- leavers] with the impression that all books are boring, not useful, so he drops out of reading" **[envisaged as an obligation in the educational setting and teachers do not promote reading habits, skills]**; "because of school you're forced to read boring books"; "we are forced to read and that does not give pleasure in reading"; "People don't like it"; "nobody cares about that, they don't have creative tasks"; "I have friends who think that reading is boring"; "'Cause some books aren't interesting and if I say that the books is boring my friend will believe it and he is not going to read it"; "but the most read as it was an obligation"; "people don't like to read"; "many people not intererested for that things"; "most of the books are boring"; "they find reading boring and they don't want to use their imagination, which is required in reading"; "Furthermore the first contacts that people have with books, nomily at school, are not successful due to the fact that, often, these books are boring".

4 - **Interesting:** "I used to think so until in 10th year I had a terrific Portuguese teacher who brought to class plenty of interesting texts. I think that teachers should choose the texts also according to the student's interests"; "and we prefer to do more interesting things with our time"; "for a book to be interesting and exciting we have to give our own imagination and images"; "I think that [TV and cinema] are more interesting because these have more images and sound"; "other kind of activities, like computer or television more interesting"; "TV is more interesting"; "for many people television is more important and more interesting"; "Novels are adopted to cinema and it is more interesting to see a film than read a book".

5 - **"Reading is not so ignored":** "the problem is that people only read magazines that make sensation and not the books from writers as Vergílio Ferreira"; "we need something new to read"; "The problem is that when we learn we are going to read by obligation and nobody cares to teach us how to read by pleasure, only".

6 - **Reading is related to language improvement and getting information:** "reading only improves one's language competence"; "reading for information", "students are only required to read whole books in English from Secondary School level onwards"; "[teachers] just limit to give the contents"; "More emphasis is placed on oral fluency".

7 - **Overload of subjects, courses, long reading lists at school and lack of parents' help at home:** some parents are too tired to check their children's readings in the evening: "we have many disciplines and all of them has different programmes, activities, works"; "the amount of time school occupies in our daily lives also contributes for the lack of leisure activities"; "our programmes have a lot of contents and in the end we don't have interess"; "Especially in Portuguese, they gave us books to read, that are not pleasant; we have many books to read in a term; the parents have to work and many them doesn't check if her daughter/son read"; "it is most of the times compulsory"; **Text selection should meet "the students' likes, interests" and needs (as far as curriculum and teachers'**

reading selection are concerned); "supervisors should make probabilistics studies to see what kinds of books students prefere".

8 - **Lack of motivation and incentives - unwillingness to fight back this situation:** "the incentives are not that many"; "there is not enough "publicity" about good, interesting books"; "lack of will"; "students are lazy"; "because most of the young people are not motiveted to the reading mater"; "there are no interesting books relative to a motivate subject"; "people are not interessted"; "people don't bother"; "I also do think that it is a problem of education. Children must be aware of the importance of reading"; "the main reason is that they are not educated in that sense [reading]"; "they don't have reading habits"; "in classes the teacher don't explain how important is the reading nowadays"; "in Portugal we start reading books only in the Secondary School when it should be at the begining"; "there is no information about what is reading"; "at school they set some kind of book... teenagers feel dismotivated to continue reading"; "people have lost sensitivity".

9 - **A wider range of leisure activities than before - reading is replaced by other leisure activities meeting people's present-day interests, hobbies, priorities:** people prefer "enjoying life"; "there are more interesting things to do than reading", "other things to do, on which they find more interest", "we have other types of pleasure, like TV, computer games, radio, etc"; "television and theatre... gets the young people attention", "listening to music"; "watching TV", "going to the cinema"; "doing sports", "... easier than reading"; "and reading (so they think) is not a way to have fun"; "They go out frequently and reading is a private activity"; "it's better to enjoy life than to read"; "Because of TV and cinema. It is much easier and for some people more entertaining to watch the story rather than imagine it"; "people is mostly interested in the "carpe diem" not in an intellectual way but in a physical way (this is to say that prefer going to discos, to drink a lot, to smoke a lot".

10 - **Cost of Books:** "the high prices of books"; "the books are a little expensive"; " books are to expensive"; "there are people that can't buy it".

11 - **The impact of science and technology in everyday life - visually-oriented information society: simultaneously watching and listening to the news (catch up with the news and spend time** "without making any effort", "that gives us images, something that books can not"**; "other ways of learning such as listening (to a tape)"**; "people no longer have to read to have access to information"; "because of the media -TV, radio and computer. Those instruments give us images and sound"; "the media took its place"; "mass media, such as TV, radio, acquired a much more importance"; "Because with the advance of technology there are other ways to get in touch with knowledge and culture, ways which are much more quicker that reading"; "the new generations prefer Internet, TV, video games and compact disc players"; "many other easy ways of knowing things, like watching TV, going to the cinema and nowadays we learn much from "Net""; "more often news on TV tells us that the newspapers do, if not in a more complete way"; "people have been looking for easier and quicker ways of learning, like computers".

12 - **More pragmatic goals in people's lives - present-day business/money oriented goals; people's present lack of concentration skills owing to a competitive way of life, demanding jobs along with household chores, family duties:** "people just think in wining money"; "people arrive home tired from work or school"; "people don't seem to have the time"; "people are too worried with their lifes and don't find time to take pleasure in reading"; "There are other priorities in our lives, actually reading it is not the most important"; "because people have other activities. For *e.g.* in past women could read because their are always in home, nowadays they work and don't have time to read"; "people are too busy to get involved in the plot of a book, a good book"; "People just don't have time as they had"; "[people] have no time to read for pleasure".

13 - **Time Consuming:** "to read is to have time... in our days we don't have this time", "why should we read a book, when we can watch it?", "books are too big", **"some books are thick";** "I think it is ignored because we have no time to waste and actually reading requires disponibility [availability]".

Item C2. - What do you like reading?

0 - No Answer

1 - **Unspecified:** "all kinds of texts"; "recently published books"; "anything except crime novels"; "a little"; "everything"; "anything"; "some books"; "a bit of everything"; "many things"; "books with suggestive titles"; "almost everything"; "a variety of topics, depending on what interests me at that particular moment"; "good books"; "all types of texts as long as they interest me"; "current books"; "ironic" books"; "books with suggestive titles"; "books (once in a while)"; "because it's god for my cultural knowledge"; "yes, I do"; "ironic" books".

2 - **Boring:** "texts that aren't boring".

3 - **"Interesting Texts":** "any "interesting" book"; "anything useful and interesting"; "interesting" texts; "interesting magazine articles"; "everything that has an interesting topic".
4 - **Historical Texts:** "historical documents", "History books".
5 - **"Comic Books", "jokes", "cartoons".**
6 - **Drama Texts:** "plays"; "drama", "tragedy".
7 - **Content-Oriented Readings**
- **Knowledge of the World**: "factual texts"; "books about current affairs, *e.g. Filhos da Droga*", "fact-based accounts".
- **General Knowledge:** "informative texts on famous people"; "sports related texts".
- **Cultural Knowledge:** "cultural books"; "culture-based books".
- **Background Information**: "books about other cultures, religions"; "psychology books"; "philosophy".

8 - **(Auto)Biographical Texts:** "biographies"; "biographies about musicians"; "letters"; "diaries".
9 - **"Textbooks"**
10 - **"Fiction":** "non-canonical fiction (*e.g.* dramatical texts)"; "tragedies" [ff. narratives with tragic endings]; "dramas" [dramatic accounts]; "some kinds of fiction"; "best-sellers"; "adventure stories"; "horror stories"; "crime stories"; "thrillers"; "science fiction"; "short stories"; "legends".
11 - **"Novels":** "novels with 18th and 19th century settings"; "crime novels"; "mystery novels"; "political novels"; "detective novels, *e.g.* Sherlock Holmes"; "romantic" books; "romance novels"; "love stories"; "novels based on true stories"; "historical novels".
12 - **"Poetry":** "poems"; "lyrics".
13 - **"Literary Texts":** "literary books".
14 - **"Pamphlets"**
15 - **"Canonical Fiction":** "canonical fiction (*e.g.* Shakespeare)"; "classical novels".
16 - **"Non-Fiction":** "books about important events".
17 - **Argumentative Texts:** "essays"; "book reviews"; "articles".
18 - **"Newspapers"** ("weeklies, *e.g. Expresso"; "Diário de Notícias, Jornal da Madeira"*); "newspaper articles"; "documentaries".
19 - **"Magazines":** "TV and film magazines"; "magazines... with suggestive titles"; "magazines (about: music, sports, cars, waterbikes, women)"; "music and cinema magazines"; *"Ana"*, "crossword puzzles".
20 - **"Advertisements"**
21 - **"Scientific Texts"**
22 - **"Porno Books"**

Item D1. - Do you read a book in the same way you read... D1.1. a textbook ? Item D1.2. - A text which is studied in school? Item D1.3. - Give reasons.

0 - **No Answer**
1 - **Unspecified**: "because it's different"; "because I must read"; "I read it the same way".
2 - **"I don't Know"**
3 - **"Texts are boring":** "in school I have to read the text's and it becomes boring"; "It's different because (sometimes) the textbook, or texts studied in school are much more boring"; "Because most part of the time the books or text which we study are boring, now English is like history"; "Sometimes the texts studied at school are boring".
4 - **"Interesting":** "a book it's more big, and it's more interesting."; "Is more interesting"; "Because reading a book is more interesting"; "When I read a book, I read in a day if it is interesting"; Cause when I read a book the concentration is bigger and probably the interest"; "It depends. If the book it's interesting, I read that with pleasure".
5 - **Reading a book as a private enterprise: either browsing or fully appreciating a lengthy text in a quiet environment**: "When we read a book we like we are not wory if we are going to understand it or not"; "reading for myself"; "I read a book by my one way"; "I read it according to my state of mind and spirit"; "Because when I read a book I like to do it in a quiet place, in order to feel and appreciate more deeply what I'm reading"; "Because a book we have to read more calmly"; "When I read a book, I often try to imagine myself within the fictional world that the book offers me".
6 - **Reading for the plot (dynamic reading)**: "The book is read with more enthusiasm, I usually feel impacient for the end of story"; "Because when I read a book it's like if I was on the story"; "When I read a book I read it by its history, I don't mind, I don't care with the style of writting"; "Because I

like to know the story it gives me a feeling of desaire to know the end of it and because in this way I can memorise if necessary to know"; "I read it for the curiosity of understanding a story in all of its components and aspects to relate them with other books"; "I read in a special way, slowly, to understand all story"; "A book gives us more interesse to read till the end, to know how they end"; "Reading a book for me is to enter in the action and play with the other characters"; "because in a book almost can enter in the story, it is more dynamic"; "Because when a read a book I serch for experience, action and pleasure and in a textbook or a text from school rarely I find that".

7 - **Attentive Reading** (at the global level: lengthy texts): "Because text are smaller than books"; "Usually when a read a book or when I study I like to do it well. For example a book most be read attentivly."; "I read a book carefully to absorve the ideas of the book and understand him."; "A book needs more attention and more concentration"; "Because a book is more difficult"; "but when we read a book it requires a lot of attention, that way you can almost enter in the story"; "I read both with attention"; "Reading a book sometimes we get tired, because it's to big, and we stop, but reading a textbook it's more easy"; "I like to read it slowly (not very) to understanded it"; "I pay more attention to a book than to a textbook"; "A book needs more concentration, analysis, we need the get in the character's flesh, reading a book is more complex than reading a text as it is more than reading and answering questions".

8 - **Depending on the reading selection - meeting the students' likes, interests:** "If I like the book, so I will read like the others"; "when I read a book, ... I have some interest in reading it"; "I rather prefer to read a book chosen by me. I read it with far more pleasure"; "Because the book I read it's one I like and with an accessibility language"; "Because if you are reading a book that you choose you feel more confortable than reading something that was imposed"; It depends. If the book it's interesting I can read it in one day but if not I never end it"; "Sometimes when we have to do comulsory reading we don't do it with so much emotion than with a book we choose and want to read".

9 - **Depending on the setting and time available** (Reading in school is under pressure: quick reading of shorter texts forwarded by a forum discussion, or reading comprehension activity): " as I have my free time I go reading"; "I read a book when I have free time and a text that is studied at school I have to read 'cause the teacher wants us to"; "a book... without any sort of pression or stress"; "If we read/studied in school is very different, because we can stay more nervous and when we are at home its different"; "I don't like to make interruptions"; "I read a book little by little and when I want to"; "Because when we studied in school the teachers give some help telling us the story and when we read at home we most do everything alone"; "According to a text studied in school, we have to answer questions and do then tasks"; "I have no time. I only read in vacations or when I don't have summertime tests".

10 - **Reading for pleasure, reading a book of one's choice requiring a personal involvement (to promote imaginative and creative skills rather than language learning/assessment):** "a book is to be read with pleasure, not to value the language"; "I read book for pleasure and therefore I "savour" it more than a textbook"; "I read a book with more enthusiasme, more contentement"; "A book it's a way of thinking of imagination"; "the book we read normaly for pleasure"; "No, because we have to read a book imaginiting what the characters are saying or doing"; "We should read for the pleasure of reading and not because it's compulsory"; "A book requires a more personal involvement and when we read for pleasure we are more involved".

11 - **Search reading/extensive reading (mandatory reading included in the syllabus or according to the teacher's choice; exam oriented reading):** "Because if I read a book is because I want to and because my theacher told to"; in school I read the texts the teacher want and sometimes with a dificulty language"; "A text that we studied in school is very important, because it normally in the text or exame as the textbook it can be in the exame "; "Because it's more responsability when I read a textbook; Because I had to reading very well to be able to talk about the theme and to do a good sumative test".

12 - **Expeditious reading (memorise the main issues):** "reading and understanding the main ideas"; "I try to understand the general message of the book"; "Because i like to understand the meaning of the whole text"; "Sometimes it complements both. It depends the intention you read".

13 - **Analytical reading of texts: reading for words (reading between the lines to uncover difficult texts)** "I use to give more importance to little things" - "a textbook I try to "decompose" to understand it throughly"; "Because I have to analise to understand. I have to read carefully"

Item D5. - How would you describe a reading comprehension activity?

0 - No Answer

1 - **Unspecified:** "the teacher help us"; "with a dictionary"; "Reading"; "They aren't followed because sometimes it lacks time".

2 - **"I Don't know":** "I wouldn't"; "I don't know how to describe it".

3 - **A reading comprehension activity is an uninteresting activity: "It is boring",** "Sometimes it is boring"; "very, very boring, sufucating"; "annoying", "tiresome and pointless", "Boring, non-satisfactory"; "not interesting", "a waste of time", "repetitive" ("easy questions"), a compulsory activity: "something that must be done"; "I don't like to do reading comprehension activities at school"; "It's boring, it takes plenty of time, I get sleepy".

4 - **A reading comprehension activity is an interesting activity:** "the vocabulary has to be easy. Know by everyone the person who reads has to show interest and the text has to be interesting"; "when we read, enjoy and understand the text", "fun and at the same time serious", "nice", "good", "it's an interesting thing to do"; "When it's something I'm interested in, I like it, if not-boring!"; "It's a difficult but interesting task"; "A reading in a way that we can feel some pleasure with it".

5 - **A reading comprehension activity is a "very important" activity** ("essential to clear up doubts") **also in the learning of a foreign language - "we read to know about the subject" and learn lexical structures:** "a way of learning something"; "Know/learn the more difficult words"; "Useful and an important tool in the learning of the foreign language"; "It's good for our knowledge"; "I would describe it as language improvement"; "It developpes new vocabulary and knoledge"; "It's to adquire knowledge about the facts that we didn't give attention".

6 - **A reading comprehension activity is a reading procedure so as to understand a text and its general content: an instruction on and "evaluation of one's interpretative skills"; filling in** "a questionnaire so that we answer the questions correctly", "something like the helping give by a teacher to a students in parts where he doesn't understand"; It's scanning and skimming too the text for all the information in order to understand it"; "Reading a text and interpreting questions"; "a text with complementary exercises", "reading a text and doing exercises"; "It's when you read something and then you make a questionary to see if you understand it or no"; "The student will understand better"; "Someone tell you to read a text in silence; then that person ask you to explain that text, to answer questions and so one"; "about evaluation our interpretative skills"; "Sometimes it's repetitive but exercises are easy"; "Sometimes the questions are hard to understand"; "It's a way of evaluate the information we all have."; "I would describe it as a need"; "It is reading and explaining the information of the text"; I don't need to describe because that is what I am doing".

7 - **A reading comprehension activity is reading in depth:** "It's very useful to a further understanding of the text", **its structure** as well as "understand the author's message"; "in a reading comprehension activity we need to read carefully for we understand the text"; "It is a reading to developing our own capacity" [promoting thinking skills]; "It a text that you read, and you try to understand it to the maximum."; "A reading comprehension activity is enlightening"; We must read atentivly and understand the text that is given"; "We have to read for the second meaning".

8 - **A reading comprehension activity is a procedure to check one's "capacity to synthesise ideas":** "A reading comprehension activity is a way to people understand and summarise the texts"; "When we can resume the text".

9 - **A reading comprehension activity is a way to develop one's ability to predict and express a personal point of view:** "An evaluation on the ability of comprehension or interpretation devoleping the capacity to express a person's point of view"; "Reading comprehension activity is a way to developing our ability to predict and express a personal point of view"; "For me reading comprehension goes to a process of text awareness (content, plot etc.) and grammar study leading to a personal point of view and comprehension about it".

10 - **A reading comprehension activity is a way to promote one's culture awareness, background knowledge:** "Like a good form of taking more culture".

11 - **A reading comprehension activity is a way to foster literary and language improvement:** "A good way of improving vocabulary and language form"; "It is important for our literary awareness and our language improvement".

12 - **A reading comprehension activity depends on the teachers:** "Sometimes it turns out to be somehow sistematic. Some teachers do the same reading-comprehension to different texts"; "It is a little bit difficult because it is different from teacher to teacher".

13 - **"A reading comprehension activity is a kind of collective reading,** *i.e.*, everyone says what he thinks about a specific part of the text and if it is not correct the teacher will guide us to the "truth""; "Where the student are able to give his own interpretation of the book, and all class discuss the different ideas and interpretations".

Item D10.1. - When and how useful are "York Notes" or "Longman Notes"

0 - **No Answer**
1 - **Unspecified:** "When I think it is good"; "They are useful".
2 - **No idea: "**I don't know"; "I wouldn't know", "I haven't learned well how to do it", "I have never used any of them".
3 - **I prefer not to use them:** "I want to understand by myself".
4 - **Useful for further information or background information:** "Very usefull because they give us further information"; "A lot. They have useful importance on my education"; "when I'm not familiar with the text"; "they are useful when want to explain something".
5 - **Useful owing to lack of time to read the original text or in case of long novels or thick books:** "when we don't have time to read the book"; "know the story without reading the book", "if you don't read the book it can be a great help"; "Because sometime we don't have time to read one book of 700 pages and this "York Notes" or "Longman Notes" help."; "I don't usually read a book fully so I read it's summaries, this way I stay with an idea of what the book is".
6 - **Useful though not replacing the reading of the original text so as to uncover the structure of the novel, its plot line, its general content, its characters' description , for instance:** "but only a superficial knowledge", "sometimes when we don't understand the plot line"; "I think they can be useful but they can not replace the reading of any book."; "They help us understand certain aspects of the novels"; "Help us to understand more easyer"; "to understand the meaning, message of the book".
7 - **Useful as an aid for classes or autonomous reading be it a pre-, while or post-reading activity:** "make our learning easier"; "In my opinion, this sumaries are very interessing and a bigger help for me in classes"; "I use it for other courses but not the English."; "it makes me remember the most important parts of the themes"; "When we are studying, to our comprehension"; "When I'm analyzing a book then I'm studying it."; "they help me in my work. In my housework"; "because before starting to read I get and idea of the book, and can understand it better"; "we can learn better the book".
8 - **Useful: a summary for exams, "memory aid":** "when finishing reading the novel have informations about that"; "When I need to study to an exam."; "especially to study before the written tests"; "useful to not forget the storie"; "In the consolidation of our studies".
9 - **Useful in order to overcome language difficulties whether in mother tongue or in a foreign language: simplified version** - "don't understand the meaning of that book"; "to understand the book. Because sometimes the book have a difficult language."; "I use them in Portuguese"; "it was a summary and the language was easy"; "Very important because sometime we don't have the right words and we learn them".
10 - **Useful: "when the book is of no interest at all"** ("When the book is of no interest at all they are very useful.").
11 - **Useless:** "the reader knows the story better"; "they are useless because sometimes they don't have the most important part of the books".
12 - **Useless: "when the novel is easy to understand/read"**; "useless when the novel is clear enough".
13 - **Useless: "when you don't read the book";** "if we read them instead of reading the book it will not help".

Item E2.1. - When you read a text do you rely on your interpretation?
Item E2.2. - Do you need:
Item E2.2.1. - The critics' opinion?
Item E2.2.2. - The teacher's opinion?
Item E2.2.3. - Your fellow students' own interpretations?
Item E2.2.a) - Give Reasons.

0 - **No Answer**
1 - **"Don't Know"**
2 - **Unspecified:** "Because it's important"; "Because it makes part of the program"; "Because I do".
3 - **Reading and interpreting a text is a personal enterprise:** "it is my personal method"; "I read a text very carefully and trust my interpretation"; "I don't need anyone's advice"; "other people's opinions are not so important"; "I read a book for what I like in it"; "I like to take reading in the most personal way possible"; "Because I am not very open to other people's opinions which often are different from mine"; "Because I trust on my own interpretation"; **or lacking reliability, validity** - "my fellow students' interpretations can be wrong".

4 - **The teacher's opinion above all:** "his/her opinion is easier to understand"; "the teacher's opinion is more important"; "the teacher's opinion is more valid because we try to achieve his/her agreement when we are evaluated".
5 - **Text interpretation is subjective: check one's opinions while comparing different interpretations:** "all opinions are important for the comprehension of a text"; "to [fully] understand the text"; "I like to know the others' opinion so we can discuss it [the text]"; "because I sometimes need an opinion and interpretations to sometimes understand better the message".
6 - **Meaning making is a process; co-operation in class:** "my fellow students are learning with me and the teachers say that each person have her one interpretation"; "they sometimes tell me things that I don't know or forget to look up".
7 - **Learning about more reliable opinions**: "the others' opinions are important above all those who know more or have already read the text"; "sometimes others' [fellow students'] interpretations are worst"; "because we understand another way to make interpretations".
8 - **Poor Language Competence**
9 - **Building on reading confidence or as a motivation (if the text is read by students and teachers):** "because it makes us more confident on our reading"; "because my fellow students' interpretations helps me to be motivated, when I start reading a book"; "learn about other students' interpretations before reading the text", "so I can have an idea how the story is interesting or boring", "to have better understanding of details in the first reading".

Item - Further Comments:

0 - **No Answer**
1 - **Unspecified:** "I feel pity for the ones who had to pay for the other mistakes."
2 - **"Interesting Questionnaire":** "I think it's an **interesting questionnaire**, and I hope that your work be what you espect from us. So good luck and sorry the mistakes"; "Thanks, I liked doing the questionaire and hope to see you next year!"; "Not demanding"; "I hope this will help you."; "I personally think this questionaire was **very interesting** and very important in the way that the people who are going to read it will learn more about teenagers".
3 - **Questionnaire - Timing:** "I think this questionnaire is a very good way to see how people read the books. But in my sincerely opinion this is a waste of time. We lose a class for this".
4 - **Questionnaire - Design:** "I think your questionary was well done but some questions I didn't know how to answer and when I don't know I must to put an thing that I don't feel. [...]; "In my opinion this questionaire was very big." "I didn't understand some words in this question."; "Honestly, I had difficulties on answer this questionary because I rather read English books."; "I need to improve my acknowledge of English Language".
5 - **Reading: lack of free time:** "Read is good, but sometimes we don't have time, we are students, and we have to many subjects to study, when I get home, the only desire is eat and go sleep. Books don't have importance"; "I would like to have more time to read and in my opinion all people had to read more."; "We should have more free time to reading and other extra-curricular activities. It's a pity that our school system doesn't "allow" us to have these educational extra-curricular activities and selfintentional readings".
6 - **Reading purpose and strategy embracing the cognitive, the linguistic and the social:** "he who does not reads is the most stupid person, because who doesn't reads learns nothing, understands nothing and knows nothing."; "I think that reading should be free and not ordered. I think that writters should help the reader to understand their ideologies, reasons.. with guidance language or opinions."; "I think reading is an excellent form of getting better results in all fields in life (academic, carrer, etc.)."; "I think that we should read a little more it's, sometimes, informative."; "I think when we reading we have more information give and know what happened in the world and problems around the world and people."; "I like reading because I think it is a good way to learn to talk and speak more approprieted, and to increase my own knowledgment."; "After reading the text I like to write the vocabulary I did not understand and the meaning."; "This situation happens to me a lot of times: when a book is compulsory to read I do not wish to read it, but from the very right moment I start reading it, or even when I finish reading it, I realise that I have learned something which I did not even thought."; "When I read a book I like to read it calmly however in University that is not possible, but with the teacher's help it is easier to understand and to appreciate the different types of book that are assinged to us."; "Reading even being compulsory may be very **interesting and many times useful.**"; "Reading is a whealty activity that should be encouraged by everyone, especially by teachers regarding not only compulsory readings to be later discussed on class".

7 - **Compulsory Reading:** "We should read first what we would like to read. Compulsory reading is boring and as no effect on me."; "In my opinion, every person should read when ever feels like. But sometimes (frequently at school time) we are obliged to read things that don't make us interested so that why many people hate reading".

8 - **"Reading is boring":** "**Boring** but useful"**;** "Reading is good for our knowledge but, it is also **boring when the story is not interesting**."; "**Boring!** Why not in Portuguese?"; "A waste of time! It is so Boring (I don't have 'paciência')!"; "I'm very pleased to be part of these questionaire. And if I can give my opinion, I think that nobody sees interest in reading because it's so boring".

9 - **Reading in syllabi:** "The syllabuses of manuals are too long and sometimes the texts are difficult."; I despise the syllabuses so much that I don't have any comments on that issue"; "I think the syllabuses are **boring** and **non-appealing** to the students."; "I have always like English but now (12 year), I'm starting to dislike because it's all about history. I know that is good for knowledge but nevertheless it's really **boring** for me, since I've not a very good appreciater of history."; "I feel sorry for the students at the university now who are really having the height of 20 years of wrong teaching"; "I only feel sorry by the fact that the English it was taught at secundary school reveals now not to be enough. This fact makes us the generation which is going to pay for it."; What I dislike are the compulsory readings. Most of them are boring (there are exceptions, of course) and have nothing to do with us."; "I just read for compulsory reasons".

10 - **Teachers' Strategies:** "I liked doing this questionary, as you can see, our schools specially our own teacher don't provide us different activities, our class is so boring, you can't even imagine, (...). I don't like my English classes, but I need to have them."; "We have a good teacher but their experience with the world of students is not what I really waited for".

UNIVERSIDADE DA
SECTOR DE
E ARQUIVO

• DESCRIPTIVE AND INFERENTIAL STATISTICS ANALYSIS

QUESTION/ITEM PER GROUP OF ITEMS/ANSWERS; NUMBER OF ANSWERS/NO ANSWERS; "DON'T KNOW"; "UNSPECIFIED"

Validity

***1st Sampling* (Science Group [1]: November 1997) Compared with *2nd Sample* (Humanities Group [4]: December 1997)**
***All Sample* (254 Informants: Undergraduates - March 1998; 12th Formers - May/June 1998)**

TABLE A. III. 18. Summary of "Answers" by Group of Questions/Items (Percent)

Categories	less than 50%	[50%; 75%[	[75%; 85%[	[85%; 95%[	[95%; 100%]
Open-Ended Questions/Answers per School/Institution (All Sample)	2	5	3	5	8
Item-Dependent Open-Ended Questions/Answers (All Sample)	-	2	-	-	1
Multiple Choice and Ranking Questions/Answers (Grouped per Item - All Sample)	-	-	-	3	9
Item-Dependent Questions/Answers (All Sample)	-	1	-	-	1
Short Answers (*e.g.* Yes/No Items; Never/Rarely/Sometimes/Frequently Items – All Sample)	-	-	-	19	11

Reliability: Inferential Analysis (All Sample)

TABLE A. III. 19. Comparing Informants' Answer in Item A9.1. with Respondents' Reference to Titles by Institution (Item C3. - Chi-Square Test)

Genre Reference		Secondary School	University	Total
Reference to Novels	Count	54	22	76
	Expected Count	56	20	76
	Adjusted Residual	-0.7	0.7	
Reference to Drama	Count	47	8	55
	Expected Count	40.5	14.5	55
	Adjusted Residual	2.4	-2.4	
Reference to Short Stories	Count	10	14	24
	Expected Count	17.7	6.3	24
	Adjusted Residual	-3.8	3.8	
Other	Count	15	1	16
	Expected Count	11.8	4.2	16
	Adjusted Residual	1.9	-1.9	
Total	Count	126	45	171
	Expected Count	126	45	171

TABLE A. III. 20. Comparing Informants' Answer in Item A9.2. with Respondents' Genre Reference by Institution (Item C3. Chi-Square Test)

Categories		Secondary School	University	Total
Reference to Novels	Count	44	27	71
	Expected Count	47.5	23.5	71
	Adjusted Residual	-1.2	1.2	
Reference to Drama	Count	33	6	39
	Expected Count	26.1	12.9	39
	Adjusted Residual	2.8	-2.8	
Reference to Short Stories	Count	12	15	27
	Expected Count	18.1	8.9	27
	Adjusted Residual	-2.7	2.7	
Other	Count	8	0	8
	Expected Count	5.4	2.6	8
	Adjusted Residual	2.0	-2.0	
Total	Count	97	48	145
	Expected Count	97	48	145

TABLE A. III. 21. Percentage of Open-Ended Questions/Answers by Institution (All Sample)

Items	Answer			No Answer		
	Secondary School	University	Total	Secondary School	University	Total
A1.	196 99.5%	57 100%	253 99.6%	1 0.5%	-	1 0.4%
A2.	196 99.5%	56 98.2%	252 99.2%	1 0.5%	1 1.8%	2 0.8%
A3.	190 96.4%	56 98.2%	246 96.9%	7 3.6%	1 1.8%	8 3.1%
A3.1.	195 99.0%	57 100%	252 99.2%	2 1.0%	-	2 0.8%
A4.	190 96.4%	56 98.2%	246 96.9%	7 3.6%	1 1.8%	8 3.1%
A6.	176 89.3%	54 94.7%	230 90.6%	21 10.7%	3 5.3%	24 9.4%
A6.1.	79 40.1%	30 52.6%	109 42.9%	118 59.9%	27 47.4%	145 57.1%
A8.	190 96.5%	55 96.5%	245 96.5%	7 3.6%	2 3.5%	9 3.5%
A10.	169 85.8%	57 100%	226 89.0%	28 14.2%	-	28 11.0%
A10.1.	97 49.2%	38 66.7%	135 53.1%	100 50.8%	19 33.3%	119 46.9%
B1.	154 78.2%	39 68.4%	193 76.0%	43 21.8%	18 31.6%	61 24.0%
B4.	189 95.9%	57 100%	246 96.9%	8 4.1%	-	8 3.1%
C2.	191 97.0%	55 96.5%	246 96.9%	6 3.0%	2 3.5%	8 3.1%
C3.	177 89.8%	57 100%	234 92.1%	20 10.2%	-	20 7.9%
D1.1.3.	169 85.8%	52 91.2%	221 87.0%	28 14.2%	5 8.8%	33 13.0%
D2.1.	153 77.7%	53 93.0%	206 81.1%	44 22.3%	4 7.0%	48 18.9%
D2.2.	143 72.6%	51 89.5%	194 76.4%	54 27.4%	6 10.5%	60 23.6%
D2.3.	122 61.9%	44 77.2%	166 65.4%	75 38.1%	13 22.8%	88 34.6%
D2.4.	109 55.3%	39 68.4%	148 58.3%	88 44.7%	18 31.6%	106 41.7%
D5.	170 86.3%	49 86%	219 86.2%	27 13.7%	8 14.0%	35 13.8%
D10.1.	130 66.0%	43 75.4%	173 68.1%	67 34.0%	14 24.6%	81 31.9%
E2.2.a)	114 57.9%	39 68.4%	153 60.2%	83 42.1%	18 31.6%	101 39.8%
F. Comments	32 16.2%	11 19.3%	43 16.9%	165 83.8%	46 80.7%	211 83.1%

TABLE A. III. 22. Percentage of Item-Dependent Open-Ended Questions/Answers (All Sample)

Items	Universe			Answer			No Answer		
	Secondary School	University	Total	Secondary School	University	Total	Secondary School	University	Total
A7.1.	26	2	28	25 96.2%	2 100%	27 96.4%	1 3.8%	-	1 3.6%
C4.1.	175	52	227	116 66.3%	20 38.5%	136 59.9%	59 33.7%	32 61.5%	91 40.1%
E1.4.1.	88	30	118	57 64.0%	15 50.0%	72 61.0%	31 35.2%	15 50.0%	46 39.0%

TABLE A. III. 23. Percentage of Multiple Choice and Ranking Questions/Answers (Grouped by Item - All Sample)

Items	Answer			No Answer		
	Secondary School	University	Total	Secondary School	University	Total
A5.	195 99.0%	57 100%	252 99.2%	2 1.0%	-	2 0.8%
A7.	195 99.0%	57 100%	252 99.2%	2 1.0%	-	2 0.8%
A9.	196 99.5%	57 100%	253 99.6%	1 0.5%	-	1 0.4%
B2.	176 89.3%	56 98.2%	232 91.3%	21 10.7%	1 1.8%	22 8.7%
C1.	196 99.5%	57 100%	253 99.6%	1 0.5%	-	1 0.4%
C4.	197 100%	55 96.5%	252 99.2%	-	2 3.5%	2 0.8%
D3.	195 99.0%	57 100%	252 99.2%	2 1.0%	-	2 0.8%
D4.	191 97.0%	53 93.0%	244 96.1%	6 3%	4 7%	10 3.9%
D6.	194 98.5%	57 100%	251 98.8%	3 1.5%	-	3 1.2%
D7.	174 88.3%	57 100%	231 90.9%	23 11.7%	-	23 9.1%
D9.1.	190 96.4%	57 100%	247 97.2%	7 3.6%	-	7 2.8%
D9.2.	174 88.3%	55 96.5%	229 90.2%	23 11.7%	2 3.5%	25 9.8%
E1.1.	188 95.4%	55 96.5%	243 95.7%	9 4.6%	2 3.5%	11 4.3%

TABLE A. III. 24. Percentage of Item-Dependent Questions/Answers (All Sample)

Items	Universe			Answer			No Answer		
	Secondary School	University	Total	Secondary School	University	Total	Secondary School	University	Total
B1.1. to B1.9.	63	24	87	62 98.4%	22 91.7	84 96.6	1 1.6%	2 8.3	3 3.4

TABLE A. III. 25. Percentage of Short Answers (*e.g.* Yes/No Items; Never/Rarely/Sometimes/Frequently Items – All Sample)

Items	Answer			No Answer		
	Secondary School	University	Total	Secondary School	University	Total
B3.1.	170 86.3%	47 82.5%	217 85.4%	27 13.7%	10 17.5%	37 14.6%
B3.2.	183 92.9%	55 96.5%	238 93.7%	14 7.1%	2 3.5%	16 6.3%
D1.1.	187 94.9%	55 96.5%	242 95.3%	10 5.1%	2 3.5%	12 4.7%
D1.2.	181 91.9%	54 94.7%	235 92.5%	16 8.1%	3 5.3%	19 7.5%
D8.1.	192 97.5%	57 100%	249 98.0%	5 2.5%	-	5 2.0%
D8.2.	184 93.4%	56 98.2%	240 94.5%	13 6.6%	1 1.8%	14 5.5%
D10.	157 79.7%	54 94.7%	211 83.1%	40 20.3%	3 5.3%	43 16.9%
E1.2.	183 92.9%	56 98.2%	239 94.1%	14 7.1%	1 1.8%	15 5.9%
E1.3.	193 98.0%	56 98.2%	249 98.0%	4 2.0%	1 1.8%	5 2.0%
E1.4.	184 93.4%	54 94.7%	238 93.7%	13 6.6%	3 5.3%	16 6.3%
E2.1.	185 93.9%	56 98.2%	241 94.9%	12 6.1%	1 1.8%	13 5.1%
E2.2.1.	193 98.0%	56 98.2%	249 98.0%	4 2.0%	1 1.8%	5 2.0%
E2.2.2.	193 98.0%	57 100%	250 98.4%	4 2.0%	-	4 1.6%
E2.2.3.	190 96.4%	56 98.2%	246 96.9%	7 3.6%	1 1.8%	8 3.1%
E2.3.	186 94.4%	57 100%	243 95.7%	11 5.6%	-	11 4.3%
E2.4.	190 96.4%	56 98.2%	246 96.9%	7 3.6%	1 1.8%	8 3.1%
E2.5.1.	175 88.8%	56 98.2%	231 90.9%	22 11.2%	1 1.8%	23 9.1%
E2.5.2.	185 93.9%	57 100%	242 95.3%	12 6.1%	-	12 4.7%
E2.5.3.	176 89.3%	57 100%	233 91.7%	21 10.7%	-	21 8.3%
E2.5.4.	182 92.4%	56 98.2%	238 93.7%	15 7.6%	1 1.8%	16 6.3%
E2.5.5.	185 93.9%	56 98.2%	241 94.9%	12 6.1%	1 1.8%	13 5.1%
E2.5.6.	182 92.4%	55 96.5%	237 93.3%	15 7.6%	2 3.5%	17 6.7%
E3.1.1.	195 99.0%	56 98.2%	251 98.8%	2 1.0%	1 1.8%	3 1.2%
E3.1.2.	182 92.4%	56 98.2%	238 93.7%	15 7.6%	1 1.8%	16 6.3%
E3.1.3.	182 92.4%	54 94.7%	236 92.9%	15 7.6%	3 5.3%	18 7.1%
E3.1.4.	189 95.9%	55 96.5%	244 96.1%	8 4.1%	2 3.5%	10 3.9%
E3.1.5.	177 89.8%	54 94.7%	231 90.9%	20 10.2%	3 5.3%	23 9.1%
E3.2.1	177 89.8%	53 93.0%	230 90.6%	20 10.2%	4 7.0%	24 9.4%
E3.2.2	180 91.4%	53 93.0%	233 91.7%	17 8.6%	4 7.0%	21 8.3%
E3.2.3	174 88.3%	52 91.2%	226 89.0%	23 11.7%	5 8.8%	28 11.0%

TABLE A. III. 26. "Don't know" by Items (Occurrences: All Sample)

Items	Secondary School	University	Total
A7.1.	1	-	1
A10.	3	-	3
B1.	20	6	26
B4.	3	-	3
D1.3.	1	-	1
D2.1.	-	2	2
D2.3.	1	1	2
D2.4.	2	-	2
D5	5	1	6
D10.1.	3	-	3
E2.2.3.1.	1	-	1
Total	**40**	**10**	**50**

TABLE A. III. 27. "Unspecified" by Items (Occurrences: All Sample)

Items	Secondary School	University	Total
A3.1.	4	-	4
A4.	52	19	71
A6.	26	9	35
A10.	26	6	32
A10.1	2	-	2
B1.	7	2	9
B4.	4	-	4
C2.	27	3	30
D1.3.	15	3	18
D2.	27	2	29
D5.	4	-	4
D10.1.	4	-	4
E2.2.3.1.	3	-	3
FC	-	1	1
Total	**201**	**45**	**246**

TABLE A. III. 28. Correspondence Analysis: Summary Tables of Categories ("No Answer"; "Don't Know"; "Unspecified") by Variables (Occurrences: All Sample)

Teacher

Teacher	"No Answer"	"Don't Know"	"Unspecified"	Total
A	43	1	10	54
B	237	5	25	267
C	44	2	11	57
D	100	2	18	120
E	334	8	25	367
F	72	4	8	84
G	76	1	8	85
H	237	2	37	276
I	181	8	22	211
J	117	4	17	138
K	169	4	17	190
L	145	3	26	174
M	178	6	22	206
Total	**1933**	**50**	**246**	**2229**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.024	.754	-.043	.001	.137	.001	.998	.002	1.000
B	.120	-.159	.130	.000	.030	.031	.695	.305	1.000
C	.026	.795	-.495	.002	.161	.096	.799	.201	1.000
D	.054	.408	.074	.001	.089	.005	.979	.021	1.000
E	.165	-.420	.099	.003	[illegible]	.025	.965	.035	1.000
F	.038	-.206	-.634	.001	.016	.232	.140	.860	1.000
G	.038	-.138	.313	.000	.007	.057	.231	.769	1.000
H	.124	.270	.353	.002	.090	[illegible]	.472	.528	1.000
I	.095	-.095	-.396	.001	.009	.227	.081	.919	1.000
J	.062	.113	-.198	.000	.008	.037	.336	.664	1.000
K	.085	-.205	.077	.000	.036	.008	.916	.084	1.000
L	.078	.401	.060	.001	.125	.004	.986	.014	1.000
M	.092	-.050	-.169	.000	.002	.041	.120	.880	1.000
Active Total	1.000			.014	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"No Answer"	.867	-.105	.053	.001	.096	.037	.860	.140	1.000
"Don't Know"	.022	-.327	-1.666	.004	.024	[illegible]	.056	.944	1.000
"Unspecified"	.110	.894	-.075	.009	[illegible]	.010	.995	.005	1.000
Active Total	1.000			.014	1.000	1.000			

Age Group

Age Group	"No Answer"	"Don't Know"	"Unspecified"	Total
[16; 18[	493	13	67	573
[18; 19[	606	18	86	710
[19; 21[	552	12	66	630
≥21	282	7	27	316
Total	**1933**	**50**	**246**	**2229**

Years in EFL Instruction

Years in EFL Instruction	"No Answer"	"Don't Know"	"Unspecified"	Total
<6	22	-	5	27
[6; 8[	917	21	109	1047
[8; 11[	940	28	126	1094
≥11	54	1	6	61
Total	**1933**	**50**	**246**	**2229**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.012	1.387	-.748	.001	[illegible]	.263	.811	.189	1.000
[6; 8[	.470	-.104	-.116	.000	.156	.246	.499	.501	1.000
[8; 11[	.491	.076	.145	.000	.087	[illegible]	.253	.747	1.000
≥11	.027	-.194	-.285	.000	.032	.086	.368	.632	1.000
Active Total	1.000			.002	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"No Answer"	.867	-.061	-.032	.000	.099	.034	.821	.179	1.000
"Don't Know"	.022	-.155	1.050	.001	.017	[illegible]	.027	.973	1.000
"Unspecified"	.110	.508	.035	.001	[illegible]	.005	.996	.004	1.000
Active Total	1.000			.002	1.000	1.000			

Institution

Institution	"No Answer"	"Don't Know"	"Unspecified"	Total
Secondary School	1610	40	201	1851
University	323	10	45	378
Total	**1933**	**50**	**246**	**2229**

Scoring Criteria (All Sample)

TABLE A. III. 29. Selecting Open-Ended Questions/Answers (Percent)

Open Questions	Universe	Answer	No Answer	Answer (%)	No Answer (%)	Task	Basic Writing Skills					Items
						Language Function	Task/Lang. Function	Lexis	Spelling	Syntax	L1-EFL	Ranking
A1.	254	253	1	99.6%	0.4%	Accounting for free time activities	x	x	x			
A2.	254	252	2	99.2%	0.8%	Expressing frequency	x	x	x			
A3.1.	254	252	2	99.2%	0.8%	Giving reasons (reading: favourite place)	x	x	x	x	x	1
A3.	254	246	8	96.9%	3.1%	Locating	x	x	x			
A4.	254	246	8	96.9%	3.1%	Accounting for reading habits (text awareness)	x	x			x	
B4.	254	246	8	96.9%	3.1%	Giving reasons (decline of reading)	x	x	x	x	x	2
C2.	254	246	8	96.9%	3.1%	Illustrating reading preferences	x	x	x			
A8.	254	245	9	96.5%	3.5%	Identifying/Naming	x	x	x			
C3.	254	234	20	92.1%	7.9%	Illustrating (types of texts read)	x	x	x			
A6.	254	230	24	90.6%	9.4%	Illustrating reading preference in manuals	x	x	x			
A10.	254	226	28	89.0%	11.0%	Illustrating reading preference in class	x	x	x			
D1.1.3.	254	221	33	87.0%	13.0%	Giving reasons (reading strategy)	x	x	x	x	x	3
D5.	254	219	35	86.2%	13.8%	Describing ("reading comprehension activity")	x	x	x	x	x	4
D2.1.	254	206	48	81.1%	18.9%	Illustrating reading strategy/purpose	x	x	x			
D2.2.	254	194	60	76.4%	23.6%	Illustrating reading strategy/purpose	x	x	x			
B1.	254	193	61	76.0%	24.0%	Defining "reading"	x	x	x	x	x	5
D10.1.	254	173	81	68.1%	31.9%	Giving reasons	x	x	x	x	x	
D2.3.	254	166	88	65.4%	34.6%	Illustrating reading strategy/purpose	x	x	x			
E2.2.a)	254	153	101	60.2%	39.8%	Giving reasons	x	x	x	x	x	
A10.1.	254	135	119	53.1%	46.9%	Giving reasons	x	x	x	x	x	
D2.4.	254	148	106	58.3%	41.7%	Illustrating reading strategy/purpose	x	x	x			
A6.1.	254	109	145	42.9%	57.1%	Giving reasons	x	x	x	x	x	
F. Comments	254	43	211	16.9%	83.1%	Expressing a further remark	x	x	x	x	x	
A7.1.	28	27	1	96.4%	3.6%	Giving reasons (reading frequency in English)	x	x	x	x	x	
C4.1.	227	136	91	59.9%	40.1%	Giving reasons (reading poetry: frequency)	x	x	x	x	x	
E1.4.1.	118	72	46	61.0%	39.0%	Giving an example	x	x	x			

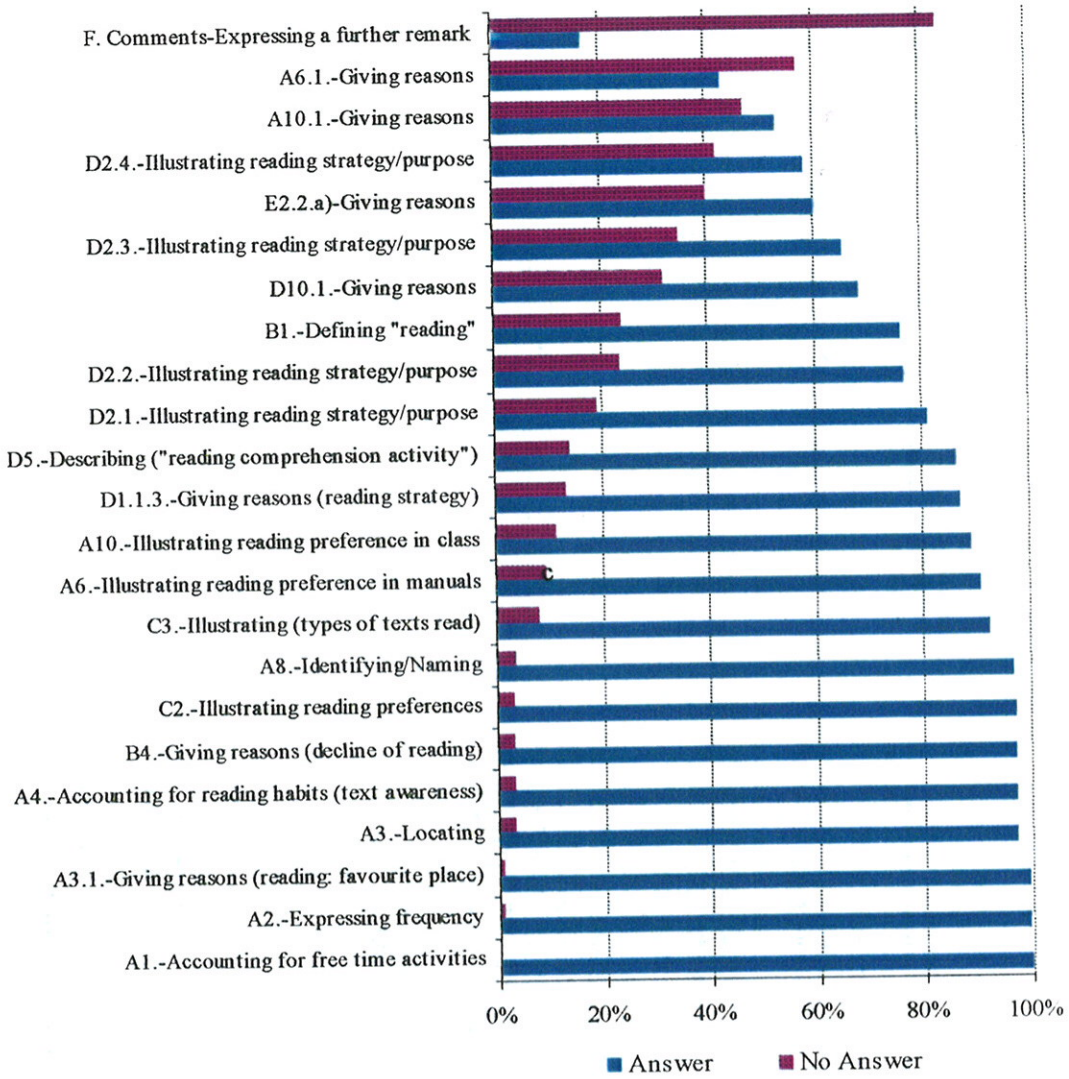


FIGURE A. III. 1. Selecting Open-Ended Questions/Answers (Percent)

TABLE A. III. 30. Informants' Score/Criteria by Institution (Item A3.1.)

Score/Criteria	Institution	Zero	One	Two	Total
Lexis	Secondary School	4	76	114	194
	University	-	25	32	57
	Total	4	101	146	251
Spelling	Secondary School	7	45	142	194
	University	-	8	49	57
	Total	7	53	191	251
Syntax	Secondary School	36	106	52	194
	University	6	28	23	57
	Total	42	134	75	251
L.1 Interference	Secondary School	9	118	67	194
	University	-	27	30	57
	Total	9	145	97	251
Task	Secondary School	-	45	149	194
	University	-	20	37	57
	Total	-	65	186	251

TABLE A. III. 31. Informants' Score per L.1 Interference by Institution in Item A3.1. (Chi-Square Test)

Score		Secondary School	University	Total
Zero	Count	9	0	9
	Expected Count	7.0	2.0	9.0
	Adjusted Residual	1.7	-1.7	
One	Count	118	27	145
	Expected Count	112.1	32.9	145.0
	Adjusted Residual	1.8	-1.8	
Two	Count	67	30	97
	Expected Count	75.0	22.0	97.0
	Adjusted Residual	-2.5	2.5	
Total	Count	194	57	251
	Expected Count	194.0	57.0	251.0

TABLE A. III. 32. Teachers' Remark on Subjects' Language Competence per Informants' Score by Criteria in Item A3.1. (Chi-Square Test)

Syntax

Competence		Zero	One	Two	Total
False Beginners to Low-Intermediate or Intermediate Level.	Count	13	18	7	38
	Expected Count	6.4	20.3	11.4	38.0
	Adjusted Residual	3.1	-.8	-1.7	
Intermediate to Upper-Intermediate Level.	Count	9	29	19	57
	Expected Count	9.5	30.4	17.0	57.0
	Adjusted Residual	-.2	-.4	.6	
Low-Intermediate to Intermediate Level (*e.g.* "mixed-ability class").	Count	15	67	28	110
	Expected Count	18.4	58.7	32.9	110.0
	Adjusted Residual	-1.2	2.1	-1.4	
Upper-Intermediate to Advanced Level.	Count	5	20	21	46
	Expected Count	7.7	24.6	13.7	46.0
	Adjusted Residual	-1.2	-1.5	2.6	
Total	Count	42	134	75	251
	Expected Count	42.0	134.0	75.0	251.0

L.1 Interference

Competence		One	Two	Total
False Beginners to Low-intermediate or Intermediate Level.	Count	30	5	35
	Expected Count	21.0	14.0	35.0
	Adjusted Residual	3.4	-3.4	
Intermediate to Upper-intermediate Level.	Count	32	22	54
	Expected Count	32.4	21.6	54.0
	Adjusted Residual	-.1	.1	
Low-intermediate to Intermediate Level (*e.g.* "mixed-ability class").	Count	63	44	107
	Expected Count	64.1	42.9	107.0
	Adjusted Residual	-.3	.3	
Upper-Intermediate to Advanced Level.	Count	20	26	46
	Expected Count	27.6	18.4	46.0
	Adjusted Residual	-2.5	2.5	
Total	Count	145	97	242
	Expected Count	145.0	97.0	242.0

TABLE A. III. 33. Teachers' Remarks on Subjects' Language Competence Crisscrossed with Informants' Scoring in all Criteria (Item A3.1. - Chi-Square Test)

Competence		<7 Points	7 Points	8 Points	9 Points	10 Points	Total
False Beginners to Low-intermediate or Intermediate Level.	Count	13	8	13	3	1	38
	Expected Count	8.5	9.4	9.5	8.2	2.4	38
	Adjusted Residual	1.9	-0.6	1.4	-2.2	-1.0	
Intermediate to Upper-intermediate Level.	Count	15	13	16	8	5	57
	Expected Count	12.7	14.1	14.3	12.3	3.6	57
	Adjusted Residual	0.8	-0.4	0.6	-1.6	0.8	
Low-intermediate to Intermediate Level (*e.g.* "mixed-ability class").	Count	22	34	21	25	8	110
	Expected Count	24.5	27.2	27.6	23.7	7.0	110
	Adjusted Residual	-0.8	2.0	-1.9	0.4	0.5	
Upper-Intermediate to Advanced Level.	Count	6	7	13	18	2	46
	Expected Count	10.3	11.4	11.5	9.9	2.9	46
	Adjusted Residual	-1.7	-1.7	0.5	3.2	-0.6	
Total	Count	56	62	63	54	16	251
	Expected Count	56	62	63	54	16	251

TABLE A. III. 34. Informants' Score/Criteria by Institution (Item B4.)

Score/ Criteria	Lexis		Spelling		Syntax		LI.Interference		Task	
	Secondary School	University	Secondary School	University	Secondary School	University	Secondary School	University	Secondary School	University
Zero	-	-	4	-	31	1	1	-	1	-
One	77	10	58	6	121	33	123	13	23	
Two	112	47	127	51	37	23	65	44	165	57

TABLE A. III. 35. Informants' Score/Criteria by Institution in Item B4. (Chi-Square Test)

Lexis

Score		Secondary School	University	Total
One	Count	77	10	87
	Expected Count	66.8	20.2	87
	Adjusted Residual	3.2	-3.2	
Two	Count	112	47	159
	Expected Count	122.2	36.8	159
	Adjusted Residual	-3.2	3.2	
Total	Count	189	57	246
	Expected Count	189	57	246

Syntax

Score		Secondary School	University	Total
Zero	Count	31	1	32
	Expected Count	24.6	7.4	32
	Adjusted Residual	2.9	-2.9	
One	Count	121	33	154
	Expected Count	118.3	35.7	154
	Adjusted Residual	0.8	-0.8	
Two	Count	37	23	60
	Expected Count	46.1	13.9	60
	Adjusted Residual	-3.2	3.2	
Total	Count	189	57	246
	Expected Count	189	57	246

Task

Score		Secondary School	University	Total
One	Count	23	0	23
	Expected Count	17.6	5.4	23
	Adjusted Residual	2.8	-2.8	
Two	Count	165	57	222
	Expected Count	170.4	51.6	222
	Adjusted Residual	-2.8	2.8	
Total	Count	188	57	245
	Expected Count	188	57	245

TABLE A. III. 36. Teachers' Remarks on Subjects' Language Competence Crisscrossed with Informant's Scoring in all Criteria (Item B4. - Chi-Square Test)

Competence		<6 Points	6 Points	7 Points	8 Points	9 points	10 Points	Total
False Beginners to Low-intermediate or Intermediate Level.	Count	7	7	8	10	3	3	38
	Expected Count	2.3	6.0	6.2	9.9	8.7	4.9	38
	Adjusted Residual	3.5	0.5	0.9	0.0	-2.4	-1.0	
Intermediate to Upper-intermediate Level.	Count	0	10	12	16	11	5	54
	Expected Count	3.3	8.6	8.8	14.0	12.3	7.0	54
	Adjusted Residual	-2.1	0.6	1.3	0.7	-0.5	-0.9	
Low-intermediate to Intermediate Level (*e.g.* "mixed-ability class").	Count	6	17	16	25	29	15	108
	Expected Count	6.6	17.1	17.6	28.1	24.6	14.0	108
	Adjusted Residual	-0.3	0.0	-0.5	-0.9	1.4	0.4	
Upper-Intermediate to Advanced Level.	Count	2	5	4	13	13	9	46
	Expected Count	2.8	7.3	7.5	12.0	10.5	6.0	46
	Adjusted Residual	-0.6	-1.0	-1.5	0.4	1.0	1.5	
Total	Count	15	39	40	64	56	32	246
	Expected Count	15	39	40	64	56	32	246

ITEM ANALYSIS

ITEM A1.

TABLE A. III. 37. Percentage of Respondents' Free Time Activities by Institution (Item A1.)

Categories	Secondary School	University	Total
Reading	122 (62.2%)	36 (63.2%)	158 (62.5%)
Writing	11 (5.6%)	1 (1.8%)	12 (4.7%)
Watching TV	147 (75.0%)	32 (56.1%)	179 (70.8%)
Listening to Music	121 (61.7%)	27 (47.4%)	148 (58.5%)
Playing Music	10 (5.1%)	1 (1.8%)	11 (4.3%)
Doing Daily Chores	8 (4.1%)	3 (5.3%)	11 (4.3%)
At Home	7 (3.6%)	5 (8.8%)	12 (4.7%)
"Not Much Free Time"	2 (1.0%)	4 (7.0%)	6 (2.4%)
Playing	9 (4.6%)	-	9 (3.6%)
Studying	20 (10.2%)	3 (5.3%)	23 (9.1%)
Socialising	105 (53.6%)	22 (38.6%)	127 (50.2%)
Doing Sports	28 (14.3%)	6 (10.5%)	34 (13.4%)
Going to the Beach	8 (4.1%)	2 (3.5%)	10 (4.0%)
Sightseeing	18 (9.2%)	13 (22.8%)	31 (12.3%)
Other	17 (8.7%)	6 (10.5%)	23 (9.1%)
Total	**633**	**161**	**794**

Note: Percentage based on the whole universe of respondents (N = 196 - Secondary School; N = 57 - University) by categories.

TABLE A. III. 38. Respondents' Other Free Time Activities by Institution (Item A1.)

Categories	Secondary School	University	Total
Drawing	3	-	3
Playing Computer Games	5	-	5
Gardening	1	-	1
Needlework	-	3	3
Alone	3	2	5
Watching Outdoor Sports	1	-	1
Camping	-	1	1
Travelling	1	-	1
Drama at School	4	-	4
Total	**18**	**6**	**24**

ITEM A2.

TABLE A. III. 39. Respondents' Reading Habits Outside School by Institution (Item A2.)

Categories	Secondary School	University	Total
No	43	11	54
Yes	68	21	89
So So	45	9	54
Not Much	36	12	48
Sometimes	4	3	7
Total	**196**	**56**	**252**

ITEMS A3./A3.1.

TABLE A. III. 40. Percentage of Respondents' Favourite Reading Setting by Institution (Item A3.)

Categories	Secondary School	University	Total
"Anywhere"	3 (1.6%)	-	3 (1.2%)
"Beach"	1 (0.5%)	1 (1.8%)	2 (0.8%)
"Garden"	2 (1.1%)	1 (1.8%)	3 (1.2%)
"Home"	173 (91.1%)	53 (94.6%)	226 (91.9%)
"Library"	12 (6.3%)	5 (8.9%)	17 (6.9%)
"Bus"	1 (0.5%)	-	1 (0.4%)
"School"	2 (1.1%)	-	2 (0.8%)
"Other"	2 (1.1%)	-	2 (0.8%)
"None"	1 (0.5%)	-	1 (0.4%)
Total	**197 (100.0%)**	**60* (107.1%*)**	**257**

Note: Percentage based on the whole universe of respondents (N = 190 - Secondary School; N = 56 - University) by categories.

* 4 Respondents (UMa Informants) opted for more than one reading setting; 1 Informant did not offer any option.

TABLE A. III. 41. Percentage of Respondents' Giving Reasons on Favourite Reading Setting by Institution (Item A3.1.)

Categories	Secondary School	University	Total
Attentive/careful reading	20 (10.5%)	10 (17.5%9	30 (12.1%)
Bedtime reading	7 (3.7%)	3 (5.3%)	10 (4.0%)
Familiar, relaxing, comfortable place.	56 (29.3%)	16 (28.1%)	72 (29.0)
Quiet place; the right atmosphere to foster concentration skills and critical thinking.	134 (70.2%)	34 (59.6%)	168 (67.7%)
Reading according to one's own selection.	6 (3.1%)	-	6 (2.4%)
Reading according to one's rhythm.	14 (7.3%)	4 (7.0%)	18 (7.3%)
Reading and listening to music.	9 (4.7%)	2 (3.5%)	11 (4.4%)
Reading for pleasure as a mental journey and a private enterprise.	24 (12.6%)	14 (24.6%)	38 (15.3%)
Reading outdoors	2 (1.0%)	4 (7.0%)	6 (2.4%)
Wider selection; more information; a place with back up material or personal notes.	8 (4.2%)	1 (1.8%)	9 (3.6%)
Other	7 (3.7%)	-	7 (2.8%)
Total	**287 (150.3%)**	**88 (154.4%)**	**375 (151.2%)**

Note: Percentage based on the whole universe of respondents (N = 191 - Secondary School; N = 57 - University) by categories.

ITEM A4.

TABLE A. III. 42. Percentage of Respondents' Types of Texts Read by Institution (Item A4.)

Categories	Secondary School	University	Total
"Interesting Texts"	2 (1.4%)	1 (2.7%)	3 (1.7%)
"Boring"	4 (2.9%)	1 (2.7%)	5 (2.9%)
(Auto)Biographical Texts	4 (2.9%)	-	4 (2.3%)
"Historical Texts"	35 (25.4%)	4 (10.8%)	39 (22.3%)
Reference	1 (0.7%)	3 (8.1%)	4 (2.3%)
"Newspaper and Magazine Articles"	5 (3.6%)	6 (16.2%)	11 (6.3%)
Content-Oriented Readings	56 (40.6%)	8 (21.6%)	64 (36.6%)
Poetry	30 (21.7%)	7 (18.9%)	37 (21.1%)
"Drama texts"	17 (12.3%)	5 (13.5%)	22 (12.6%)
"Narrative texts"	24 (17.4%)	21 (56.8%)	45 (25.7%)
"Argumentative Texts"	3 (2.2%)	9 (24.3%)	12 (6.9%)
"Literary Texts"	51 (37.0%)	14 (37.8%)	65 (37.1%)
"Novels"	17 (12.3%)	21 (56.8%)	38 (21.7%)
"Canonical Fiction"	3 (2.2%)	2 (5.4%)	5 (2.9%)
"Non-fiction"	-	1 (2.7%)	1 (0.6%)
"Scientific Texts"	-	4 (10.8%)	4 (2.3%)
"Comics", "Jokes"	3 (2.2%)	-	3 (1.7%)
"Dialogues"	1 (0.7%)	-	1 (0.6%)
"Textbooks"	6 (4.3%9	-	6 (3.4%)
Total	**262 (189.9%)**	**107 (289.2%)**	**369 (210.9%)**

Note: Percentage based on the whole universe of respondents (N = 138 - Secondary School; N = 37 - University) by categories.

ITEMS A5.1. TO A5.14.

TABLE A. III. 43. Percentage of Respondents' Opinion on Textbooks in the Teaching/Learning of a Foreign Language by Institution (Items A5.1. to A5.14.)

Categories	Secondary School	University	Total
Cheaper and always available.	12 (6.2%)	5 (8.8%)	17 (6.7%)
Useful working tools in class.	110 (56.4%)	46 (80.7%)	156 (61.4%)
Easy to read providing language guidance.	59 (30.3%)	27 (47.4%)	86 (33.9%)
Meeting the students' needs and language competence.	69 (35.4%)	17 (29.8%)	86 (33.9%)
A display of texts accompanied by graded activities and tasks.	79 (40.5%)	24 (42.1%)	103 (40.6%)
The best way to enlarge one's passive vocabulary.	86 (44.1%)	24 (42.1%)	110 (43.3%)
Language used just for classroom purposes.	27 (13.8%)	7 (12.3%)	34 (13.4%)
Arranged according to the national/international syllabuses.	31 (15.9%)	13 (22.8%)	44 (17.3%)
Challenging enough for the students.	37 (19.0%)	15 (26.3%)	52)(20.5%
Boring.	25 (12.8%)	6 (10.5%)	31 (12.2%)
Presentation of wide variety of texts relevant to students' needs.	88 (45.1%)	26 (45.6%)	114 (44.9%)
Temporarily useful as far as the language course is running.	60 (30.8%)	20 (35.1%)	80 (31.5%)
A waste of money as no one is going to read their texts in the future.	20 8 (10.3%)	1 (1.8%)	21 (8.3%)
The texts presented overlook the literary and cultural heritage.	51 (26.2%)	15 (26.3%)	66 (26.0%)

Note: Percentage based on the whole universe of respondents (N = 195 - Secondary School; N = 57 - University) by categories.

TABLE A. III. 44. Correspondence Analysis: Respondents' Opinion on Teachers'/Lecturers' Course Book Choice by Categories (Items A5.1. to A5.14.)

Categories	Manual	T./Textbook	Lect. Booklet (Undergrad.1) (Teacher L)	Lect./S Textbook (Undergrad.2) (Teacher M)	Total
heaper and always available.	10	2	1	4	17
seful working tools in class.	97	13	22	24	156
asy to read providing language guidance.	48	11	14	13	86
leeting the students' needs and language competence.	63	6	10	7	86
display of texts accompanied by graded activities and tasks.	66	13	9	15	103
he best way to enlarge one's passive vocabulary.	74	12	9	15	110
anguage used just for classroom purpose.	23	4	1	6	34
rranged according to the national/international syllabuses.	21	10	3	10	44
hallenging enough for the students.	32	5	4	11	52
oring.	21	4	3	3	31
resentation of wide variety of texts relevant to the students' needs.	75	13	9	17	114
emporarily useful as far as the language course is running.	54	6	7	13	80
waste of money as no one is going to read their texts in the future.	19	1	-	1	21
he texts presented overlook the literary and cultural heritage.	47	4	7	8	66

Overview Row Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A5.1	.017	.506	.354	.001	.029	.018	.498	.191	.690
A5.2	.156	-.036	-.423	.004	.001	.238	.009	.895	.903
A5.3	.086	.290	-.615	.005	.048	[illegible]	.211	.744	.956
A5.4	.086	-.561	-.151	.005	.181	.017	.875	.049	.924
A5.5	.103	.126	.124	.001	.011	.013	.381	.288	.669
A5.6	.110	-.050	.176	.001	.002	.029	.080	.754	.833
A5.7	.034	.140	.671	.002	.004	.131	.051	.916	.967
A5.8	.044	1.229	.314	.011	[illegible]	.037	.924	.047	.971
A5.9	.052	.259	.180	.002	.023	.014	.283	.106	.389
A5.10	.031	-.103	.058	.001	.002	.001	.066	.016	.082
A5.11	.114	.048	.199	.001	.002	.039	.066	.904	.970
A5.12	.080	-.134	.092	.001	.010	.006	.223	.083	.306
A5.13	.021	-1.084	.994	.006	.165	.177	.595	.390	.986
A5.14	.066	-.425	-.075	.002	.080	.003	.935	.023	.957
Active Total	1.000			.041	1.000	1.000			

Overview Column Points

Course Book	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Lect. Booklet	.099	-.007	-1.030	.012	.000	[illegible]	.000	.998	.998
Lect. Texbook	.147	.561	.058	.010	.308	.004	.728	.006	.734
T./Textbook	.104	.779	.168	.012	[illegible]	.025	.794	.029	.822
Manual	.650	-.250	.117	.007	.272	.076	.853	.145	.998
Active Total	1.000			.041	1.000	1.000			

ITEMS A6./A6.1.

TABLE A. III. 45. Informants' Favourite Reading in Manuals by Institution (Item A6.)

Categories	Secondary School	University	Total
"Interesting Texts"	4	2	6
Reference	2	-	2
"Historical Texts"	27	3	30
Content-Oriented Readings	80	17	97
"Comics", "Jokes"	7	-	7
"Drama Texts"	1	-	1
"Narrative Texts"	10	13	23
(Auto)Biographical Texts	10	-	10
"Dialogues"	5	3	8
"Novels"	-	3	3
"Opinion Issues"	8	4	12
Reviews	1	-	1
"Canonical Novels"	1	-	1
"Poetry"	8	6	14
"Newspaper" and "Magazine Articles"	4	11	15
"Scientific Texts"	2	-	2
"I don't Remember"	-	1	1
"Non-fiction"	1	2	3
"Advertisements"	1	-	1
"Fiction"	4	-	4
"Literary Texts": "Literary Excerpts"	6	3	9
Total	**182**	**68**	**250**

TABLE A. III. 46. Respondents' Giving Reasons for Favourite Reading in Manuals by Institution (Item A6.1. - Percent)

Categories	Secondary School	University	Total
Expand one's imaginative and creative skills.	2 (2.5%)	1 (3.3%)	3 (2.8%)
"Boring".	3 (3.8%)	-	3 (2.8%)
Dislike the subject [reading as a compulsory activity].	3 (3.8%)	-	3 (2.8%)
Reading for fun/pleasure; personal preference for the subject; the individual space for one's interests; relevance to youngsters' present likes and way of life.	9 (11.4%)	4 (13.3%)	13 (11.9%)
Text Readability: meeting the students' limited vocabulary; colloquial language; dynamic interaction of characters in dialogues; promoting critical thinking on social problems.	5 (6.3%)	3 (10.0%)	8 (7.3%)
"Because it's interesting": raising curiosity; promoting concentration skills.	20 (25.3%)	10 (33.3%)	30 (27.5%)
Concentrate on language tools so as to uncover and learn about the writer's point of view.	3 (3.8%)	5 (16.7%)	8 (7.3%)
Enlarge one's passive vocabulary: language improvement.	2 (2.5%)	1 (3.3%9	3 (2.8%)
Promote culture awareness and multicultural understanding.	7 (8.9%)	2 (6.7%)	9 (8.3%)
Get to know other people's lives.	6 (7.6%)	2 (6.7%)	8 (7.3%)
Further knowledge about everyday life, contemporary society, current affairs relevant to one's future needs.	21 (26.6%)	11 (36.7%)	32 (29.4%)
Reading for information and cover the syllabus requirements; topic relevance and text accessibility/texts as resource material.	10 (12.7%)	-	10 (9.2%)
Further knowledge about the past.	9 (11.4%)	-	9 (8.3%)
Total	**100 (126.6%)**	**39 (130.0%)**	**139 (127.5%)**

Note: Percentage based on the whole universe of respondents (N = 79 - Secondary School; N = 30 - University) by categories.

ITEM A7./A7.1.

TABLE A. III. 47. Informants' Reading Habits in English by Institution (Item A.7. - Chi-Square Test)

Institution		Rarely	Sometimes	Frequently	Everyday	Total
Secondary School	Count	25	113	43	13	194
	Expected Count	20.9	109.0	50.2	13.9	194
	Adjusted Residual	2.0	1.2	-2.5	-0.5	
University	Count	2	28	22	5	57
	Expected Count	6.1	32.0	14.8	4.1	57
	Adjusted Residual	-2.0	-1.2	2.5	0.5	
Total	Count	27	141	65	18	251
	Expected Count	27	141	65	18	251

TABLE A. III. 48. Multiple Correspondence Analysis: Informants' Reading Habits in English by Variables (Item A.7.)

Discrimination Measures

	Dimension	
	1	2
Teacher	.709	.735
Age Group	.634	.139
Years in EFL Instruction	.422	.557
Reading Habits in English	.136	.116

Reading Habits in English

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	1	1.009	-2.729
Rarely	27	.539	-.681
Sometimes	141	.178	.200
Frequently	65	-.442	.018
Everyday	18	-.692	-.455
Missing	2		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	.645	-1.043
B	17	.518	-.199
C	4	.341	2.048
D	20	.508	-.770
E	36	.643	-.452
F	14	-.002	-1.203
G	6	.921	2.234
H	28	.362	1.093
I	25	.468	1.106
J	19	-.126	-.034
K	22	.477	-1.124
L	24	-.888	.229
M	33	-1.858	-.055
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	.638	-.640
[18; 19[	86	.476	.243
[19; 21[	70	-.296	.219
≥21	34	-1.793	.140
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-1.360	.180
[6; 8[	96	.372	.933
[8; 11[	148	-.045	-.622
≥11	7	-3.546	.272
Missing	0		

TABLE A. III. 49. Dependent Answer: Respondents' Giving Reasons by Institution (Item A7.1.)

Categories	Secondary School	University	Total
"Don't know"	1	-	1
Lack of Time: owing to an extensive reading list this year; "because I must study and read books of literature".	9	1	10
"I don't like reading".	1		1
Language (in)accessibility: "English is difficult to understand; reading is easier in Portuguese"; "I'm used to reading in Portuguese".	13	1	14
Cost and availability: "the books in English are quite expensive"; "there isn't a large possibility or variety of English books that I know".	1	1	2
"No personal interest, reading in English if mandatory"	6	1	7
Total	**31**	**4**	**35**

ITEM A8.

TABLE A. III. 50. Respondents' "Last Book Read" per Genre Categories (Novel, Short Story, Drama) by Institution (Item A8.)

Novels

Novel	Secondary School	University	Total
A Minha Vida com Ayrton Sena	1	-	1
A Romana	1	-	1
A Sibila	37	-	37
Alice in Wonderland	1	-	1
Aparição	21	-	21
Bonjour Tristesse	1	-	1
Cal	-	2	2
Com a Cabeça nas Nuvens	1	-	1
Dark Curtain	1	-	1
Dracula	1	-	1
Frankenstein	1	1	2
Ghosts in the Air	1	-	1
Great Expectations	1	-	1
In Search of a Character	-	8	8
Incidents in the Life of a Slave Girl	13	-	13
L'Etranger	1	-	1
Le Silence de la Mer	1	-	1
Lusitânia	1	-	1
Mau Tempo no Canal	1	-	1
Memorial do Convento	1	-	1
New Atlantis	-	2	2
Not Without My Daughter	1	-	1
O Alquimista	2	-	2
Os Maias	1	-	1
Our Man in Havana	1	-	1
Pássaros de Seda	1	-	1
Persuasão	1	-	1
Pride and Prejudice	1	-	1
Quem Como Nós?	1	-	1
Round Circle	-	1	1
The Adventures of Huckleberry Finn	-	1	1
The Bluest Eye	-	7	7
The Bostonians	-	1	1
The Doomsday Conspiracy	-	1	1
The Great Gatsby	1	1	2
The Idiot	1	-	1
The Longest Memory	-	18	18
The Other Side of Midnight	-	1	1
The Pearl	1	-	1
The Pioneers	-	1	1
The Scarlet Letter	-	2	2
To The Lighthouse	-	1	1
Uma Mulher Não Chora	1	-	1
Utopia	-	4	4
Wide Sargasso Sea	-	1	1
Wuthering Heights	-	1	1
Total	**99**	**54**	**153**

Short Story

Short Story	Secondary School	University	Total
Tales of the Unexpected	1	-	1
Total	**1**	**-**	**1**

Drama

Drama	Secondary School	University	Total
Hamlet	43	-	43
Henry V	15	-	15
Much Ado About Nothing	1	-	1
O Judeu	16	-	16
Othello	1	-	1
Romeo and Juliet	-	1	1
All My Sons	10	-	10
Total	**86**	**1**	**87**

Poem

Poem	Secondary School	University	Total
A Eneida	1	-	1
Abismos	1	-	1
Antologia Poética	1	-	1
Total	**3**	**-**	**3**

"Other"

Other	Secondary School	University	Total
Voltei à Escola	1	-	1
Total	**1**	**-**	**1**

TABLE A. III. 51. Percentage of Informants' Reading Choice: Categories by Institution (Item A8.)

Categories	Secondary School	University	Total
No Answer	2 (1.0%)	-	2 (0.8%)
Compulsory Reading	161 (81.7%)	51 (89.5%)	212 (83.5%)
Independent Personal Reading	29 (14.7%)	5 (8.8%)	34 (13.4%)
"I Don't Remember"	5 (2.5%)	1 (1.8%)	6 (2.4%)
Total	**197 (100%)**	**57 (100%)**	**254 (100%)**

TABLE A. III. 52. Percentage of Informants' Last Reading/Language Version: Categories by Institution (Item A8.)

Categories	Secondary School	University	Total
No Answer/No Illustration	7 (3.6%)	1 (1.8%)	8 (3.1%)
Original Version (Port./Eng./Fr.)	185 (93.9%)	55 (96.5%)	240 (94.5%)
Translation	5 (2.5%)	-	5 (2.0%)
"No Independent Personal Reading"	-	1 (1.8%)	1 (0.4%)
Total	**197 (100%)**	**57 (100%)**	**254 (100%)**

TABLE A. III. 53. Informants' Last Text Read According to Genre by Variables (Item A8.)

Institution

Institution	Drama	Novel	Short Story	Poem	Other	Total
Secondary School	86	99	1	3	1	190
University	1	54	-	-	-	55
Total	**87**	**153**	**1**	**3**	**1**	**245**

Teacher

Teacher	Drama	Novel	Short Story	Poem	Other	Total
A	4	2	-	-	-	6
B	14	3	-	-	-	17
C	4	-	-	-	-	4
D	9	11	-	-	-	20
E	15	15	1	-	-	31
F	11	3	-	-	-	14
G	5	1	-	-	-	6
H	5	20	-	2	-	27
I	2	22	-	-	1	25
J	1	17	-	1	-	19
K	16	5	-	-	-	21
L	-	24	-	-	-	24
M	1	30	-	-	-	31
Total	**87**	**153**	**1**	**3**	**1**	**245**

Sex

Sex	Drama	Novel	Short Story	Poem	Other	Total
Male	9	22	-	2	-	33
Female	78	131	1	1	1	212
Total	**87**	**153**	**1**	**3**	**1**	**245**

Age Group

Age Group	Drama	Novel	Short Story	Poem	Other	Total
[16; 18[	35	27	-	-	-	62
18	26	55	1	-	1	83
[19; 21[	22	42	-	3	-	67
≥21	4	29	-	-	-	33
Total	**87**	**153**	**1**	**3**	**1**	**245**

Years in EFL Instruction

Years in EFL Instruction	Drama	Novel	Short Story	Poem	Other	Total
<6	1	2	-	-	-	3
[6; 8[	30	61	1	1	-	93
[8; 11[	56	84	-	2	1	143
≥11	-	6	-	-	-	6
Total	**87**	**153**	**1**	**3**	**1**	**245**

TABLE A. III. 54. Multiple Correspondence Analysis: Informants' Last Text Read According to Genre by Variables (Item A8.)

Discrimination Measures

	Dimension	
	1	2
Genre	.498	.168
Teacher	.765	.697
Age Group	.560	.231
Years in EFL Instruction	.272	.530

Genre

Genre Categories	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Drama	87	-.942	.491
Novel	153	.537	-.230
Short Story	1	-.763	-2.395
Poem	3	.195	-1.449
Missing	1		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	-1.025	1.020
B	17	-1.083	.242
C	4	-.802	-.487
D	20	-.498	.346
E	31	-.502	.020
F	14	-.755	1.380
G	6	-.839	-1.526
H	27	.017	-1.218
I	25	.165	-1.236
J	19	.460	-.325
K	21	-.981	.855
L	24	1.114	-.058
M	31	1.596	.876
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	62	-.798	.446
[18; 19[	83	-.188	-.583
[19; 21[	67	.142	-.037
≥21	33	1.683	.694
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	1.452	.643
[6; 8[	93	-.146	-.914
[8; 11[	143	-.066	.519
≥11	6	3.102	1.439
Missing	0		

TABLE A. III. 55. Respondents' Reference to Author/"Last Book Read" per Genre Categories (Novel, Short Story, Drama) by Institution (Item A8.)

Author	Secondary School	University	Total
Agustina Bessa Luís	38	-	38
Albert Camus	2	-	2
Alberto Moravia	1		1
Almeida Faria	1	-	1
Arthur Miller	1	-	1
Bernard McLaverty	-	2	2
Bernardo Santareno	15	-	15
Catarina Moura	1	-	1
Charles Dickens	1	-	1
Daniel Sampaio	1	-	1
Daniel Steele	-	1	1
Eça de Queirós	1	-	1
Emily Brontë	-	1	1
F. Scott Fitzgerald	-	1	1
Fernando Pessoa	1	-	1
Francis Bacon	-	2	2
Françoise Sagain	1	-	1
Fred d'Aguiar	-	18	18
Graham Greene	1	7	8
Harriet Jacobs	1	-	1
Henry James	-	1	1
Jack Parker	1	-	1
James Fenimore Cooper	-	1	1
Jane Austen	2	-	2
Jean Rhys	-	1	1
Jim Morrison	1	-	1
John Steinbeck	1	-	1
José Saramago	1	-	1
L. P. Hartley	1	-	1
Lewis Carroll	1	-	1
Mark Twain	-	1	1
Martin Caidin	1	-	1
Mary Shelley	1	1	2
Nathaniel Hawthorne	-	2	2
Rita Ferro	1	-	1
Rosa Lobato Faria	1	-	1
Sidney Sheldon	-	2	2
Sir Thomas Moore	-	3	3
Susana Tamaro	1	-	1
Theodor Dostoievsky	1	-	1
Toni Morrison	-	7	7
Vercors	1	-	1
Vergílio Ferreira	22	-	22
Virgílio	1	-	1
Virginia Woolf	-	1	1
Vitorino Nemésio	1	-	1
William Shakespeare	61	1	62
Total	**104**	**51**	**155**

TABLE A. III. 56. Informants' Last Text Read and Their Choice/Purpose by Variables (Item A8.)

Institution

Institution	Compulsory Reading	Independent Personal Reading	Total
Secondary School	162	28	190
University	50	5	55
Total	**212**	**33**	**245**

Teacher

Teacher	Compulsory Reading	Independent Personal Reading	Total
A	5	1	6
B	15	2	17
C	4	-	4
D	17	3	20
E	29	2	31
F	13	1	14
G	6	-	6
H	23	4	27
I	20	5	25
J	15	4	19
K	15	6	21
L	22	2	24
M	28	3	31
Total	**212**	**33**	**245**

Sex

Sex	Compulsory Reading	Independent Personal Reading	Total
Male	26	7	33
Female	186	26	212
Total	**212**	**33**	**245**

Age Group

Age Group	Compulsory Reading	Independent Personal Reading	Total
[16; 18[	54	8	62
[18; 19[	66	17	83
[19; 21[	62	5	67
≥21	30	3	33
Total	**212**	**33**	**245**

Years in EFL Instruction

Years in EFL Instruction	Compulsory Reading	Independent Personal Reading	Total
<6	3	-	3
[6; 8[	82	11	93
[8; 11[	122	21	143
≥11	5	1	6
Total	**212**	**33**	**245**

ITEMS A9.1. TO A9.11.

TABLE A. III. 57. Percentage of Respondents' Types of Reading in English by Institution (Item A9.)

Categories	Secondary School	University	Total
Fiction - Canonical*	67 (34.2%)	23 (40.4%)	90 (35.6%)
Fiction - Non-canonical**	56 (28.6%)	28 (49.1%)	84 (33.2%)
Non - fiction (*e.g.* essays, biography).	38 (19.4%)	7 (12.3%)	45 (17.8%)
Comics	69 (35.2%)	16 (28.1%)	85 (33.6%)
Lyrics	39 (19.9%)	12 (21.1%)	51 (20.2%)
Magazines	121 (61.7%)	50 (87.7%)	171 (67.6%)
Newspapers	68 (34.7%)	27 (47.4%)	95 (37.5%)
Advertisements	41 (20.9%)	23 (40.4%)	64 (25.3%)
Leaflets	15 (7.7%)	4 (7.0%)	19 (7.5%)
Textbooks (manuals)	135 (68.9%)	38 (66.7%)	173 (68.4%)
Scientific and/or Technical Texts	16 (8.2%)	12 (21.1%)	28 (11.1%)
Other	11 (5.6%)	2 (3.5%)	12 (4.7%)

Note: Percentage based on the whole universe of respondents (N = 196 - Secondary School; N = 57 - University) by categories.

*(*e.g.* famous classical novels, Charles Dickens's ones, drama)

**(*e.g.* crime, thrillers, science fiction, love stories)

ITEMS A10./A10.1.

TABLE A. III. 58. Percentage of Informants' Reading Preference in Class by Institution (Item A10.)

Categories	Secondary School	University	Total
"Textbooks"	29 (20.7%)	3 (5.9%)	32 (16.8%)
Content-Oriented Readings	27 (19.3%)	1 (2.0%)	28 (14.7%)
"Historical Texts"	11 (7.9%)	-	11 (5.8%)
"Newspaper and Magazine Articles"	8 (5.7%)	9 (17.6%)	17 (8.9%)
"Comics", Jokes	21 (15.0%)	5 (9.8%)	26 (13.6%)
"Drama" Texts	8 (5.7%)	-	8 (4.2%)
"Literary Texts"/"Excerpts"	1 (0.7%)	1 (2.0%)	2 (1.0%)
(Auto) "Biographical Texts"	6 (4.3%)	-	6 (3.1%)
"Dialogues"	4 (2.9%)	-	4 (2.1%)
Narrative Texts	6 (4.3%)	15 (29.4%)	21 (11.0%)
"Fiction", "Fictional Books"	13 (9.3%)	9 (17.6%)	22 (11.5%)
"Poetry"	16 (11.4%)	5 (9.8%)	21 (11.0%)
"Scientific and Technical Texts"	8 (5.7%)	3 (5.9%)	11 (5.8%)
Reference	2 (1.4%)	-	2 (1.0%)
"Advertisements"	-	3 (5.9%)	3 (1.6%)
"Non-fiction"	6 (4.3%)	1 (2.0%)	7 (3.7%)
"Non-Canonical Texts"	3 (2.1%)	3 (5.9%)	6 (3.1%)
"Canonical Texts"	6 (4.3%)	8 (15.7%)	14 (7.3%)
"Anything interesting"	5 (3.6%)	1 (2.0%)	6 (3.1%)
Total	**180 (128.6%)**	**67 (131.4%)**	**247 (129.3%)**

Note: Percentage based on the whole universe of respondents (N = 140 - Secondary School; N = 51 - University) by categories.

TABLE A. III. 59. Respondents' Giving Reasons for Favourite Reading in Class by Institution (Item A10.1. - Percent)

Categories	Secondary School	University	Total
"Boring"	2 (2.1%)	-	2 (1.5%)
Useful Tools	4 (4.1%)	2 (5.3%)	6 (4.5%)
"Interesting"	23 (23.7%)	4 (10.5%)	27 (20.3%)
Reading as a compulsory activity.	4 (4.1%)	-	4 (3.0%)
Reading for pleasure/fun.	11 (11.3%)	10 (26.3%)	21 (15.8%)
Meeting the students' needs.	11 (11.3%)	8 (21.1%)	19 (14.3%)
Fostering co-operation in class.	5 (5.2%)	1 (2.6%)	6 (4.5%)
Improving memory skills.	1 (1.0%)	-	1 (0.8%)
Topic relevance of texts.	14 (14.4%)	1 (2.6%)	15 (11.3%)
Reading for information.	13 (13.4%)	2 (5.3%)	15 (11.3%)
Promoting cultural awareness.	6 (6.2%)	1 (2.6%)	7 (5.3%)
Developing interpretative skills.	6 (6.2%)	6 (15.8%)	12 (9.0%)
Promoting text/literary awareness.	2 (2.1%)	14 (36.8%)	16 (12.0%)
Promoting a different form of learning.	17 (17.5%)	3 (7.9%)	20 (15.0%)
Expanding one's imaginative and creative skills.	1 (1.0%)	1 (2.6%)	2 (1.5%)
Total	**120 (123.7%)**	**53 (139.5%)**	**173 (130.1%)**

Note: Percentage based on the whole universe of respondents (N = 97 - Secondary School; N = 38 - University) by categories.

ITEMS B1. AND B1.1. TO B1.9.

TABLE A. III. 60. Percentage of Respondents' Personal Definition of Reading by Institution (Item B1.)

Categories	Secondary School	University	Total
Reading is boring - a compulsory activity and/or to spend time.	3 (2.4%)	1 (3.2%)	4 (2.5%)
Reading is a waste of time	1 (0.8%)	-	1 (0.6%)
Reading is a spare time activity - the individual's space for his/her own interests.	17 (13.4%)	3 (9.7%)	20 (12.7%)
Reading is communicating - an interactive dialogue between author and reader; closely follow the emotions depicted in the text and concentrate on the narrator's words.	12 (9.4%)	1 (3.2%)	13 (8.2%)
Reading is a mental journey - making part of a story and embark on any adventure (experience, search, discovery); broadening one's imaginative and creative skills.	19 (15.0%)	3 (9.7%)	22 (13.9%)
"Reading is an exercise".	5 (3.9%)	2 (6.5%)	7 (4.4%)
"Reading is a mental and cognitive process also involving a reader, a text and a writer".	10 (7.9%)	2 (6.5%)	12 (7.6%)
Reading for the general content.	7 (5.5%)	2 (6.5%)	9 (5.7%)
Reading is language improvement (a two-way process) - promoting lexical competence and writing skills.	10 (7.9%)	4 (12.9%)	14 (8.9%)
Reading is decoding the written message (phonics approach).	4 (3.1%)	1 (3.2%)	5 (3.2%)
Reading is interpreting any message more than recognising the sounds and letters (reading in depth).	15 (11.8%)	9 (29.0%)	24 (15.2%)
Reading is building on knowledge about facts - culture awareness, background knowledge.	49 (38.6%)	10 (32.3%)	59 (37.3%)
Reading is a lifelong learning activity.	24 (18.9%)	8 (25.8%)	32 (20.3%)
Total	**176 (138.6%)**	**46 (148.4%)**	**222 (140.5%)**

Note: Percentage based on the whole universe of respondents (N = 127 - Secondary School; N = 31 - University) by categories.

TABLE A. III. 61. Crisscrossing Respondents' Categories ("No Answer" and "Don't Know") in Item B1. with Their Choice in Items B1.1. to B1.9. (Percent)

Categories	No Answer	"I don't Know"	Total
B1.1. Decoding the written message.	18 (21.4%)	8 (9.5%)	26 (29.9%)
B1.2. It is a mental and cognitive process involving a reader, a text and a writer.	40 (47.6%)	13 (15.5%)	53 (60.9%)
B1.3. A reading comprehension skill.	18 (21.4%)	7 (8.3%)	25 (28.7%)
B1.4. A skimming and scanning exercise.	8 (9.5%)	4 (4.8%)	12 (13.8%)
B1.5. It is as important as writing and speaking.	38 (45.2%)	14 (16.7%)	52 (59.8%)
B1.6. Interpreting any message more than recognizing the sounds and letters.	31 (36.9%)	15 (17.9%)	46 (52.9%)
B1.7. There are two types of reading in class: the oral and the silent one.	19 (22.6%)	12 (14.3%)	31 (35.6%)
B1.8. A boring and repetitive activity carried in class.	2 (2.4%)	-	2 (2.3%)
B1.9. Reading for the general content.	9 (10.7%)	2 (2.4%)	11 (12.6%)

Note: Percentage based on the universe of responses, "No Answer" and "I don't know", in Item B1. (N= 84).

TABLE A. III. 62. Percentage of Respondents' Definition of Reading (Multiple Choice Item) by Variables (Items B1.1. to B1.9.)

Institution

Categories	Secondary School	University	Total
B1.1. - Reading is a decoding of the written message.	17 (27.4%)	9 (40.9%)	26 (31.0%)
B1.2. - Reading is a mental and cognitive process involving a reader, a text and a writer.	35 (56.5%)	18 (81.8%)	53 (63.1%)
B1.3. - Reading is a comprehension skill.	14 (22.6%)	11 (50.0%)	25 (29.8%)
B1.4. - Reading is a skimming and scanning exercise.	4 (6.5%)	8 (36.4%)	12 (14.3%)
B1.5. - Reading is as important as writing and speaking.	38 (61.3%)	14 (63.6%)	52 (61.9%)
B1.6. - Reading is interpreting any message more than recognizing the sounds and letters.	33 (53.2%)	13 (59.1%)	46 (54.8%)
B1.7. - There are two types of reading in class: the oral and the silent one.	22 (35.5%)	9 (40.9%)	31 (36.9%)
B1.8. - Reading is a boring and repetitive activity carried in class.	2 (3.2%)	-	2 (2.4%)
B1.9. - Reading is for the general content.	6 (9.7%)	5 (22.7%)	11 (13.1%)

Note: Percentage based on the whole universe of respondents (N = 62 - Secondary School; N = 22 - University) by categories.

Sex

Categories	Male	Female	Total
B1.1.	4	22	26
B1.2.	5	48	53
B1.3.	2	23	25
B1.4.	1	11	12
B1.5.	4	48	52
B1.6.	3	43	46
B1.7.	1	30	31
B1.8.	1	1	2
B1.9.	-	11	11
Total	**21**	**237**	**258**

TABLE A. III. 63. Correspondence Analysis: Respondents' Definition of Reading by Variables (Items B1.1. to B1.9.)

Teacher

Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
B1.1.	1	4	-	1	4	-	2	-	2	3	-	2	7	26
B1.2.	-	3	-	4	8	1	2	5	4	4	4	7	11	53
B1.3.	1	1	9	1	1	-	-	2	5	1	2	2	-	25
B1.4.	1	-	-	-	1	-	-	-	1	1	-	1	7	12
B1.5.	1	3	1	1	12	1	1	6	3	6	3	6	8	52
B1.6.	1	3	1	2	9	-	1	4	4	2	6	6	7	46
B1.7.	1	3	1	1	6	1	-	3	3	2	1	4	5	31
B1.8.	-	-	-	-	2	-	-	-	-	-	-	-	-	2
B1.9.	-	2	-	-	-	-	-	1	-	1	2	3	2	11
Total	**6**	**19**	**12**	**10**	**43**	**3**	**6**	**21**	**22**	**20**	**18**	**31**	**47**	**258**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.023	.266	1.194	.016	.003	.114	.056	.609	.665
B	.074	-.209	.026	.024	.006	.000	.074	.001	.074
C	.047	3.004	.324	.230	[illegible]	.017	.989	.006	.995
D	.039	.018	-.210	.013	.000	.006	.001	.038	.039
E	.167	-.315	-.531	.057	.030	.161	.155	.239	.394
F	.012	-.352	-.597	.012	.003	.014	.066	.103	.168
G	.023	-.558	.366	.022	.013	.011	.179	.042	.221
H	.081	.076	-.636	.016	.001	.113	.015	.587	.602
I	.085	.608	.214	.022	.058	.013	.789	.053	.842
J	.078	-.252	.160	.011	.009	.007	.242	.052	.294
K	.070	.149	-.691	.031	.003	.114	.027	.314	.341
L	.120	-.119	-.232	.013	.003	.022	.071	.145	.215
M	.182	-.528	.810	.067	.094	[illegible]	.409	.520	.929
Active Total	1.000			.533	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
B1.1.	.101	-.455	.765	.051	.039	.202	.221	.337	.557
B1.2.	.205	-.307	-.132	.027	.036	.012	.385	.038	.424
B1.3.	.097	2.204	.207	.256	[illegible]	.014	.994	.005	.999
B1.4.	.047	-.541	1.846	.067	.025	[illegible]	.110	.693	.803
B1.5.	.202	-.205	-.291	.022	.016	.058	.208	.228	.436
B1.6.	.178	-.080	-.333	.019	.002	.068	.033	.307	.340
B1.7.	.120	-.060	-.101	.013	.001	.004	.018	.027	.044
B1.8.	.008	-.582	-1.817	.039	.005	.088	.037	.193	.230
B1.9.	.043	-.288	-.275	.040	.007	.011	.048	.024	.072
Active Total	1.000			.533	1.000	1.000			

Years in EFL Instruction

Categories	[6; 8[	[8; 11[	≥11	Total
B1.1.	10	15	1	26
B1.2.	16	36	1	53
B1.3.	9	16	-	25
B1.4.	3	9	-	12
B1.5.	18	34	-	52
B1.6.	17	28	1	46
B1.7.	11	20	-	31
B1.8.	-	2	-	2
B1.9.	3	8	-	11
Total	**87**	**168**	**3**	**258**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[6; 8[	.337	-.237	.367	.006	.142	[illegible]	.389	.611	1.000
[8; 11[	.651	.174	-.164	.004	.147	.201	.631	.369	1.000
≥11	.012	-2.853	-1.444	.015	[illegible]	.278	.857	.143	1.000
Active Total	1.000			.025	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
B1.1.	.101	-.756	-.105	.008	[illegible]	.013	.988	.012	1.000
B1.2.	.205	-.056	-.321	.002	.005	.243	.044	.956	1.000
B1.3.	.097	.194	.309	.001	.027	.106	.375	.625	1.000
B1.4.	.047	.533	-.361	.002	.099	.069	.769	.231	1.000
B1.5.	.202	.237	.225	.002	.085	.117	.628	.372	1.000
B1.6.	.178	-.329	.049	.003	.145	.005	.986	.014	1.000
B1.7.	.120	.210	.278	.002	.040	.107	.465	.535	1.000
B1.8.	.008	1.303	-1.884	.004	.099	[illegible]	.423	.577	1.000
B1.9.	.043	.463	-.222	.001	.069	.024	.869	.131	1.000
Active Total	1.000			.025	1.000	1.000			

Age Group

Categories	[16; 18[	[18; 19[	[19; 21[	≥21	Total
B1.1.	6	8	8	4	26
B1.2.	12	18	14	9	53
B1.3.	5	3	14	3	25
B1.4.	2	2	5	3	12
B1.5.	12	22	11	7	52
B1.6.	13	17	11	5	46
B1.7.	8	12	6	5	31
B1.8.	-	1	-	1	2
B1.9.	1	2	4	4	11
Total	**59**	**85**	**73**	**41**	**258**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.229	-.220	.369	.009	.042	.180	.320	.588	.909
[18; 19[	.329	-.559	-.013	.028	.388	.000	.984	.000	.985
[19; 21[	.283	.716	.221	.041	.547	.080	.938	.058	.997
≥21	.159	.200	-.898	.024	.024	.740	.070	.925	.995
Active Total	1.000			.102	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
B1.1.	.101	.107	.064	.000	.004	.002	.804	.187	.991
B1.2.	.205	-.062	-.086	.000	.003	.009	.438	.550	.988
B1.3.	.097	1.182	.510	.040	.510	.145	.889	.108	.997
B1.4.	.047	.823	-.422	.010	.119	.048	.847	.145	.992
B1.5.	.202	-.410	.032	.010	.127	.001	.922	.004	.926
B1.6.	.178	-.285	.316	.007	.055	.103	.536	.431	.967
B1.7.	.120	-.385	-.068	.005	.067	.003	.934	.019	.953
B1.8.	.008	-.676	-2.629	.010	.013	.309	.091	.899	.990
B1.9.	.043	.797	-1.241	.019	.102	.379	.387	.612	.999
Active Total	1.000			.102	1.000	1.000			

ITEM B2.

TABLE A. III. 64. Respondents' Ranking of Most Important Factors in the Reading Activity (Item B2.)

Institution

Categories	Institution	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
B2.1. Knowledge about facts.	Secondary School	40	37	33	21	24	6	5	4	1	171
	University	3	10	13	10	12	5	-	2		55
	Total	**43**	**47**	**46**	**31**	**36**	**11**	**5**	**6**	**1**	**226**
B2.2. Cultural awareness.	Secondary School	23	31	39	34	18	13	8	6	2	174
	University	6	9	14	9	10	5	1	1	-	55
	Total	29	40	53	43	28	18	9	7	2	229
B2.3. Language improvement.	Secondary School	16	36	31	34	26	18	8	2	2	173
	University	15	9	11	10	4	2	4	-	-	55
	Total	**31**	**45**	**42**	**44**	**30**	**20**	**12**	**2**	**2**	**228**
B2.4. Broadening one's imaginative and creative skills.	Secondary School	10	21	21	22	34	29	22	12	2	173
	University	4	10	7	10	11	8	5	1	-	56
	Total	**14**	**31**	**28**	**32**	**45**	**37**	**27**	**13**	**2**	**229**
B2.5. Literary awareness.	Secondary School	1	13	23	27	22	35	28	20	1	170
	University	1	3	8	13	10	11	4	3	-	53
	Total	**2**	**16**	**31**	**40**	**32**	**46**	**32**	**23**	**1**	**223**
B2.6. Pleasure.	Secondary School	73	19	11	8	11	19	13	19	3	176
	University	26	7	1	3	4	10	3	1	-	55
	Total	**99**	**26**	**12**	**11**	**15**	**29**	**16**	**20**	**3**	**231**
B2.7. The individual's space for his/her own interests.	Secondary School	4	14	11	10	22	24	47	36	-	168
	University	2	6	-	1	3	6	20	12	-	50
	Total	**6**	**20**	**11**	**11**	**25**	**30**	**67**	**48**	**-**	**218**
B2.8. An autonomous way-out towards professional success.	Secondary School	5	5	6	17	17	21	36	58	3	168
	University	-	1	1	-	-	6	12	28	1	49
	Total	**5**	**6**	**7**	**17**	**17**	**27**	**48**	**86**	**4**	**217**
B2.9. A waste of time.	Secondary School	3	-	1	-	2	3	1	9	141	160
	University	-	-	-	-	-	-	1	1	42	44
	Total	**3**	**-**	**1**	**-**	**2**	**3**	**2**	**10**	**183**	**204**

TABLE A. III. 65. Respondents' Ranking of Most Important Factors in the Reading Activity (Item B2. - One-sample Chi-square Test)

Categories		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
B2.1	Observed N	43	47	46	31	36	11	5	6	1	226
	Expected N	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	25.1	
	Residual	17.9	21.9	20.9	5.9	10.9	-14.1	-20.1	-19.1	-24.1	
B2.2	Observed N	29	40	53	43	28	18	9	7	2	229
	Expected N	25.4	25.4	25.4	25.4	25.4	25.4	25.4	25.4	25.4	
	Residual	3.6	14.6	27.6	17.6	2.6	-7.4	-16.4	-18.4	-23.4	
B2.3	Observed N	31	45	42	44	30	20	12	2	2	228
	Expected N	25.3	25.3	25.3	25.3	25.3	25.3	25.3	25.3	25.3	
	Residual	5.7	19.7	16.7	18.7	4.7	-5.3	-13.3	-23.3	-23.3	
B2.4	Observed N	14	31	28	32	45	37	27	13	2	229
	Expected N	25.4	25.4	25.4	25.4	25.4	25.4	25.4	25.4	25.4	
	Residual	-11.4	5.6	2.6	6.6	19.6	11.6	1.6	-12.4	-23.4	
B2.5	Observed N	2	16	31	40	32	46	32	23	1	223
	Expected N	24.8	24.8	24.8	24.8	24.8	24.8	24.8	24.8	24.8	
	Residual	-22.8	-8.8	6.2	15.2	7.2	21.2	7.2	-1.8	-23.8	
B2.6	Observed N	99	26	12	11	15	29	16	20	3	231
	Expected N	25.7	25.7	25.7	25.7	25.7	25.7	25.7	25.7	25.7	
	Residual	73.3	0.3	-13.7	-14.7	-10.7	3.3	-9.7	-5.7	-22.7	
B2.7	Observed N	6	20	11	11	25	30	67	48		218
	Expected N	27.25	27.25	27.25	27.25	27.25	27.25	27.25	27.25		
	Residual	-21.25	-7.25	-16.25	-16.25	-2.25	2.75	39.75	20.75		
B2.8	Observed N	5	6	7	17	17	27	48	86	4	217
	Expected N	24.1	24.1	24.1	24.1	24.1	24.1	24.1	24.1	24.1	
	Residual	-19.1	-18.1	-17.1	-7.1	-7.1	2.9	23.9	61.9	-20.1	
B2.9	Observed N	3		1		2	3	2	10	183	204
	Expected N	29.1		29.1		29.1	29.1	29.1	29.1	29.1	
	Residual	-26.1		-28.1		-27.1	-26.1	-27.1	-19.1	153.9	

ITEMS B3.1./B3.2.

TABLE A. III. 66. Respondents' Perception on Reading by Institution (Item B3. - Percent)

Categories	Institution	Yes	No	Total
Problem setting - problem solving interactive activity.	Secondary School	37 21.8%	133 78.2%	170 100.0%
	University	16 34.0%	31 66.0%	47 100.0%
	Total	**53** **24.4%**	**164** **75.6%**	**217** **100.0%**
An integrative skill leading to speaking, listening and writing.	Secondary School	168 91.8%	15 8.2%	183 100.0%
	University	53 96.3%	2 3.7%	55 100.0%
	Total	**221** **92.9%**	**17** **7.1%**	**238** **100.0%**

Note: Percentage based on the whole universe of respondents by categories.

TABLE A. III. 67. Crisscrossing Respondents' Ordering in Item B2. with their Perception on a Reading Activity (Item B3.1.)

Categories		B2.1.	B2.2.	B2.3.	B2.4.	B2.5.	B2.6.	B2.7.	B2.8.	B2.9.
1st	Yes	7 3.6%	9 4.5%	5 2.5%	1 0.5%	-	25 12.4%	2 1.0%	2 1.1%	-
	No	31 15.7%	17 8.5%	17 8.6%	12 6.0%	2 1.0%	64 31.7%	4 2.1%	1 0.5%	3 1.7%
	Total	38 19.3%	26 13.1%	22 11.1%	13 6.5%	2 1.0%	89 44.1%	6 3.1%	3 1.6%	3 1.7%
2nd	Yes	5 2.5%	7 3.5%	7 3.5%	15 7.5%	4 2.1%	7 3.5%	5 2.6%	1 0.5%	-
	No	35 17.8%	27 13.6%	33 16.7%	14 7.0%	9 4.6%	15 7.4%	12 6.3%	5 2.6%	-
	Total	40 20.3%	34 17.1%	40 20.2%	29 14.6%	13 6.7%	22 10.9%	17 8.9%	6 3.2%	-
3rd	Yes	10 5.1%	6 3.0%	13 6.6%	10 5.0%	8 4.1%	-	4 2.1%	-	-
	No	32 16.2%	39 19.6%	25 12.6%	15 7.5%	18 9.3%	10 5.0%	6 3.1%	4 2.1%	-
	Total	42 21.3%	45 22.6%	38 19.2%	25 12.6%	26 13.4%	10 5.0%	10 5.2%	4 2.1%	-
4 th	Yes	13 6.6%	10 5.0%	9 4.5%	5 2.5%	8 4.1%	2 1.0%	3 1.6%	-	-
	No	16 8.1%	28 14.1%	28 14.1%	22 11.1%	27 13.9%	8 4.0%	6 3.1%	15 7.9%	-
	Total	29 14.7%	38 19.1%	37 18.7%	27 13.6%	35 18.0%	10 5.0%	9 4.7%	15 7.9%	-
5 th	Yes	8 4.1%	14 7.0%	4 2.0%	6 3.0%	8 4.1%	3 1.5%	3 1.6%	5 2.6%	1 0.6%
	No	21 10.7%	11 5.5%	23 11.6%	31 15.6%	21 10.8%	10 5.0%	21 11.0%	10 5.3%	1 0.6%
	Total	29 14.7%	25 12.6%	27 13.6%	37 18.6%	29 14.9%	13 6.4%	24 12.6%	15 7.9%	2 1.1%
6 th	Yes	3 1.5%	2 1.0%	6 3.0%	5 2.5%	11 5.7%	7 3.5%	10 5.2%	4 2.1%	1 0.6%
	No	7 3.6%	13 6.5%	12 6.1%	26 13.1%	30 15.5%	14 6.9%	18 9.4%	22 11.6%	2 1.1%
	Total	10 5.1%	15 7.5%	18 9.1%	31 15.6%	41 21.1%	21 10.4%	28 14.7%	26 13.7%	3 1.7%
7 th	Yes	2 1.0%	-	3 1.5%	7 3.5%	8 4.1%	5 2.5%	12 6.3%	13 6.8%	1 0.6%
	No	1 0.5%	8 4.0%	9 4.5%	18 9.0%	18 9.3%	10 5.0%	44 23.0%	31 16.3%	1 0.6%
	Total	3 1.5%	8 4.0%	12 6.1%	25 12.6%	26 13.4%	15 7.4%	56 29.3%	44 23.2%	2 1.1%
8th	Yes	1 0.5%	2 1.0%	2 1.0%	2 1.0%	2 1.0%	-	10 5.2%	24 12.6%	6 3.4%
	No	4 2.0%	4 2.0%	-	8 4.0%	20 10.3%	19 9.4%	31 16.2%	49 25.8%	4 2.2%
	Total	5 2.5%	6 3.0%	2 1.0%	10 5.0%	22 11.3%	19 9.4%	41 21.5%	73 38.4%	10 5.6%
9th	Yes	-	1 0.5%	1 0.5%	-	-	2 1.0%	-	1 0.5%	38 21.2%
	No	1 0.5%	1 0.5%	1 0.5%	2 1.0%	-	1 0.5%	-	3 1.6%	121 67.6%
	Total	1 0.5%	2 1.0%	2 1.0%	2 1.0%	-	3 1.5%	-	4 2.1%	159 88.8%
Total		**197 100.0%**	**199 100.0%**	**198 100.0%**	**199 100.0%**	**194 100.0%**	**202 100.0%**	**191 100.0%**	**190 100.0%**	**179 100.0%**

ITEMS B4./B4.1.

TABLE A. III. 68. Respondents' Perceptions on the Decline of Reading Habits Nowadays (Item B4. - Percent)

Categories	Secondary School	University	Total
Uninteresting activity.	27 (14.8%)	5 (8.8%)	32 (13.4%)
"Interesting"	8 (4.4%)	3 (5.3%)	11 (4.6%)
"Reading is not so ignored".	3 (1.6%)	1 (1.8%)	4 (1.7%)
Reading is related to language improvement and getting information.	2 (1.1%)	1 (1.8%)	3 (1.3%)
Overload of subjects, courses, long reading lists at school.	6 (3.3%)	6 (10.5%)	12 (5.0%)
Lack of motivation and incentives.	19 (10.4%)	6 (10.5%)	25 (10.5%)
A wider range of leisure activities.	69 (37.9%)	12 (21.1%)	81 (33.9%)
Cost of books.	6 (3.3%)	4 (7.0%)	10 (4.2%)
The impact of science and technology in everyday life.	51 (28.0%)	32 (56.1%)	83 (34.7%)
More pragmatic goals in people's lives.	55 (30.2%)	15 (26.3%)	70 (29.3%)
Time consuming.	27 (14.8%)	5 (8.8%)	32 (13.4%)
Total	**273 (150.0%)**	**90 (157.9%)**	**363 (151.9%)**

Note: Percentage based on the whole universe of respondents (N = 182 - Secondary School; N = 57 - University) by categories.

ITEMS C1.1. TO C1.12.

TABLE A. III. 69. Respondents' Reading Selection Factors by Institution (Item C1. - Percent)

Categories	Secondary School	University	Total
Favourite Themes	183 (93.4%)	50 (87.7%)	233 (92.1%)
Other People's Opinions/Comments	98 (50.0%)	33 (57.9%)	131 (51.8%)
Teachers' Advice	79 (40.3%)	44 (77.2%)	123 (48.6%)
Familiarity with Authors	80 (40.8%)	32 (56.1%)	112 (44.3%)
T.V. Films	66 (33.7%)	14 (24.6%)	80 (31.6%)
Personal Reasons	46 (23.5%)	18 (31.6%)	64 (25.3%)
Text Accessibility	33 (16.8%)	15 (26.3%)	48 (19.0%)
Book Reviews	33 (16.8%)	10 (17.5%)	43 (17.0%)
Compulsory Reading	22 (11.2%)	15 (26.3%)	37 (14.6%)
Text Availability	29 (14.8%)	4 (7.0%)	33 (13.0%)
Layout, Size of Texts	17 (8.7%)	9 (15.8%)	26 (10.3%)
From Hearsay	18 (9.2%)	5 (8.8%)	23 (9.1%)

Note: Percentage based on the whole universe of respondents (N = 196 - Secondary School; N = 57 - University) by categories.

TABLE A. III. 70. Respondents' Specification of Reading Selection: Compulsory Reasons (Item C1.11.)

Categories	Cases	Secondary School	University	Total (occurrences)
At School	"we also have to read compulsory books."	-	1	1
	"at school"	-	2	2
For Academic Purposes	"academic"	4	5	9
	"academic purposes"	1	-	1
	"academic reasons"	-	3	3
Prescribed Readings	*Animal Farm*	-	1	1
	Hamlet	6	-	6
	Aparição	1	-	1
	O Judeu	2	-	2
	Os Maias	1	-	1
	A Sibila	1	-	1
	The Bluest Eye	-	1	1
For Information	"to know for a test."	1	-	1
For Self-education	"Self-education."	1	1	2
For Pleasure	"Pleasure"	2	1	3
	"I select what I like"	1	-	1
		21	**15**	**36**

TABLE A. III. 71. Respondents' Specification of Reading Selection: Personal Reasons (Item C1.12.)

Categories	Cases	Secondary School	University	Total (occurrences)
For Academic Purposes	"academic"	4	-	4
	"academic fulfilment"	1	-	1
For Information	"books that answer my doubts."	-	1	1
For Personal Purposes	"personal"	1	-	1
	"to have something to discuss with others."	-	1	1
For Self-education	"Self-education."	16	7	23
For Professional Purposes	"professional"	1	3	4
For Leisure	"leisure"	1	-	1
For Pleasure	"pleasure"	35	11	46
Friends' Advice	"through friends' advice."	1	-	1
		60	**23**	**83**

ITEM C2.

TABLE A. III. 72. Percentage of Informants' Favourite Reading Text Types by Institution (Item C2.)

Categories	Secondary School	University	Total
"Boring"	2 (1.2%)	-	2 (0.9%)
"Interesting Texts"	3 (1.8%)	2 (3.8%)	5 (2.3%)
"Historical Texts"	7 (4.3%)	-	7 (3.2%)
"Comic Books", "Jokes", "Cartoons"	41 (25.0%)	5 (9.6%)	46 (21.3%)
Drama Texts	9 (5.5%)	7 (13.5%)	16 (7.4%)
Content-Oriented Readings	12 (7.3%)	3 (5.8%)	15 (6.9%)
(Auto)Biographical Texts	10 (6.1%)	2 (3.8%)	12 (5.6%)
"Textbooks".	2 (1.2%)	1 (1.9%)	3 (1.4%)
"Fiction"	50 (30.5%)	24 (46.2%)	74 (34.3%)
"Novels"	78 (47.6%)	38 (73.1%)	116 (53.7%)
"Poetry"	13 (7.9%)	8 (15.4%)	21 (9.7%)
"Literary Texts"	2 (1.2%)	-	2 (0.9%)
"Pamphlets"	-	1 (1.9%)	1 (0.5%)
"Canonical Fiction"	5 (3.0%)	2 (3.8%)	7 (3.2%)
"Non-fiction"	6 (3.7%)	2 (3.8%)	8 (3.7%)
Argumentative Texts	2 (1.2%)	3 (5.8%)	5 (2.3%)
"Newspapers"	41 (25.0%)	8 (15.4%)	49 (22.7%)
"Magazines"	77 (47.0%)	19 (36.5%)	96 (44.4%)
"Advertisements"	2 (1.2%)	1 (1.9%)	3 (1.4%)
"Scientific Texts"	1 (0.6%)	2 (3.8%)	3 (1.4%)
"Porno Books"	2 (1.2%)	-	2 (0.9%)
Total	**365 (222.6%)**	**128 (246.2%)**	**493 (228.2%)**

Note: Percentage based on the whole universe of respondents (N = 164 - Secondary School; N = 52 - University) by categories.

ITEM C3.

Texts: Titles/Authors

TABLE A. III. 73. Category Synthesis: Reference to Titles/Authors by Institution (Item C3.)

Categories (Synthesis)		Respondents' Titles/Authors			Occurrence - Titles/Authors		
		Secondary School	University	Total	Secondary School	University	Total
Reference to Novels	Titles	154	55	209	531	237	768
	Authors	117	47	164	324	160	484
Reference to Drama	Titles	127	13	140	194	14	208
	Authors	104	10	114	147	11	158
Reference to Short Stories	Titles	29	34	63	36	75	111
	Authors	11	11	22	11	20	31
Other	Titles	31	1	32	48	1	49
	Authors	18	-	18	27	-	27
Total	**Titles**	**341**	**103**	**444**	**809**	**327**	**1136**
	Authors	**250**	**68**	**318**	**509**	**191**	**700**

Respondents' Reference To Novels (Item C3.)

TABLE A. III. 74. Summary Table: Reference to Novels by Institution (Item C3.)

Novels	Secondary School	University	Total
Portuguese/Brazilian/African Novels	348	12	360
Other Novels - Portuguese Version	24	1	25
English Novels - Portuguese Version	66	5	71
English Novels - Original Version	81	218	299
French Novels - Original Version	12	1	13
Total	**531**	**237**	**768**

TABLE A. III. 75. Respondents' Reference to Portuguese/Brazilian/African Novels by Institution (Item C3.)

Titles	Secondary School	University	Total
A Brasileira de Prazins	1	-	1
A Cidade e as Serras	2	-	2
A Cidade e o Campo	1	-	1
A Criação do Mundo	1	-	1
A Ilustre Casa de Ramirez	3	-	3
A Lua da Joana	2	-	2
A Malta	1	-	1
A Minha Vida com Ayrton Senna	1	-	1
A Morgadinha dos Canaviais	3	-	3
A Queda de um Anjo	3	-	3
A Sibila	48	-	48
A Tragédia da Rua das Flores	1	-	1
Amor de Perdição	89	1	90
Aparição	37	-	37
As Pupilas do Senhor Reitor	3	-	3
Capitães da Areia	4	-	4
Cartas a Sandra	1	-	1
Coração, Cabeça e Estômago	1	-	1
Cronicando	1	-	1
Davam Grandes Passeios ao Domingo	1	-	1
Eurico, O Presbítero	8	-	8
Guardado no Coração	1	-	1
Mau Tempo no Canal	5	-	5
Memorial do Convento	3	2	5
Menina e Moça	1	-	1
Morgadinha dos Canaviais	-	1	1
O Alquimista	2	-	2
O Crime do Padre Amaro	7	-	7
O Diário	1	-	1
O Mandarim	1	-	1
O Mundo em que Eu Vivi	1	-	1
O Primo Basílio	1	3	4
O Último Cais	1		1
Os Maias	89	3	92
Os Meus Problemas	2	-	2
Os Velhos Marinheiros	1	-	1
Pássaros de Seda	1	-	1
Peregrinação	1	-	1
Um Amor Feliz	1	-	1
Uma Abelha na Chuva	-	1	1
Uma Aventura Na Escola	1	-	1
Viagens na Minha Terra	15	1	16
Vozes Anoitecidas	1	-	1
Total	**348**	**12**	**360**

TABLE A. III. 76. Respondents' Reference to Other Novels - Portuguese Version by Institution (Item C3.)

Titles	Secondary School	University	Total
A Casa dos Espíritos	-	1	1
A Mãe	1	-	1
A Metamorfose	1	-	1
A Minha Vida com o Lama	1	-	1
A Romana	1	-	1
Cem Anos de Solidão	1	-	1
Com a Cabeça nas Nuvens	1	-	1
Como Água para Chocolate	3	-	3
Crónica do Rei Pasmado	1	-	1
Dom Quixote	2	-	2
Na Forja do Amor	1	-	1
Nefertiti	1	-	1
O Espião	1	-	1
O Livro do Riso e do Esquecimento	1	-	1
O Pavilhão dos Cancerosos	1	-	1
O Pêndulo de Foucault	1	-	1
O Perfume	1	-	1
O Plano Infinito	1	-	1
O Processo	1	-	1
Os Três Mosqueteiros	1	-	1
Quem Como Nós?	1	-	1
Vai Aonde Te Leva o Coração	1	-	1
Total	**24**	**1**	**25**

TABLE A. III. 77. Respondents' Reference to English Novels - Portuguese Version by Institution (Item C3.)

Titles	Secondary School	University	Total
2001 Odisseia no Espaço	1	-	1
A Flecha Negra	1	-	1
A História Interminável	1	-	1
A Máscara Veneziana	1	-	1
A Múmia	1	-	1
A Pérola	3	-	3
A Queda da Casa de Usher	1	-	1
A Vigésima Sétima Mulher	-	1	1
Amante Cruel	1	-	1
Carta a um Filho que Não Nasceu	1	-	1
Cartas de um Pai a uma Filha que se Droga	1	-	1
Chuva e Outras Novelas	-	1	1
Cocaína	1	-	1
Crime no Mundo da Droga	1	-	1
Diário de um Adolescente com a Mania da Saúde	2	-	2
E Tudo O Vento Levou	1	-	1
Entrevista com o Vampiro	2	-	2
Eu Também Tenho a Mania da Saúde	1	-	1
Fernando Capelo Gaivota	2	-	2
Mulherzinhas	1	-	1
Na Outra Margem entre as Árvores	-	1	1
O Admirável Mundo Novo	1	-	1
O Beijo de Judas	1	-	1
O Diário de Adrian Mole	3	-	3
O Diário de Anne Frank	6	-	6
O Matador do Babysitter	1	-	1
O Mundo Perdido	1	-	1
O Prémio	-	1	1
O Velho e o Mar	9	1	10
Orgulho e Preconceito	5	-	5
Os Filhos da Droga	4	-	4
Paisagem de Mentiras	1	-	1
Parque Jurássico	1	-	1
Persuasão	2	-	2
Sensibilidade e Bom Senso	3	-	3
Sexta-Feira ou A Vida Selvagem	1	-	1
Tempos Difíceis	1	-	1
Um Lugar Chamado Liberdade	1	-	1
Uma Ponte para a Eternidade	1	-	1
Viagem ao Mundo da Droga	1	-	1
Total	**66**	**5**	**71**

TABLE A. III. 78. Respondents' Reference to English Novels - Original Version by Institution (Item C3.)

Titles	Secondary School	University	Total
1984	-	1	1
A Christmas Carol	-	1	1
Adrian Mole at 13/9	1	-	1
Animal Farm	-	17	17
Babysitter II	1	-	1
Beauty and The Beast	1	-	1
Bloodline	-	1	1
Bonjour Tristesse	4	-	4
Cal	-	40	40
Catcher in the Rye	1	-	1
Delta Wedding	1	-	1
Emma	1	-	1
Frankenstein	1	-	1
Ghosts of the Air	1	-	1
Great Expectations	1	-	1
Hard Times	-	2	2
Hotel du Lac	-	11	11
If Tomorrow Comes	-	1	1
In Search of a Character	-	12	12
Incidents in the Life of a Slave Girl	15	-	15
Interview With a Vampire	1	-	1
Jane Eyre	-	2	2
Love Story	1	-	1
Memories of Another Day	1	-	1
Middlemarch	-	2	2
Misery	-	1	1
Moonstone	-	1	1
Not Without My Daughter	1	-	1
Our Man in Havana	3	-	3
Possession	-	1	1
Pride and Prejudice	2	1	3
Pulp Fiction	1	-	1
Robin Hood	1	-	1
Robinson Crusoe	1	-	1
Sara Dane	1	-	1
Secret Garden	1	-	1
Sense and Sensibility	1	1	2
Sherlock Holmes	1	-	1
Sister Carrie	1	-	1
The Adventures of Huckleberry Finn	-	5	5
The Bluest Eye	-	19	19
The Collector	-	2	2
The Color Purple	-	1	1
The Diary of Adrian Mole	-	1	1
The Diary of Anne Frank	1	-	1
The Go-Between	2	7	9
The Great Gatsby	4	24	28

(Continuation)

Titles	Secondary School	University	Total
The Invisible Man	1	3	4
The Longest Memory	-	21	21
The Lord of the Flies	-	1	1
The Lost World	1	-	1
The Nancy Drew Files	1	-	1
The Outsiders	1	-	1
The Pearl	7	18	25
The Picture of Dorian Gray	-	1	1
The Pioneers	-	1	1
The Red Badge of Courage	-	1	1
The Red Pony	1	2	3
The Scarlet Letter	1	4	5
The Secret Diary of Laura Palmer	2	-	2
The Treasure Island	9	-	9
Titanic - The Love Story	1	-	1
Tom Sawyer	1	1	2
Utopia	-	8	8
Vanished	1	-	1
Wide Sargasso Sea	-	2	2
Witches	1	-	1
Wonderlust	1	-	1
Wuthering Heights	-	1	1
Total	**81**	**218**	**299**

TABLE A. III. 79. Respondents' Reference to French Novels - Original Version by Institution (Item C3.)

Titles	Secondary School	University	Total
Emile	-	1	1
Le Silence de la Mer	5	-	5
Les Petits Enfants du Siècle	7	-	7
Total	**12**	**1**	**13**

Respondents' Reference To Authors/Novels (Item C3.)

TABLE A. III. 80. Respondents' Reference to Authors/Novels by Institution (Item C3.)

Respondents' Reference to Portuguese-Speaking Authors (Item C3.)

Authors	Secondary School	University	Total
Alexandre Herculano	6	-	6
Alice Vieira	1	-	1
Almeida Garrett	11	-	11
Augustina Bessa Luís	38	-	38
Bernardim Ribeiro	1	-	1
Camilo Castelo Branco	68	1	69
Catarina Moura	1	-	1
David Mourão Ferreira	1	-	1
Eça de Queirós	75	3	78
Jorge Amado	5	-	5
José Saramago	3	2	5
Júlio Dinis	3	1	4
Mia Couto	2	-	2
Miguel Esteves Cardoso	2	-	2
Miguel Torga	1	-	1
Rosa L. Faria	1	-	1
Vergílio Ferreira	31	-	31
Vitorino Nemésio	4	-	4
Total	**254**	**7**	**261**

Respondents' Reference to English-Speaking Authors

Authors	Secondary School	University	Total
A.S. Byatt	-	1	1
Aldous Huxley	1	-	1
Anita Brookner	-	6	6
Anne Rice	1	-	1
Bernard McLaverty	-	26	26
Charles Dickens	3	3	6
Charlotte Brontë	-	1	1
Daniel Defoe	1	-	1
Danielle Steele	2	-	2
Edgar Poe	1	-	1
Emily Brontë		1	1
Ernest Hemingway	6	2	8
F. Scott Fitzgerald	-	17	17
Fred d'Aguiar	-	19	19
George Orwell	-	10	10
Graham Greene	3	10	13
Harold Robbins	1	-	1
Harriet Jacobs	10	-	10
Irving Wallace	-	2	2
James Fenimore Cooper	1	-	1
Jane Austen	8	2	10
Jean Rhys	-	1	1
John Steinbeck	5	11	16
L. P. Hartley	2	3	5
Mark Twain	1	5	6
Martin Caidin	1	-	1
Mary Shelly	1	-	1
Michael Crichton	3	-	3
Michael Ende	1	-	1
Nathaniel Hawthorne	-	3	3
Richard Bach	2	-	2
Roald Dahl	1	-	1
Sidney Sheldon	-	2	2
Sommerset Maugham	-	1	1
Stephen Crane	-	1	1
Stephen King	-	1	1
Thomas Moore	-	8	8
Toni Morrison	-	14	14
Wilkie Collins	-	1	1
Total	**55**	**151**	**206**

Respondents' Reference to Other Authors/Novels

Authors	Secondary School	University	Total
Françoise Sagain	2	-	2
Franz Kafka	1	-	1
Garcia Marquez	1	-	1
Isabel Allende	1	1	2
Maximo Gorki	2	-	2
Miguel de Cervantes	1	-	1
Soljenitsin	1	-	1
Susana Tamaro	2	-	2
Umberto Eco	1	-	1
Vercors	4	-	4
Total	**16**	**1**	**17**

Respondents' Reference To Drama (Item C3.)

TABLE A. III. 81. Summary Table: Reference to Drama by Institution (Item C3.)

Drama	Secondary School	University	Total
English Drama	116	13	129
Portuguese Drama	75	1	76
Drama in Portuguese	3	-	3
Total	**194**	**14**	**208**

TABLE A. III. 82. Respondents' Reference to English Drama by Institution (Item C3.)

Titles	Secondary School	University	Total
A Midsummer Night's Dream	-	1	1
All My Sons	20	-	20
All's Well That Ends Well	1	-	1
Hamlet	62	5	67
Henry IV	2	-	2
Henry V	10	-	10
Julius Ceaser	2	-	2
King Lear	-	1	1
MacBeth	1	-	1
Much Ado About Nothing	2	-	2
Othello	1	-	1
Pygmalion	-	1	1
Romeo and Juliet	15	4	19
The Comedy of Errors	-	1	1
Total	**116**	**13**	**129**

TABLE A. III. 83. Respondents' Reference to Portuguese Drama by Institution (Item C3.)

Titles	Secondary School	University	Total
Auto da Barca do Inferno	4	-	4
Auto da Feira	2	-	2
Auto da Índia	4	-	4
Autos de Gil Vicente	1	-	1
Frei Luís de Sousa	16	1	17
O Judeu	47	-	47
Obras Completas de Bernardo Santareno	1	-	1
Total	**75**	**1**	**76**

TABLE A. III. 84. Respondents' Reference to Drama in Portuguese (Item C3.)

Titles	Secondary School	University	Total
Édipo Rei	1	-	1
Tristão e Isolda	1	-	1
As Bacantes	1	-	1
Total	**3**	**-**	**3**

Respondents' Reference To Author/Drama (Item C3.)

TABLE A. III. 85. Respondents' Reference to Authors/Drama by Institution

Names	Secondary School	University	Total
Almeida Garrett	16	1	17
Arthur Miller	7	-	7
Bernard Shaw	-	1	1
Bernardo Santareno	38	-	38
Gil Vicente	6	-	6
William Shakespeare	80	9	89
Total	**147**	**11**	**158**

Respondents' Reference To Short Story (Item C3.)

TABLE A. III. 86. Summary Table: Reference to Short Story by Institution (Item C3.)

Short Stories	Secondary School	University	Total
English Short Stories	19	75	94
French Short Stories	8	-	8
Portuguese Short Stories	9	-	9
Total	**36**	**75**	**111**

TABLE A. III. 87. Respondents' Reference to English Short Stories by Institution (Item C3.)

Titles	Secondary School	University	Total
"Ace In the Hole"	-	4	4
"Garden Party"	1	-	1
"Hearts and Hands"	-	5	5
"Home"	-	5	5
"Lamb to The Slaughter"	13	8	21
"Little Red Riding Hood"	-	5	5
"Manhood"	-	1	1
"The Highway"	-	5	5
"The Japanese Gentleman"	-	7	7
"The Last Tea"	-	3	3
"The Little Girl and The Wolf"	-	5	5
"The Nightingale and The Rose"	1	-	1
"The Open Window"	-	9	9
"The Star"	-	1	1
"The Way up to Heaven"	1	14	15
Aesop's Fables	1	-	1
O'Henry's Short Stories	1	-	1
Politically Correct Bedtime Stories	-	1	1
Tales of the Unexpected	1	-	1
Zero Hour	-	2	2
Total	**19**	**75**	**94**

TABLE A. III. 88. Respondents' Reference to French Short Stories by Institution (Item C3.)

French Short Stories	Secondary School	University	Total
"Le Petit Nicolas"	3	-	3
"Le Petit Prince"	1	-	1
"O Principezinho"	4	-	4
Total	**8**	**-**	**8**

TABLE A. III. 89. Respondents' Reference to Portuguese Short Stories by Institution (Item C3.)

Portuguese Short Stories	Secondary School	University	Total
"A Fada"	1	-	1
"A Menina do Mar"	2	-	2
Lendas Portuguesas	1	-	1
"O Cavaleiro da Dinamarca"	2	-	2
"Os Bichos"	3	-	3
Total	**9**	**-**	**9**

Respondents' Reference To Author/Short Stories (Item C3.)

TABLE A. III. 90. Respondents' Reference to Authors/Short Stories by Institution (Item C3.)

Authors	Secondary School	University	Total
Bocaccio	1	-	1
Fernando Brazão	1	-	1
Graham Greene	-	1	1
Miguel Torga	1	-	1
O' Henry	-	5	5
Roald Dahl	4	7	11
Saint Exupéry	4	-	4
Saki	-	6	6
W. S. Maugham	-	1	1
Total	**11**	**20**	**31**

Respondents' Reference To Other Texts (Item C3.)

TABLE A. III. 91. Summary Table: Respondents' Reference to Other Texts/Genres (Item C3.)

Respondents' Reference to Other Titles by Institution (Item C3.)

Subcategories	Titles	Secondary School	University	Total
Miscellaneous	*A Fundamentação Metafisica dos Costumes*	1	-	1
	A Minha Concepção do Mundo	1	-	1
	ABC da Mente Humana	1	-	1
	Adolescência	1	-	1
	Amor, Utopia ou Realidade	1	-	1
	Árvore de Ouro	1	-	1
	Assim Falou Zaratustra	1	-	1
	Disney books	1	-	1
	Inventem-se Novos Pais	1	-	1
	Os Inimigos da Droga	1	-	1
	Quando os Violinos se Calaram	1	-	1
	Sobre a Essência da Verdade	1	-	1
	The Marines	1	-	1
	Voltei à Escola	1	-	1
Poetry	*A Eneida*	8	-	8
	A Mensagem	6	-	6
	A Odisseia	3	-	3
	Abismos	1	-	1
	Antologia de Fernando Pessoa	1	-	1
	Leaves of Grass	-	1	1
	O Livro de Cesário Verde	1	-	1
	O Paraíso de Dante	1	-	1
	Os Lusíadas	8	-	8
	Os Mestres e as Criaturas Novas	1	-	1
	Poemas	1	-	1
	Ulisses	2	-	2
	Uma Oração Americana	1	-	1
Total	**Total**	**48**	**1**	**49**

Respondents' Reference to Other Titles by Class/Item/No. of Subjects in Class (Item C3.)

Variable/Code			Other (Works)	Occurrences in Class	Subjects Giving Illustration	No. of Informants in Class
Teacher	Class	Informants				
2	2	8	*A Eneida* *A Odisseia*	2	1	8
4	3	15	*Os Inimigos da Droga*	1	1	9
4	5	28	*A Mensagem*	4	3	5
		29	*A Mensagem* *O Livro de Cesário Verde*			
		32	*Os Lusíadas*			
4	6	37	*A Eneida* *Ulisses*	3	2	12
		39	*Árvore de Ouro*			
4	7	45	*Os Lusíadas*	3	2	3
		47	*O Paraíso de Dante* *Os Lusíadas*			
5	9	68	*ABC da Mente Humana*	1	1	23
6	10	97	*Ulisses*	1	1	14
8	12	104	*Os Lusíadas*	3	2	16
		109	*A Eneida* *A Mensagem*			
8	13	120	*A Eneida*	7	6	12
		122	*Os Lusíadas*			
		127	*A Eneida*			
		128	*A Eneida*			
		129	*Antologia de Fernando Pessoa*			
		130	*A Eneida* *Amor, Utopia ou Realidade*			
9	14	141	*A Fundamentação Metafísica dos Costumes* *A Mensagem* *Sobre a Essência da Verdade*	4	2	15
		142	*A Mensagem*			
9	15	153	*Inventem-se Novos Pais* *Voltei à Escola*	2	1	10
10	16	157	*The Marines*	10	6	16
		161	*A Eneida*			
		162	*Assim Falou Zaratustra*			
		167	*Abismos* *Os Mestres e as Criaturas Novas* *Uma Oração Americana*			
		169	*Os Lusíadas*			
		170	*Adolescência* *Disney Books* *Os Lusíadas*			
11	18	188	*Quando os Violinos se Calaram*	7	4	22
		190	*A Mensagem* *A Odisseia* *Os Lusíadas*			
		192	*A Minha Concepção do Mundo* Poemas			
		193	*A Odisseia*			
12	19	207	*Leaves of Grass*	1	1	24
Total				**49**	**33**	**189**

Respondents' Reference To Author/Other Texts (Item C3.)

TABLE A. III. 92. Respondents' Reference to Authors/Other Texts by Institution (Item C3.)

Authors	Secondary School	University	Total
Bertrand Russel	1	-	1
Daniel Sampaio	2	-	2
Fernando Pessoa	6	-	6
François Dorrival	1	-	1
Friederich Nietzsche	1	-	1
Homero	3	-	3
Immanuel Kant	1	-	1
James Douglas Morrison	3	-	3
Luís de Camões	2	-	2
Virgílio	7	-	7
Total	**27**	**-**	**27**

Respondents' Reading Choice/Titles (Item C3.)

TABLE A. III. 93. Respondents' Reference to Titles/Compulsory Reading by Institution (Item C3.)

Titles	Secondary School	University	Total
1984	-	1	1
A Cidade e as Serras	2	-	2
A Eneida	8	-	8
A Fada	1	-	1
A Ilustre Casa de Ramirez	3	-	3
A Menina do Mar	2	-	2
A Mensagem	6	-	6
A Midsummer Night's Dream	-	1	1
A Odisseia	3	-	3
A Pérola	3	-	3
A Queda de Um Anjo	3	-	3
A Sibila	48	-	48
Ace In the Hole	-	4	4
All My Sons	20	-	20
Amor de Perdição	89	1	90
Animal Farm	-	17	17
Aparição	37	-	37
As Bacantes	1	-	1
Auto da Barca do Inferno	4	-	4
Auto da Feira	2	-	2
Auto da Índia	4	-	4
Autos (Gil Vicente)	1	-	1
Bonjour Tristesse	4	-	4
Cal	-	40	40
Emile	-	1	1
Eurico, O Presbítero	8	-	8
Frei Luís de Sousa	16	1	17
Hamlet	62	5	67
Hard Times	-	2	2
Hearts and Hands	-	5	5
Henry V	10	-	10
Home	-	5	5
Hotel du Lac	-	11	11
Huckleberry Finn	-	2	2
In Search of a Character	-	12	12
Incidents in the Life of a Slave Girl	15	-	15
Jane Eyre	-	2	2
King Lear	-	1	1
Lamb to the Slaughter	13	8	21
Le Petit Nicolas	3	-	3
Le Petit Prince	1	-	1
Le Silence de la Mer	5	-	5
Les Petits Enfants du Siècle	7	-	7
Little Red Riding Hood	-	5	5
Manhood	-	1	1
Mau Tempo no Canal	5	-	5
Memorial do Convento	3	2	5
Menina e Moça	1	-	1
Middlemarch	-	2	2
Morgadinha dos Canaviais	-	1	1
O Cavaleiro da Dinamarca	2	-	2
O Crime do Padre Amaro	7	-	7
O Diário de Anne Frank	6	-	6

(Continuation)

Titles	Secondary School	University	Total
O Judeu	47	-	47
O Livro de Cesário Verde	1	-	1
O Principezinho	4	-	4
O Velho e o Mar	9	1	10
Os Bichos	3	-	3
Os Lusíadas	8	-	8
Os Maias	89	3	92
Peregrinação	1	-	1
Politically Correct Bedtime Stories	-	1	1
Possession	-	1	1
Pride and Prejudice	-	1	1
Pygmalion	-	1	1
Romeo and Juliet	15	4	19
Sense and Sensibility	-	1	1
The Adventures of Huckleberry Finn	-	3	3
The Bluest Eye	-	19	19
The Collector	-	2	2
The Color Purple	-	1	1
The Comedy of Errors	-	1	1
The Diary of Adrian Mole	-	1	1
The Go-Between	2	7	9
The Great Gatsby	4	24	28
The Highway	-	5	5
The Japanese Gentleman	-	7	7
The Last Tea	-	3	3
The Little Girl and The Wolf	-	5	5
The Longest Memory	-	21	21
The Lord of the Flies	-	1	1
The Open Window	-	9	9
The Pearl	8	18	26
The Picture of Dorian Gray	-	1	1
The Pioneers	-	1	1
The Scarlet Letter	-	4	4
The Star	-	1	1
The Treasure Island	9	-	9
The Way up to Heaven	-	14	14
Tristão e Isolda	1	-	1
Ulisses	2	-	2
Utopia	-	8	8
Viagens na Minha Terra	15	1	16
Wide Sargasso Sea		2	2
Wuthering Heights	-	1	1
Zero Hour	-	2	2
Total	**623**	**305**	**928**

TABLE A. III. 94. Respondents' Reference to Titles/Independent Personal Reading by Institution (Item C3.)

Titles	Secondary School	University	Total
2001 Odisseia no Espaço	1	-	1
A Brasileira de Prazins	1	-	1
A Casa dos Espiritos	-	1	1
A Christmas Carol	-	1	1
A Cidade e o Campo	1	-	1
A Criação do Mundo	1	-	1
A Flecha Negra	1	-	1
A Fundamentação Metafisica dos Costumes	1	-	1
A História Interminável	1	-	1
A Lua da Joana	2	-	2
A Malta	1	-	1
A Metamorfose	1	-	1
A Minha Concepção do Mundo	1	-	1
A Minha Vida com Ayrton Senna	1	-	1
A Minha Vida com o Lama	1	-	1
A Morgadinha dos Canaviais	3	-	3
A Máscara Veneziana	1	-	1
A Mãe	1	-	1
A Múmia	1	-	1
A Queda da Casa de Usher	1	-	1
A Romana	1	-	1
A Tragédia da Rua das Flores	1	-	1
A Vigésima Sétima Mulher	-	1	1
ABC da Mente Humana	1	-	1
Abismos	1	-	1
Adolescência	1	-	1
Adrian Mole at 13/9	1	-	1
Aesop's Fables	1	-	1
All's Well That Ends Well	1	-	1
Amante Cruel	1	-	1
Amor, Utopia ou Realidade	1	-	1
Ant. de F. Pessoa	1	-	1
As Pupilas do Senhor Reitor	3	-	3
Assim Falou Zaratustra	1	-	1
Babysitter II	1	-	1
Beauty and The Beast	1	-	1
Bloodline		1	1
Capitães da Areia	4	-	4
Carta a um Filho que Não Nasceu	1	-	1
Cartas a Sandra	1	-	1
Cartas de um Pai a uma Filha que se Droga	1	-	1
Catcher in the Rye	1	-	1
Cem Anos de Solidão	1	-	1
Chuva e Outras Novelas		1	1
Cocaina	1	-	1
Com a Cabeça nas Nuvens	1	-	1
Como Água para Chocolate	3	-	3
Coração, Cabeça e Estômago	1	-	1
Crime no Mundo da Droga	1	-	1
Cronicando	1	-	1
Crónica do Rei Pasmado	1	-	1
Davam Grandes Passeios aos Domingo	1	-	1
Delta Wedding	1	-	1
Disney books	1	-	1
Diário de um Adolescente com a Mania da Saúde	2	-	2
Dom Quixote	2	-	2

(Continuation)

Titles	Secondary School	University	Total
E Tudo O Vento Levou	1	-	1
Emma	1	-	1
Entrevista com o Vampiro	2	-	2
Eu Também Tenho a Mania da Saúde	1	-	1
Fernando Capelo Gaivota	2	-	2
Frankenstein	1	-	1
Garden Party	1	-	1
Ghosts of the Air	1	-	1
Great Expectations	1	-	1
Guardado no Coração	1	-	1
Henry IV	2	-	2
If Tommorow Comes	-	1	1
Interview With a Vampire	1	-	1
Inventem-se Novos Pais	1	-	1
Julius Caeser	2	-	2
Leaves of Grass	-	1	1
Lendas Portuguesas	1	-	1
Love Story	1	-	1
MacBeth	1	-	1
Memories of Another Day	1	-	1
Misery	-	1	1
Moonstone	-	1	1
Much Ado About Nothing	2	-	2
Mulherzinhas	1	-	1
Na Forja do Amor	1	-	1
Na Outra Margem entre as Árvores	-	1	1
Nefertiti	1	-	1
Not Without My Daughter	1	-	1
O Admirável Mundo Novo	1	-	1
O Alquimista	2	-	2
O Beijo de Judas	1	-	1
O Diário	1	-	1
O Diário de Adrian Mole	3	-	3
O Espião	1	-	1
O Livro do Riso e do Esquecimento	1	-	1
O Mandarim	1	-	1
O Matador do Babysitter	1	-	1
O Mundo Perdido	1	-	1
O Mundo em que Eu Vivi	1	-	1
O Paraíso de Dante	1	-	1
O Pavilhão dos Cancerosos	1	-	1
O Perfume	1	-	1
O Plano Infinito	1	-	1
O Primo Basílio	1	3	4
O Processo	1	-	1
O Prémio	-	1	1
O Pêndulo de Foucault	1	-	1
O Último Cais	1	-	1
Obras Completas de Bernardo Santareno	1	-	1
Orgulho e Preconceito	5	-	5
Os Filhos da Droga	4	-	4
Os Inimigos da Droga	1	-	1
Os Mestres e as Criaturas Novas	1	-	1
Os Meus Problemas	2	-	2
Os Três Mosqueteiros	1	-	1
Os Velhos Marinheiros	1	-	1
Othello	1	-	1

(Continuation)

Titles	Secondary School	University	Total
Our Man in Havana	3	-	3
O' Henry's Short Stories	1	-	1
Paisagem de Mentiras	1	-	1
Parque Jurássico	1	-	1
Persuasão	2	-	2
Poemas	1	-	1
Pride and Prejudice	2	-	2
Pulp Fiction	1	-	1
Pássaros de Seda	1	-	1
Quando os Violinos se Calaram	1	-	1
Quem Como Nós?	1	-	1
Robin Hood	1	-	1
Robinson Crusoe	1	-	1
Sara Dane	1	-	1
Secret Garden	1	-	1
Sense and Sensibility	1	-	1
Sensibilidade e Bom Senso	3	-	3
Sexta-Feira ou A Vida Selvagem	1	-	1
Sherlock Holmes	1	-	1
Sister Carrie	1	-	1
Sobre a Essência da Verdade	1	-	1
Tales of the Unexpected	1	-	1
Tempos Difíceis	1	-	1
The Diary of Anne Frank	1	-	1
The Invisible Man	1	3	4
The Lost World	1	-	1
The Marines	1	-	1
The Nancy Drew Files	1	-	1
The Nightingale and The Rose	1	-	1
The Outsiders	1	-	1
The Pearl	-	2	2
The Red Badge of Courage	-	1	1
The Scarlet Letter	1	-	1
The Secret Diary of Laura Palmer	2	-	2
The Way up to Heaven	1	-	1
Titanic - The Love Story	1	-	1
Tom Sawyer	1	1	2
Um Amor Feliz	1	-	1
Um Lugar Chamado Liberdade	1	-	1
Uma Abelha na Chuva	-	1	1
Uma Aventura Na Escola	1	-	1
Uma Oração Americana	1	-	1
Uma Ponte para a Eternidade	1	-	1
Vai Aonde Te Leva o Coração	1	-	1
Vanished	1	-	1
Viagem ao Mundo da Droga	1	-	1
Voltei à Escola	1	-	1
Vozes Anoitecidas	1	-	1
Witches	1	-	1
Wonderlust	1	-	1
Árvore de Ouro	1	-	1
Édipo Rei	1	-	1
Total	**186**	**22**	**208**

Respondents' Reading Choice/Authors (Item C3.)

TABLE A. III. 95. Respondents' Reference to Authors/Compulsory Reading by Institution (Item C3.)

Authors	Secondary School	University	Total
A.S. Byatt	-	1	1
Alexandre Herculano	6	-	6
Almeida Garrett	27	1	28
Anita Brookner	-	6	6
Arthur Miller	7	-	7
Augustina Bessa Luis	38	-	38
Bernard McLaverty	-	26	26
Bernard Shaw	-	1	1
Bernardim Ribeiro	1	-	1
Bernardo Santareno	37	-	37
Camilo Castelo Branco	68	1	69
Charles Dickens	-	2	2
Charlotte Brontë	-	1	1
Emily Brontë	-	1	1
Ernest Hemingway	6	1	7
Eça de Queirós	73	3	76
F. Scott Fitzgerald	-	17	17
Fernando Pessoa	5	-	5
Françoise Sagan	2	-	2
Fred d' Aguiar	-	19	19
George Orwell	-	10	10
Gil Vicente	6	-	6
Graham Greene	-	11	11
Harriet Jacobs	10	-	10
Homero	3	-	3
James Fenimore Cooper	-	1	1
Jane Austen	-	2	2
Jean Rhys	-	1	1
John Steinbeck	5	11	16
José Saramago	2	2	4
Júlio Dinis	-	1	1
L. P. Hartley	2	3	5
Luís de Camões	2	-	2
Mark Twain	-	4	4
Miguel Torga	1	-	1
Nathaniel Hawthorne	-	3	3
O' Henry	-	5	5
Roald Dahl	3	7	10
Saint Exupéry	4	-	4
Saki	-	6	6
Shakespeare	73	9	82
Thomas Moore	-	8	8
Toni Morrison	-	14	14
Vercors	4	-	4
Vergílio Ferreira	30	-	30
Virgílio	7	-	7
Vitorino Nemésio	4	-	4
W.S. Maugham	-	1	1
Total	**426**	**179**	**605**

TABLE A. III. 96. Respondents' Reference to Authors/Independent Personal Reading by Institution (Item C3.)

Authors	Secondary School	University	Total
Aldous Huxley	1	-	1
Alice Vieira	1	-	1
Anne Rice	1	-	1
Bernardo Santareno	1	-	1
Bertrand Russel	1	-	1
Bocaccio	1	-	1
Catarina Moura	1	-	1
Charles Dickens	3	1	4
Daniel Defoe	1	-	1
Daniel Sampaio	2	-	2
Danielle Steele	2	-	2
David Mourão Ferreira	1	-	1
Edgar Poe	1	-	1
Ernest Hemingway	-	1	1
Eça de Queirós	2	-	2
Fernando Brazão	1	-	1
Fernando Pessoa	1	-	1
Franz Kafka	1	-	1
François Dorrival	1	-	1
Friederich Nietzsche	1	-	1
Garcia Marques	1	-	1
Graham Greene	3	-	3
Harold Robbins	1	-	1
Immanuel Kant	1	-	1
Irving Wallace	-	2	2
Isabel Allende	1	1	2
James Douglas Morrison	3	-	3
Jane Austen	8	-	8
Jorge Amado	5	-	5
José Saramago	1	-	1
Júlio Dinis	3	-	3
Mark Twain	1	1	2
Martin Caidin	1	-	1
Mary Shelly	1	-	1
Maximo Gorki	2	-	2
Mia Couto	2	-	2
Michael Crichton	3	-	3
Michael Ende	1	-	1
Miguel Esteves Cardoso	2	-	2
Miguel Torga	1	-	1
Miguel de Cervantes	1	-	1
Richard Bach	2	-	2
Roald Dahl	2	-	2
Rosa L. Faria	1	-	1
Shakespeare	7	-	7
Sidney Sheldon	-	2	2
Soljenitsin	1	-	1
Sommerset Maugham	-	1	1
Stephen Crane	-	1	1
Stephen King	-	1	1
Susana Tamaro	2	-	2
Umberto Eco	1	-	1
Vergílio Ferreira	1	-	1
Wilkie Collins	-	1	1
Total	**83**	**12**	**95**

TABLE A. III. 97. Respondents' Title Reference per Genre by Variables (Item C3. - Chi-Square Test)

Institution

Genre		Secondary School	University	Total
Reference to Novels	Count	154	55	209
	Expected Count	160.5	48.5	209
	Adjusted Residual	-1.5	1.5	
Reference to Drama	Count	127	13	140
	Expected Count	107.5	32.5	140
	Adjusted Residual	4.7	-4.7	
Reference to Short Stories	Count	29	34	63
	Expected Count	48.4	14.6	63
	Adjusted Residual	-6.2	6.2	
Other	Count	31	1	32
	Expected Count	24.6	7.4	32
	Adjusted Residual	2.8	-2.8	
Total	Count	341	103	444
	Expected Count	341	103	444

Teacher

Teacher	Novels	Drama	Short Stories	Other	Total
A	5	4	4	-	13
B	9	8	1	1	19
C	2	3	-	-	5
D	19	19	3	7	48
E	24	25	6	1	56
F	13	9	9	1	32
G	5	4	1	-	10
H	24	18	1	8	51
I	20	9	1	3	33
J	15	11	3	6	35
K	18	17	-	4	39
L	24	6	17	1	48
M	31	7	17	-	55
Total	**209**	**140**	**63**	**32**	**444**

Sex

Categories		Male	Female	Total
Reference to Novels	Count	29	180	209
	Expected Count	27.8	181.2	209
	Adjusted Residual	0.3	-0.3	
Reference to Drama	Count	17	123	140
	Expected Count	18.6	121.4	140
	Adjusted Residual	-0.5	0.5	
Reference to Short Stories	Count	4	59	63
	Expected Count	8.4	54.6	63
	Adjusted Residual	-1.8	1.8	
Other	Count	9	23	32
	Expected Count	4.3	27.7	32
	Adjusted Residual	2.6	-2.6	
Total	Count	59	385	444
	Expected Count	59	385	444

Age Group

Age Group	Novels	Drama	Short Stories	Other	Total
[16; 18[	49	47	15	9	120
[18; 19[	74	50	20	15	159
[19; 21[	57	34	17	7	115
≥21	29	9	11	1	50
Total	**209**	**140**	**63**	**32**	**444**

Years in EFL Instruction

Years	Novels	Drama	Short Stories	Other	Total
<6	3	2	-	1	6
[6; 8[	79	53	20	9	161
[8; 11[	121	83	40	21	265
≥11	6	2	3	1	12
Total	**209**	**140**	**63**	**32**	**444**

TABLE A. III. 98. Respondents' Reference to Reading Choice/Genre by Variables (Item C3. - Chi-Square Test)

Institution

Genre		Secondary School	University	Total
Novels	Count	531	237	768
	Expected Count	546.9	221.1	768
	Adjusted Residual	-2.2	2.2	
Drama	Count	194	14	208
	Expected Count	148.1	59.9	208
	Adjusted Residual	7.8	-7.8	
Short Stories	Count	36	75	111
	Expected Count	79.0	32.0	111
	Adjusted Residual	-9.5	9.5	
Other	Count	48	1	49
	Expected Count	34.9	14.1	49
	Adjusted Residual	4.2	-4.2	
Total	Count	809	327	1136
	Expected Count	809	327	1136

Teacher

Teacher	Novels	Drama	Short Stories	Other	Total
A	23	4	4	-	31
B	30	9	3	3	45
C	7	4	-	-	11
D	60	35	4	10	109
E	100	42	6	1	149
F	29	21	11	1	62
G	5	4	1	-	10
H	96	20	1	10	127
I	53	12	1	6	72
J	60	15	5	10	90
K	68	28	-	7	103
L	94	7	35	1	137
M	143	7	40	-	190
Total	**768**	**208**	**111**	**49**	**1136**

Sex

Sex		Novels	Drama	Short Stories	Other	Total
Male	Count	94	24	9	12	139
	Expected Count	94.0	25.5	13.6	6.0	139
	Adjusted Residual	0.0	-0.3	-1.4	2.7	
Female	Count	674	184	102	37	997
	Expected Count	674.0	182.5	97.4	43.0	997
	Adjusted Residual	0.0	0.3	1.4	-2.7	
Total	Count	768	208	111	49	1136
	Expected Count	768	208	111	49	1136

Age Group

Age Group		Novels	Drama	Short Stories	Other	Total
[16; 18[	Count	193	70	20	13	296
	Expected Count	200.1	54.2	28.9	12.8	296
	Adjusted Residual	-1.0	2.8	-2.0	0.1	
[18; 19[	Count	247	76	38	25	386
	Expected Count	261.0	70.7	37.7	16.6	386
	Adjusted Residual	-1.9	0.9	0.1	2.6	
[19; 21[	Count	206	53	35	10	304
	Expected Count	205.5	55.7	29.7	13.1	304
	Adjusted Residual	0.1	-0.5	1.2	-1.0	
≥21	Count	122	9	18	1	150
	Expected Count	101.4	27.5	14.7	6.5	150
	Adjusted Residual	3.9	-4.2	1.0	-2.4	
Total	Count	768	208	111	49	1136
	Expected Count	768	208	111	49	1136

Years in EFL Instruction

Years in EFL Instruction	Novels	Drama	Short Stories	Other	Total
<6	10	2	-	1	13
[6; 8[	275	64	36	14	389
[8; 11[	459	140	71	33	703
≥11	24	2	4	1	31
Total	**768**	**208**	**111**	**49**	**1136**

TABLE A. III. 99. Multiple Correspondence Analysis: Respondents' Genre Illustration by Variables (Item C3.)

Discrimination Measures

	Dimension	
	1	2
Genre	.197	.082
Teacher	.768	.690
Age Group	.696	.156
Years in EFL Instruction	.330	.512

Genre

Categories	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Novel	768	.121	-.160
Drama	208	-.695	.517
Short Story	111	.882	.342
Other	49	-.816	-.386
Missing	32		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	33	-.680	1.823
B	50	-.803	-.509
C	11	-.049	-1.704
D	110	-.672	.393
E	156	-.569	.029
F	62	-.014	1.819
G	11	-.706	-2.831
H	130	-.428	-.862
I	75	-.548	-1.359
J	94	-.333	-.241
K	108	-.709	.889
L	137	.869	-.272
M	191	1.664	.165
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	304	-.727	.533
[18; 19[	395	-.459	-.462
[19; 21[	313	.360	.148
≥21	156	1.841	-.174
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	13	1.909	-.538
[6; 8[	401	-.302	-.962
[8; 11[	722	-.006	.554
≥11	32	3.068	-.256
Missing	0		

TABLE A. III. 100. Reading Choice (Titles Referred: Occurrences) by Variables (Item C3. - Chi-Square Test)

Genre

Genre Categories		Compulsory Reading	Independent Personal Reading	Total
Novels	Count	599	169	768
	Expected Count	627.4	140.6	768
	Adjusted Residual	-4.7	4.7	
Drama	Count	197	11	208
	Expected Count	169.9	38.1	208
	Adjusted Residual	5.4	-5.4	
Short Stories	Count	104	7	111
	Expected Count	90.7	20.3	111
	Adjusted Residual	3.4	-3.4	
Other	Count	28	21	49
	Expected Count	40.0	9.0	49
	Adjusted Residual	-4.5	4.5	
Total	Count	928	208	1136
	Expected Count	928.0	208	1136

Institution

Institution		Compulsory Reading	Independent Personal Reading	Total
Secondary School	Count	623	186	809
	Expected Count	660.9	148.1	809
	Adjusted Residual	-6.4	6.4	
University	Count	305	22	327
	Expected Count	267.1	59.9	327
	Adjusted Residual	6.4	-6.4	
Total	Count	928	208	1136
	Expected Count	928	208	1136

Teacher

Teacher		Compulsory Reading	Independent Personal Reading	Total
A	Count	24	7	31
	Expected Count	25.3	5.7	31
	Adjusted Residual	-0.6	0.6	
B	Count	37	8	45
	Expected Count	36.8	8.2	45
	Adjusted Residual	0.1	-0.1	
C	Count	11.0	0.0	11
	Expected Count	9.0	2.0	11
	Adjusted Residual	1.6	-1.6	
D	Count	100	9	109
	Expected Count	89.0	20.0	109
	Adjusted Residual	2.9	-2.9	
E	Count	112	37	149
	Expected Count	121.7	27.3	149
	Adjusted Residual	-2.2	2.2	
F	Count	54	8	62
	Expected Count	50.6	11.4	62
	Adjusted Residual	1.1	-1.1	
G	Count	10.0	0.0	10
	Expected Count	8.2	1.8	10
	Adjusted Residual	1.5	-1.5	
H	Count	90	37	127
	Expected Count	103.7	23.3	127
	Adjusted Residual	-3.3	3.3	
I	Count	54	18	72
	Expected Count	58.8	13.2	72
	Adjusted Residual	-1.5	1.5	
J	Count	58	32	90
	Expected Count	73.5	16.5	90
	Adjusted Residual	-4.4	4.4	
K	Count	73.0	30.0	103
	Expected Count	84.1	18.9	103
	Adjusted Residual	-3.0	-3.0	
L	Count	126	11	137
	Expected Count	111.9	25.1	137
	Adjusted Residual	3.3	-3.3	
M	Count	179	11	190
	Expected Count	155.2	34.8	190
	Adjusted Residual	4.9	-4.9	
Total	Count	928	208	1136
	Expected Count	928	208	1136

Sex

Sex		Compulsory Reading	Independent Personal Reading	Total
Male	Count	105	34	139
	Expected Count	113.5	25.5	139
	Adjusted Residual	-2.0	2.0	
Female	Count	823	174	997
	Expected Count	814.5	182.5	997
	Adjusted Residual	2.0	-2.0	
Total	Count	928	208	1136
	Expected Count	928	208	1136

Age Group

Age Group		Compulsory Reading	Independent Personal Reading	Total
[16; 18[	Count	225.0	71	296
	Expected Count	241.8	54.2	296
	Adjusted Residual	-2.9	2.9	
[18; 19[	Count	298.0	88	386
	Expected Count	315.3	70.7	386
	Adjusted Residual	-2.8	2.8	
[19; 21[	Count	268.0	36	304
	Expected Count	248.3	55.7	304
	Adjusted Residual	3.4	-3.4	
≥21	Count	137.0	13	150
	Expected Count	122.5	27.5	150
	Adjusted Residual	3.3	-3.3	
Total	Count	928	208	1136
	Expected Count	928	208	1136

Years in EFL Instruction

Years in EFL Instruction		Compulsory Reading	Independent Personal Reading	Total
<6	Count	8.0	5	13
	Expected Count	10.6	2.4	13
	Adjusted Residual	-1.9	1.9	
[6; 8[	Count	324.0	65	389
	Expected Count	317.8	71.2	389
	Adjusted Residual	1.0	-1.0	
[8; 11[	Count	566.0	137	703
	Expected Count	574.3	128.7	703
	Adjusted Residual	-1.3	1.3	
≥11	Count	30.0	1	31
	Expected Count	25.3	5.7	31
	Adjusted Residual	2.2	-2.2	
Total	Count	928	208	1136
	Expected Count	928	208	1136

TABLE A. III. 101. Informants Referring to Authors According to Genre by Variables (Item C3.)

Institution

Authors/Genre	Secondary School	University	Total
Novels	117	47	164
Drama	104	10	114
Short Stories	11	11	22
Other	18	-	18
Total	**250**	**68**	**318**

Teacher

Teacher	Novels	Drama	Short Stories	Other	Total
A	2	1	-	-	3
B	6	8	-	1	15
C	2	3	-	-	5
D	16	16	2	2	36
E	22	18	4	-	44
F	7	8	3	1	19
G	1	4	-	-	5
H	18	16	1	5	40
I	16	7	-	3	26
J	11	9	-	4	24
K	16	14	1	2	33
L	22	5	7	-	34
M	25	5	4	-	34
Total	**164**	**114**	**22**	**18**	**318**

Sex

Authors/Genre	Male	Female	Total
Novels	20	144	164
Drama	12	102	114
Short Stories	-	22	22
Other	6	12	18
Total	**38**	**280**	**318**

Age Group

Authors/Genre	[16; 18[	[18; 19]	[19; 21[	≥21	Total
Novels	41	57	43	23	164
Drama	36	41	30	7	114
Short Stories	8	10	2	2	22
Other	7	7	4	-	18
Total	**92**	**115**	**79**	**32**	**318**

Years in EFL Instruction

Authors/Genre	<6	[6; 8[	[8; 11[	≥11	Total
Novels	2	63	97	2	164
Drama	1	49	64	-	114
Short Stories	-	9	13	-	22
Other	-	6	12	-	18
Total	**3**	**127**	**186**	**2**	**318**

TABLE A. III. 102. Reading Choice/Genre (Authors Referred: Occurrences) by Variables (Item C3. - Chi-Square Test)

Institution

Institution		Novel	Drama	Short Stories	Other	Total
Secondary School	Count	324	147	11	27	509
	Expected Count	351.9	114.9	22.5	19.6	509
	Adjusted Residual	-5.1	6.5	-4.8	3.2	
University	Count	160	11	20	0	191
	Expected Count	132.1	43.1	8.5	7.4	191
	Adjusted Residual	5.1	-6.5	4.8	-3.2	
Total	Count	484	158	31	27	700
	Expected Count	484	158	31	27	700

Teacher

Teacher	Novel	Drama	Short Stories	Other	Total
A	3	1	-	-	4
B	23	8	-	2	33
C	7	3	-	-	10
D	37	28	2	2	69
E	79	25	4	-	108
F	16	17	3	1	37
G	1	4	-	-	5
H	50	18	1	6	75
I	28	10	-	5	43
J	37	10	-	6	53
K	43	23	1	5	72
L	68	6	17	-	91
M	92	5	3	-	100
Total	**484**	**158**	**31**	**27**	**700**

Sex

Authors/Genre	Male	Female	Total
Novel	54	430	484
Drama	17	141	158
Short Stories	-	31	31
Other	9	18	27
Total	**80**	**620**	**700**

Age Group

Age Group		Novel	Drama	Short Stories	Other	Total
[16; 18[	Count	132	48	8	11	199
	Expected Count	137.6	44.9	8.8	7.7	199
	Adjusted Residual	-1.0	0.6	-0.3	1.4	
[18; 19[	Count	136	59	19	10	224
	Expected Count	154.9	50.6	9.9	8.6	224
	Adjusted Residual	-3.3	1.6	3.6	0.6	
[19; 21[	Count	132	44	2	6	184
	Expected Count	127.2	41.5	8.1	7.1	184
	Adjusted Residual	0.9	0.5	-2.0	-0.5	
≥21	Count	84	7	2	0	93
	Expected Count	64.3	21.0	4.1	3.6	93
	Adjusted Residual	4.7	-3.7	-1.1	-2.1	
Total	Count	484	158	31	27	700
	Expected Count	484	158	31	27	700

Years in EFL Instruction

Years	Novel	Drama	Short Stories	Other	Total
<6	9	1	-	-	10
[6; 8[	190	54	12	7	263
[8; 11[	277	103	19	20	419
≥11	8	-	-	-	8
Total	**484**	**158**	**31**	**27**	**700**

TABLE A. III. 103. Multiple Correspondence Analysis: Reading Selection (Authors Mentioned: Occurrences) by Variables (Item C3.)

Discrimination Measures

	Dimension	
	1	2
Years in EFL Instruction	.495	.234
Age Group	.812	.526
Teacher	.831	.864
Author Selection	.072	.026

Author's Selection

Author/Genre	Marginal Frequency	Category Quantifications Dimension	
		1	2
Novel	484	.160	-.049
Drama	158	-.581	-.002
Short Story	31	-.003	-.949
Other	27	-.832	.260
Missing	468		

Age Group

Age Group	Marginal Frequency	Category Quantifications Dimension	
		1	2
[16; 18[	304	-.743	1.054
[18; 19]	395	-.516	-.834
[19; 21[	313	.417	.035
≥21	156	1.996	.087
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications Dimension	
		1	2
<6	13	1.862	.705
[6; 8[	401	-.310	-.651
[8; 11[	722	-.018	.367
≥11	32	3.930	.078
Missing	0		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	33	-1.104	3.960
B	50	-.782	.312
C	11	.102	-.559
D	110	-.640	-.244
E	156	-.505	-.246
F	62	-.095	1.065
G	11	-.838	-3.107
H	130	-.436	-.713
I	75	-.563	-.829
J	94	-.373	.329
K	108	-.642	.703
L	137	.835	-.794
M	191	1.780	.343
Missing	0		

TABLE A. III. 104. Respondents' Reading Choice (Authors Mentioned: Occurrences) by Variables (Item C3. - Chi-Square Test)

Institution

Institution		Compulsory Reading	Independent Personal Reading	Total
Secondary School	Count	441	68	509
	Expected Count	453.7	55.3	509
	Adjusted Residual	-3.5	3.5	
University	Count	183	8	191
	Expected Count	170.3	20.7	191
	Adjusted Residual	3.5	-3.5	
Total	Count	624	76	700
	Expected Count	624	76	700

Teacher

Teacher	Compulsory Reading	Independent Personal Reading	Total
A	3	1	4
B	31	2	33
C	10	-	10
D	68	1	69
E	87	21	108
F	35	2	37
G	5	-	5
H	73	2	75
I	33	10	43
J	33	20	53
K	63	9	72
L	86	5	91
M	97	3	100
Total	**624**	**76**	**700**

Sex

Sex		Compulsory Reading	Independent Personal Reading	Total
Male	Count	60	20	80
	Expected Count	71.3	8.7	80
	Adjusted Residual	-4.3	4.3	
Female	Count	564	56	620
	Expected Count	552.7	67.3	620
	Adjusted Residual	4.3	-4.3	
Total	Count	624	76	700
	Expected Count	624	76	700

Age Group

Age Group		Compulsory Reading	Independent Personal Reading	Total
[16; 18[	Count	166	33	199
	Expected Count	177.4	21.6	199
	Adjusted Residual	-3.1	3.1	
[18; 19[	Count	198	26	224
	Expected Count	199.7	24.3	224
	Adjusted Residual	-0.4	0.4	
[19; 21[	Count	175	9	184
	Expected Count	164.0	20.0	184
	Adjusted Residual	3.0	-3.0	
≥21	Count	85	8	93
	Expected Count	82.9	10.1	93
	Adjusted Residual	0.8	-0.8	
Total	Count	624	76	700
	Expected Count	624	76	700

Years in EFL Instruction

Years in EFL Instruction	Compulsory Reading	Independent Personal Reading	Total
<6	6	4	10
[6; 8[	241	22	263
[8; 11[	369	50	419
≥11	8	-	8
Total	**624**	**76**	**700**

ITEMS C4./C4.1.

TABLE A. III. 105. Informants Reading Poetry by Institution (Item C4. - Chi-Square Test)

Scale Factors		Secondary School	University	Total
Never	Count	22 (11.2%)	3 (5.5%)	25
	Expected Count	19.5	5.5	25
	Adjusted Residual	1.3	-1.3	
Rarely	Count	50 (25.4%)	26 (47.3%)	76
	Expected Count	59.4	16.6	76
	Adjusted Residual	-3.1	3.1	
Sometimes	Count	81 (41.1%)	19 (34.5%)	100
	Expected Count	78.2	21.8	100
	Adjusted Residual	0.9	-0.9	
Frequently	Count	29 (14.7%)	4 (7.3%)	33
	Expected Count	25.8	7.2	33
	Adjusted Residual	1.4	-1.4	
Quite often	Count	15 (7.6%)	3 (5.5%)	18
	Expected Count	14.1	3.9	18
	Adjusted Residual	0.5	-0.5	
Total	Count	197 (100.0%)	55 (100.0%)	252
	Expected Count	197	55	252

TABLE A. III. 106. Multiple Correspondence Analysis: Informants Reading Poetry by Variables (Item C4.)

Discrimination Measures

	Dimension	
	1	2
Reading Poems	.168	.175
Teacher	.599	.630
Age Group	.572	.176
Years in EFL Inst.	.515	.605

Reading Poems

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	25	.090	.741
Rarely	76	-.548	-.257
Sometimes	100	.098	-.073
Frequently	33	.730	.701
Quite often	18	.251	-.707
Missing	2		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	.657	-1.404
B	17	.919	.148
C	4	.484	1.225
D	20	.181	-.955
E	36	.345	-.432
F	14	-.142	-1.099
G	6	.700	1.890
H	28	.737	1.000
I	25	.580	.999
J	19	-.245	-.040
K	22	.338	-1.066
L	24	-1.101	.114
M	21	-1.821	.065
Missing	12		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	.579	-.606
[18; 19[	86	.365	.070
[19; 21[	70	-.190	.136
≥21	34	-1.797	.755
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-1.335	1.376
[6; 8[	96	.538	.867
[8; 11[	148	-.190	-.643
≥11	7	-3.631	1.449
Missing	0		

TABLE A. III. 107. Respondents' Illustration of Poems Read/Version by Institution (Item C4.1.)

Readings in English

Poems Read in English	Secondary School	University	Total (Occurrences)
"A Martian Sends a Postcard Home"	-	2	2
"Daffodils"	-	2	2
"Ode to Solitude"	-	1	1
"The Lords and the New Creatures"	1	-	1
English Poems	-	1	1
My Own	6	-	6
Other	1	-	1
Shakespeare's Sonnets	-	3	3
Total	**8**	**9**	**17**

Readings in Portuguese

Poems Read in Portuguese	Secondary School	University	Total (Occurrences)
"A Rosa e o Lírio"	1	-	1
"Alma Minha Gentil"	1	-	1
"Amor é Fogo..."	2	1	3
"Chuva Oblíqua"	1	-	1
"Contrariedades"	1	-	1
"Ela Canta, Pobre Ceifeira"	1	-	1
"Nós"	2	-	2
"Ode Triunfal"	3	-	3
"Orfeu rebelde"	1	-	1
"Os Olhos da Isa"	-	1	1
"Retrato Ardente"	3	-	3
A Mensagem	9	-	9
Obra Completa, Florbela Espanca	2	-	2
Abismos	1	-	1
Antologia, Miguel Torga	1	-	1
"*Folhas Caídas*"	2	-	2
Mensagem	1	-	1
Os Lusíadas	4	-	4
Poemas, Fernando Pessoa	1	-	1
Poesias Completas, Júlio Dinis	1	-	1
Sonetos, Florbela Espanca	4	-	4
Total	**42**	**2**	**44**

TABLE A. III. 108. Respondents' Reference to Authors/Poetry by Institution (Item C4.1.)

English-Speaking Authors

Authors	Secondary School	University	Total (Occurrences)
A. Bradley	-	1	1
Craig Raine	-	2	2
Jim Morrison	4	-	4
Pope	-	1	1
W. Shakespeare	1	5	6
William Wordsworth	-	2	2
Other (My girlfriend; Myself)	8	-	8
Total	**13**	**11**	**24**

Portuguese-Speaking Authors

Authors	Secondary School	University	Total (Occurrences)
Portuguese Authors	-	1	1
A. Alves	1	-	1
A. B. Luís	1	-	1
Alexandre O'Neil	1	-	1
A. Nobre	1	-	1
Almeida Garrett	4	-	4
Antero de Quental	-	1	1
Bocage	2	-	2
Camilo Pessanha	2	-	2
Cesário Verde	6	1	7
Eugénio Andrade	4	-	4
Fernando Pessoa (heteronyms: Alberto Caeiro)	56	3	59
Florbela Espanca	22	3	25
J. T. Marques	1	-	1
Joaquim Pessoa	-	1	1
Júlio Dinis	2	-	2
Luís de Camões	19	5	24
Mário Sá-Carneiro	3	-	3
Miguel Torga	12	-	12
Sofia Melo Breyner	4	2	6
Total	**141**	**17**	**158**

ITEMS D1.1. TO D1.2.

TABLE A. III. 109. Percentage of Informants' Response to Reading "a Book", "a Textbook" and "a Text in Class" by Institution (Items D1.1. and D1.2.)

Categories	Institution	Yes	No	Total
A Textbook?	Secondary School	42 22.5%	145 77.5%	187 100%
	University	9 16.4%	46 83.6%	55 100%
	Total	**51 21.1%**	**191 78.9%**	**242 100%**
A text which is studied in school?	Secondary School	41 22.7%	140 77.3%	181 100%
	University	8 14.8%	46 85.2%	54 100%
	Total	**49 20.9%**	**186 79.1%**	**235 100%**

TABLE A. III. 110. Crisscrossing Informants' Response to Reading "a Book", "a Textbook" and "a Text in Class" (Items D1.1. and D1.2. - Chi-Square Test)

A Text in Class		A Textbook?		Total
		Yes	No	
Yes	Count	26	20	46
	Expected Count	8.6	37.4	46
	Adjusted Residual	7.3	-7.3	
No	Count	17	166	183
	Expected Count	34.4	148.6	183
	Adjusted Residual	-7.3	7.3	
Total	Count	43	186	229
	Expected Count	43	186	229

TABLE A. III. 111. Percentage of Informants Giving Reasons to Reading Strategies (to Items D1.1. and D1.2.) – D1.3.

Categories	Secondary School	University	Total
"Texts are boring"	3 (2.0%)	1 (2.0%)	4 (2.0%)
"Interesting".	9 (5.9%)	-	9 (4.5%)
Reading a book as a private enterprise: either browsing or fully appreciating a lengthy text in a quiet environment.	17 (11.1%)	7 (14.3%)	24 (11.9%)
Reading for the plot (dynamic reading).	14 (9.2%)	4 (8.2%)	18 (8.9%)
Attentive reading.	30 (19.6%)	9 (18.4%)	39 (19.3%)
Depending on the reading selection - meeting the students' likes, interests.	21 (13.7%)	3 (6.1%)	24 (11.9%)
Depending on the setting and time available.	16 (10.5%)	14 (28.6%)	30 (14.9%)
Reading for pleasure, reading a book of one's choice requiring a personal involvement (to promote imaginative and creative skills rather than language learning/assessment).	27 (17.6%)	10 (20.4%)	37 (18.3%)
Search reading/extensive reading (mandatory reading included in the syllabus or according to the teacher's choice; exam oriented reading).	11 (7.2%)	1 (2.0%)	12 (5.9%)
Expeditious reading (memorise the main issues).	7 (4.6%)	5 (10.2%)	12 (5.9%)
Analytical reading of texts: reading for words (reading between the lines to uncover difficult texts)	10 (6.5%)	4 (8.2%)	14 (6.9%)
Total	**165 (107.8%)**	**58 (118.4%)**	**223 (110.4%)**

Note: Percentage based on the whole universe of respondents (N = 153 - Secondary School; N = 49 - University) by categories.

ITEMS D2.1. TO D2.4.

TABLE A. III. 112. Informants' Illustration of Texts Read For Different Purposes by Categories (Items D2.1. to D2.4.)

Categories	Institution	For Pleasure (D2.1.)	For Information (D2.2.)	As a Spare Time Activity (D2.3.)	For Compulsory Reasons (D2.4.)
No Answer	Secondary School	44	54	75	88
	University	4	6	13	18
	Total	**48**	**60**	**88**	**106**
"I don't Remember"/ "I don't Know"	Secondary School	1	-	1	2
	University	1	-	1	-
	Total	**2**	-	**2**	**2**
"None"	Secondary School	-	-	-	1
	University	-	-	-	1
	Total	-	-	-	**2**
Unspecified	Secondary School	4	2	10	16
	University	1	-	-	5
	Total	5	**2**	**10**	**21**

Categories	Institution	For Pleasure (D2.1.)	For Information (D2.2.)	As a Spare Time Activity (D2.3.)	For Compulsory Reasons (D2.4.)
"Interesting"	Secondary School	4	-	-	-
	University	-	-	-	-
	Total	**4**	-	-	-
"Fiction"	Secondary School	96	8	41	79
	University	54	3	25	30
	Total	**150**	**11**	66	**109**
"Poetry"	Secondary School	9	5	3	6
	University	7	-	-	7
	Total	**15**	5	3	**13**
"Literary Text"	Secondary School	-	2	-	5
	University	-	-	-	1
	Total	-	**2**	-	**6**
"Non-fiction"	Secondary School	16	22	6	4
	University	-	5	-	-
	Total	**16**	27	6	4
"Magazines"	Secondary School	32	20	38	11
	University	3	21	17	
	Total	35	**41**	55	**11**
"Newspapers"	Secondary School	2	94	6	1
	University	-	43	2	1
	Total	2	**137**	**8**	2
"Comics"	Secondary School	15	-	22	1
	University	2	-	4	-
	Total	17	-	**26**	**1**
"Cartoons"	Secondary School	1	-	-	-
	University	-	-	-	-
	Total	1	-	-	-
Other Texts	Secondary School	8	11	8	4
	University	1	3	2	1
	Total	**9**	**14**	**10**	5
Reference Books	Secondary School	-	12	3	8
	University	-	5	-	4
	Total	-	**17**	**3**	**12**
Occurrences/Total	Secondary School	232	230	213	226
	University	73	86	64	68
	Total	**305**	**316**	**277**	**294**

Note: Universe of respondents per item by categories as follows:

Item D2.1. - N = 148 - Secondary School; N = 51 - University
Item D2.2. - N = 141 - Secondary School; N = 51 - University
Item D2.3. - N = 111 - Secondary School; N = 43 - University)
Item D2.1. - N = 90 - Secondary School; N = 33 - University

TABLE A. III. 113. Informants' Illustrations of Readings "For Pleasure" per Categories by Institution (Item D2.1.)

"Interesting"

Categories	Secondary School	University	Total
"Anything that Interests Me"	1	-	1
"Books from Authors I Know"	1	-	1
"On what I'm Interested"	1	-	1
"Only If the Title Is Interesting"	1	-	1
Total	**4**	**-**	**4**

"Unspecified"

Categories	Secondary School	University	Total
"All Short Texts"	1	-	1
"Books"	1	1	2
"Textos Compilados" [handouts]	1	-	1
"Texts That I Believe To Be Good"	1	-	1
Total	**4**	**1**	**5**

Poetry

Categories	Secondary School	University	Total
"Camões"	1	-	1
"Fernando Pessoa/Poems by Fernando Pessoa"	1	1	2
"Florbela Espanca/Sonetos, Florbela Espanca"	1	1	2
"Folhas Caídas", "Almeida Garret"	-	1	1
"James Douglas Morrison (Poems)"	1	-	1
"Poems"	4	2	6
"Poems by Camões"	-	2	2
"Poetry"	1	-	1
Total	**9**	**7**	**16**

Non-Fiction

Categories	Secondary School	University	Total
"Biographies"/"Sobre a Vida de Actores e Músicos"/"Texts about Singers, Actors"	3	-	3
"Book Reviews"/"Reviews"	2	-	2
"Criticisms"	1	-	1
"Historical Texts"	1	-	1
"Non-Fiction"	1	-	1
"Crónicas de Miguel Esteves Cardoso"	1	-	1
"Daniel Sampaio", *Inventem-se Novos Pais/Vozes e Ruídos/Voltei à Escola*	6	-	6
O Mundo de Sofia	1	-	1
Total	**16**	**-**	**16**

Magazines

Categories	Secondary School	University	Total
"Magazines"/"All Kinds of Magazines"	25	1	26
Car Magazines: *Motores*	1	-	1
"Music and Sports Magazines"	1	-	1
Nova Gente; TV Guia	2	-	2
Sabrina; Julieta	3	-	3
Women's Magazines: *Elle/Máxima*	-	2	2
Total	**32**	**3**	**35**

Newspapers

Categories	Secondary School	University	Total
"Newspapers": *Diário de Notícias; Record*	2	-	2

Comics/Cartoons

Categories	Secondary School	University	Total
"Comics ": "Banda Desenhada" (*e.g. A Turma de Mónica*)	15	2	17
"Cartoons"	1	-	1
Total	**16**	**2**	**18**

Other Texts

Categories	Secondary School	University	Total
"Documentaries"	2	-	2
"I Have a Dream"	-	1	1
Culture-Based Texts	1	-	1
"Scientific Texts"	1	-	1
"Sports Texts"	1	-	1
"Textbooks"	1	-	1
"Texts about Other Planets"	1	-	1
"Texts Dealing with the IRA"	1	-	1
Total	**8**	**1**	**9**

Fiction

Categories	Secondary School	University	Total
"A Estrela"	1	-	1
A Casa dos Espíritos	-	1	1
A Cidade e as Serras	1	1	2
A Cor Púrpura/The Color Purple	-	4	4
A Lua de Joana	2	-	2
A Mantilha de Beatriz	1	-	1
A Vida Não Mora Aqui	1	-	1
Agatha Christie	1	-	1
Amor de Perdição	10	2	12
As Pupilas do Senhor Reitor	-	1	1
As Vinhas da Ira	-	1	1
Aventuras dos Cinco	1	-	1
"Canonical Fiction"	1	-	1
"Canonical Novels"/"Classical Novels"/"Famous Novels"	2	1	3
Cem Anos de Solidão	-	1	1
Como Água para Chocolate	2	-	2
"Crime novels"	-	1	1
Diário de Anne Frank/The Diary of Anne Frank	4	-	4
"Dramas"	-	1	1
Encontro do Amor num País em Guerra	1	-	1
Fernão Capelo Gaivota	1	-	1
"Fiction"	-	2	2
Great Expectations	1	-	1
Great Gatsby/Crime Novels	2	-	2
Hamlet	-	2	2
Jane Austen	-	1	1
Jangada de Pedra	-	1	1
Júlio Dinis	-	1	1
"Love Stories"	5	4	9
Mão de Sangue	-	2	2
Memorial do Convento	1	4	5
Meu Pé de Laranja Lima	2	-	2
Mil e Uma Noites	1	-	1
Monte dos Vendavais	1	-	1
Não Há Longe Nem Distância	1	-	1
Nicht Ohne Meine Töchten	-	1	1
"Non-Canonical Novels"	-	1	1
"Novels"	5	9	14
O Amor É Fodido	1	-	1
O Diário Secreto de Laura Palmer	1	-	1
O Envangelho Segundo Jesus Cristo	1	-	1
O Judeu	1	-	1
O Perfume	1	-	1
O Primo Basílio	1	-	1
O Princepezinho	1	-	1
O Rei do Castelo	-	1	1
O Triângulo Jota	1	-	1
O Último Cais	3	-	3
Os Maias	9	1	10
Pássaros de Seda	1	-	1
Persuasão	1	-	1

(Continuation)

Categories	Secondary School	University	Total
"Plays"	1	-	1
Pride and Prejudice/Orgulho e Preconceito	3	-	3
Quem Como Nós?	1	-	1
Regresso ao Futuro	1	-	1
"Richard Bach's Books"	-	1	1
"Romance Novels"	3	-	3
Romeo and Juliet/Romeu e Julieta	9	1	10
Rosa do Adro	1	-	1
"Science-Fiction Novels"	-	1	1
Sense and Sensibility	-	1	1
Short-stories: "The Way Up to Heaven"	-	1	1
The Go-Between	-	1	1
The Name of the Rose	-	1	1
The Pearl	1	-	1
The Picture of Dorian Gray	-	1	1
"Thrillers"/"Horror-Based Texts"/"Horror Stories"	3	1	4
Tom Sawyer	1	-	1
"Travel Writings"	-	1	1
Viagens na Minha Terra	2	-	2
Total	**96**	**54**	**150**

TABLE A. III. 114. Informants' Illustrations of Readings "For Information" per Categories by Institution (Item D2.2.)

Unspecified

Unspecified	Secondary School	University	Total
"Different Kinds"	1	-	1
"Some Books"	1	-	1
Total	**2**	-	**2**

Non-Fiction

Non-fiction	Secondary School	University	Total
A História da Televisão	1	-	1
Fact-Based Accounts (*e.g.* "A História de Sérgio")	1	1	2
A Vida é uma Merda	1	-	1
Biographies (Leonor Cunha, *Frederico, Meu Filho*)	2	1	3
China no Mundo	1	-	1
Essays/"Recenções Críticas"	-	2	2
História da Literatura/"Literary Criticism"	3	-	3
Historical Texts/History Books/*History of Portugal/The Commonwealth/A Vida dos Romanos na Antiguidade*	9	-	9
Kommunikation Von Freud	-	1	1
"Maio de '68"	2	-	2
O Teu Corpo e a Tua Mente	1	-	1
Vozes e Ruídos	1	-	1
Total	**22**	**5**	**27**

Magazines

Magazines	Secondary School	University	Total
Finance: *Euro*	1	-	1
"Magazine Articles"	-	1	1
"Magazines"	13	14	27
International Magazines: *Time; Newsweek*	-	4	4
National Magazines: *Visão; Grande Reportagem*	1	1	2
Teenagers' Magazines" Ragazza	1	-	1
Scientific or Medical Magazines	-	1	1
Maria	2	-	2
"Music and Sports Magazines"	1	-	1
TV+	1	-	1
Total	**20**	**21**	**41**

Newspapers

Newspapers	Secondary School	University	Total
Local Newspapers (*e.g. Diário de Notícias; Jornal da Madeira*)	20	4	24
National Newspapers (*e.g. O Público; O Independente; Expresso*)	3	4	7
Jornais de Informação/Newspapers	67	25	92
Newspaper Articles (*e.g.* Luís Calisto, "Autonomia")	1	5	6
Sports Papers	1	-	1
British/American Newspapers (*e.g. The New York Times; The Evening Standard; The Sun; The Times*)	2	5	7
Total	**94**	**43**	**137**

Other Texts

Other Texts	Secondary School	University	Total
Advertisements	-	1	1
"Cultural Texts"	1	-	1
"Descriptive Texts"	1	-	1
"Informative Texts"	1	-	1
Leaflets	1	-	1
"Psychology Texts"	1	-	1
Scientific and Technical Texts/"Texts about Cloning"	3	1	4
"Texts Dealing with Social Development"	1	-	1
"Texts dealing with the IRA"	1	-	1
"Texts on Abortion"	1	-	1
The Bible	-	1	1
Total	**11**	**3**	**14**

Reference Books

Reference Books	Secondary School	University	Total
Dictionaries	2	-	2
Encyclopedias	5	3	8
"English and Portuguese Grammars"	-	1	1
"School Books"; "Textbooks"	5	1	6
Total	**12**	**5**	**17**

TABLE A. III. 115. Informants' Illustrations of Readings "As a Spare Time Activity" per Categories by Institution (Item D2.3.)

Unspecified

Unspecified	Secondary School	University	Total
"A/Any/Any Good/ Different/Book(s)"	9	-	9
"Texts Read for Homework"	1	-	1
Total	**10**	**-**	**10**

Fiction

Fiction	Secondary School	University	Total
"A Book (novel)"/ "Novel"	4	5	9
"Agatha Christie"	1	-	1
"Classical Novels: (*e.g.* Anna Karenina)"	-	1	1
"Crime Stories"	1	-	1
"Detective Stories"	-	1	1
"Drama"/"Plays"	3	2	5
"John Steinbeck (any novel by)"	-	1	1
"Love Stories"	4	2	6
"Non-canonical Novels"	-	1	1
"Short Stories"	1	1	2
"Stories"	1	-	1
"Thrillers"/"Horror-Based Texts"	1	1	2
A História Interminável	1	-	1
A Sibila	1	-	1
Amor de Perdição	2	-	2
Ano do Cometa	1	-	1
As Viagens na Minha Terra	-	1	1
Aventuras no Paraíso	1	-	1
Cal	-	1	1
Como Água para Chocolate	2	-	2
D. Quixote	1	-	1
Elogio à Loucura	1	-	1
Eurico, O Presbítero	1	-	1
Fernão Capelo Gaivota	1	-	1
Filhos da Droga	-	1	1
Little Women	-	1	1
Mau Tempo no Canal	1	-	1
O Alquimista	-	1	1
O Crime do Padre Amaro	1	-	1
O Nome da Rosa	-	1	1
O Primo Basílio	2	-	2
O Principezinho	1	1	2
Os Maias	1	-	1
Persuasão	1	-	1
Romance Novels	2	-	2
Romeo and Juliet	1	1	2
Sidhartha	1	-	1
The Bluest Eye	-	1	1
The Longest Memory	-	1	1
Vai Aonde Leva o Teu Coração	1	-	1
Viagens na Minha Terra	1	-	1
Total	**41**	**25**	**66**

Poetry

Poetry	Secondary School	University	Total
"Camões"	1	-	1
"My Own Poetry"	1	-	1
"Poems"	1	-	1
Total	**3**	**-**	**3**

Non-Fiction

Non-Fiction	Secondary School	University	Total
"Biographies" (*e.g.* "About Mozart, Bach, Vivaldi")	2	-	2
A Caminho do Triunfo	1	-	1
Inventem-se Novos Pais	1	-	1
O Mundo de Sofia	1	-	1
O Mundo do Silêncio	1	-	1
Total	**6**	**-**	**6**

Magazines

Magazines	Secondary School	University	Total
"Game Magazines"; "Computer Magazines"	2	-	2
"Magazines"; "Some Types of Magazines"	22	15	37
"Music Magazines"	1	-	1
Notícias Magazine	1	-	1
"Sports Magazines"	3	-	3
Nova Gente; Nova; Ana	3	-	3
Playgirl; Playboy	3	-	3
Time	-	1	1
TV Filmes; TV Guia	2	-	2
Woman's Own; Cosmopolitan	1	1	2
Total	**38**	**17**	**55**

Newspapers

Newspapers	Secondary School	University	Total
Expresso ("Rosa Casaco")	1	-	1
"Newspapers"	4	2	6
"Sports Papers"	1	-	1
Total	**6**	**2**	**8**

Comics

Comics	Secondary School	University	Total
"Comics"; "Comic Books"	18	4	22
Arrow Comics	1	-	1
Goof's Adventures; Hyper Disney; Pato Donaldo e Seus Amigos	3	-	3
Total	**22**	**4**	**26**

Other Texts

Other Texts	Secondary School	University	Total
"Advertisements"	1	-	1
"Books on Sports"; "Sports-related Texts"	2	-	2
"Comical Texts"	1	-	1
"Documentaries"	1	-	1
"Jokes"	-	1	1
"Recipes"/"Cookbook"	-	1	1
"Scientific Texts"	1	-	1
"Texts About Technology"	1	-	1
"Texts About Women"	1	-	1
"Texts Based on Current Affairs"	1	-	1
Total	**8**	**2**	**10**

Reference

Reference	Secondary School	University	Total
"Dictionaries"	1	-	1
"The School Textbook"	2	-	2
Total	**3**	-	**3**

TABLE A. III. 116. Informants' Illustrations of Readings "For Compulsory Reasons" per Categories by Institution (Item D2.4.)

None

Categories	Secondary School	University	Total
"If I Could I Would not Read."	-	1	1
"None"	1	-	1
Total	**1**	**1**	**2**

Unspecified

Categories	Secondary School	University	Total
"Almost All my Readings."	-	1	1
"Books"	7	-	7
"Compulsory Books"	1	-	1
"Compulsory Texts"	-	2	2
"Grammatical Texts"	-	1	1
"It Depends."	1	-	1
"Textos de Apoio"	1	-	1
"Texts Based on Themes Discussed."	1	-	1
"Texts Provided by the Teacher."	1	-	1
"Texts Studied in School."	2	-	2
"Texts Suggested by the Teacher."	1	-	1
"Texts Which are Recommended."	-	1	1
"The Ones Teachers Ask For."	1	-	1
Total	**16**	**5**	**21**

Non-Fiction

Categories	Secondary School	University	Total
"Biographies"	1	-	1
Fundamentação da Metafísica dos Costumes	1	-	1
"Historical Texts"	2	-	2
Total	**4**	**-**	**4**

Magazines

Categories	Secondary School	University	Total
"Magazines"	2	-	2
Cruzada	1	-	1
Gente	1	-	1
Grande Reportagem	1	-	1
Quo	1	-	1
Teletexto	2	-	2
Tentação	1	-	1
TV Guia	2	-	2
Total	**11**	**-**	**11**

Reference

Categories	Secondary School	University	Total
"Textbook"; "Textbooks"	8	4	12
Total	**8**	**4**	**12**

Fiction

Categories	Secondary School	University	Total
"Adventure Books"	1	-	1
"The Way Up to Heaven"	-	1	1
A Sibila	10	-	10
Amor de Perdição	7	-	7
Animal Farm	-	1	1
Aparição	8	-	8
As Bacantes	1	-	1
As Moscas	-	1	1
Cal	-	1	1
"Canonical Texts"	-	3	3
"Classical Novels"/"Famous Novels"	2	1	3
Diário de Anne Frank/Diary of Anne Frank	1	1	2
"Drama"; "Plays"	3	-	3
Entrevista com o Vampiro	1	-	1
Frei Luís de Sousa	1	-	1
Hamlet	5	1	6
Henry IV	-	1	1
In Search of a Character	-	1	1
Incidents in the Life of a Slave Girl	4	-	4
Madame Bovary	1	-	1
Memorial do Convento	1	1	2
Menina e Moça	1	-	1
My Ántonia	-	2	2
"Narrative"	1	-	1
"Novels"	3	3	6
O Judeu	7	-	7
O Nome da Rosa	1	-	1
O Perfume	1	-	1
Os Maias	13	2	15
"Romance Novels"	3	-	3
"Shakespeare"	1	-	1
"Short Stories"	-	2	2
"Stories"	1	-	1
The Bluest Eye	-	1	1
The Bostonians	-	1	1
The Go-Between	-	1	1
The Magic Toyshop	-	1	1
The Pearl	-	1	1
The Prime of Miss Brodie	-	2	2
Viagens na Minha Terra	1	1	2
Total	**79**	**30**	**109**

Newspapers

Categories	Secondary School	University	Total
"Newspapers"	1	-	1
Jornal de Letras	-	1	1
Total	**1**	**1**	**2**

Comics

Categories	Secondary School	University	Total
"Comics"	1	-	1
Total	**1**	**-**	**1**

Other Texts

Categories	Secondary School	University	Total
"Culture-Based Texts"	1	-	1
"My Diary"	1	-	1
"Philosophy Books"	1	-	1
"Scientific Texts"	-	1	1
"Texts About Technology"	1	-	1
Total	**4**	**1**	**5**

ITEM D3.

TABLE A. III. 117. Respondents' Perceptions on the Most Required Reading Activities in the Educational Setting by Variables (Item D3. - Percent)

Institution

Categories	Secondary School	University	Total
Oral Reading.	43 22.1%	13 22.8%	56 22.0%
Silent Reading.	47 24.1%	17 29.8%	64 25.2%
Reading Comprehension.	149 76.4%	49 86.0%	198 78.0%

Note: Percentage based on the whole universe of respondents (N = 195 - Secondary School; N = 57 - University) by categories.

Sex

Categories	Male	Female	Total
Oral Reading	7	49	56
Silent Reading	4	60	64
Reading Comprehension	31	167	198
Total	**42**	**276**	**318**

TABLE A. III. 118. Correspondence Analysis: Respondents' Perceptions on the Most Required Reading Activities in the Educational Setting by Variables (Item D3.)

Teacher

Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
Oral Reading	3	4	3	8	4	2	1	2	6	4	6	10	3	56
Silent Reading	0	6	2	3	12	1	4	12	3	2	2	8	9	64
Reading Comprehension	5	13	3	14	25	13	3	20	21	15	17	23	26	198
Total	**8**	**23**	**8**	**25**	**41**	**16**	**8**	**34**	**30**	**21**	**25**	**41**	**38**	**318**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.025	-.679	-1.050	.011	.029	.126	.431	.569	1.000
B	.072	.240	-.011	.002	.011	.000	.999	.001	1.000
C	.107	-.638	.556	.025	.110	.150	.705	.295	1.000
D	.079	-.231	-.785	.012	.011	.[illegible]	.135	.865	1.000
E	.129	.317	.410	.010	.033	.099	.519	.481	1.000
F	.050	-.598	.345	.008	.045	.027	.844	.156	1.000
G	.025	1.177	.172	.014	.088	.003	.988	.012	1.000
H	.107	.534	.606	.021	.077	.179	.584	.416	1.000
I	.094	-.394	-.096	.006	.037	.004	.969	.031	1.000
J	.066	-.420	-.040	.005	.029	.000	.995	.005	1.000
K	.079	-.448	-.315	.008	.040	.035	.785	.215	1.000
L	.129	.022	-.383	.004	.000	.086	.006	.994	1.000
M	.038	2.277	-.638	.081	[illegible]	.070	.958	.042	1.000
Active Total	1.000			.206	1.000	1.000			

Overview Column Points

Items	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Oral Reading	.176	-.099	-1.012	.040	.004	.820	.017	.983	1.000
Silent Reading	.201	1.240	.150	.124	.778	.021	.992	.008	1.000
Reading Comprehension	.623	-.373	.238	.042	.218	.160	.817	.183	1.000
Active Total	1.000			.206	1.000	1.000			

Age Group

Categories	[16; 18[	[18; 19[	[19; 21[	≥21	Total
Oral Reading	13	26	10	7	56
Silent Reading	15	24	20	5	64
Reading Comprehension	54	64	51	29	198
Total	**82**	**114**	**81**	**41**	**318**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.258	.180	.140	.001	.076	.053	.659	.341	1.000
[18; 19[	.358	-.440	-.055	.008	.624	.012	.987	.013	1.000
[19; 21[	.255	.330	-.384	.007	.250	.394	.463	.537	1.000
≥21	.129	.209	.632	.006	.051	.541	.113	.887	1.000
Active Total	1.000			.021	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Oral Reading	.176	-.694	.182	.010	.763	.061	.945	.055	1.000
Silent Reading	.201	-.027	-.614	.007	.001	.797	.002	.998	1.000
Reading Comprehension	.623	.205	.147	.004	.236	.142	.694	.306	1.000
Active Total	1.000			.021	1.000	1.000			

Years in EFL Instruction

Categories	<6	[6; 8[	[8; 11[	≥11	Total
Oral Reading	-	22	33	1	56
Silent Reading	2	28	32	2	64
Reading Comprehension	2	70	119	7	198
Total	**4**	**120**	**184**	**10**	**318**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.013	-2.342	.822	.008	.623	.159	.944	.056	1.000
[6; 8[	.377	-.222	-.214	.003	.167	.322	.690	.310	1.000
[8; 11[	.579	.200	.073	.003	.208	.058	.939	.061	1.000
≥11	.031	-.077	.885	.001	.002	.460	.016	.984	1.000
Active Total	1.000			.015	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Oral Reading	.176	.264	-.465	.003	.110	[illegible]	.399	.601	1.000
Silent Reading	.201	-.657	-.065	.010	[illegible]	.016	.995	.005	1.000
Reading Comprehension	.623	.138	.153	.002	.107	.271	.628	.372	1.000
Active Total	1.000			.015	1.000	1.000			

ITEM D4.

TABLE A. III. 119. Informants' Perceptions on Reading Instruction in EFL by Institution (Item D4. - Percent)

Categories	Secondary School	University	Total
Discontinued	28 14.7%	9 17.0%	37 15.2%
Systematic	60 31.4%	23 43.4%	83 34.0%
Appropriate to Students' Needs	124 64.9%	34 64.2%	158 64.8%
Total	**212** **111.0%**	**66** **124.5%**	**278** **113.9%**

Note: Percentage based on the whole universe of respondents (N = 191 - Secondary School; N = 53 - University) by categories.

TABLE A. III. 120. Correspondence Analysis: Respondents' Perceptions on Reading Instruction in EFL by Variables (Item D4.)

Teacher

Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
Discontinued	-	4	-	1	6	3	4	2	1	2	5	5	4	37
Systematic	-	8	2	7	13	4	1	9	8	4	4	6	17	83
Appropriate to Students' Needs	6	9	2	12	21	7	2	19	17	14	15	18	16	158
Total	**6**	**21**	**4**	**20**	**40**	**14**	**7**	**30**	**26**	**20**	**24**	**29**	**37**	**278**

Overview Row Points Categories

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.022	-1.339	.130	.016	.092	.001	.994	.006	1.000
B	.076	.428	-.133	.006	.033	.005	.942	.058	1.000
C	.072	-1.017	.297	.033	.177	.024	.949	.051	1.000
D	.072	-.069	.477	.004	.001	.062	.033	.967	1.000
E	.144	.133	-.036	.001	.006	.001	.957	.043	1.000
F	.050	.188	-.404	.003	.004	.031	.257	.743	1.000
G	.025	.739	-2.325	.042	.033	[illegible]	.138	.862	1.000
H	.108	-.183	.316	.004	.009	.040	.349	.651	1.000
I	.094	-.238	.461	.008	.013	.075	.298	.702	1.000
J	.072	-.411	-.008	.005	.029	.000	1.000	.000	1.000
K	.086	-.212	-.574	.009	.009	.107	.178	.822	1.000
L	.104	-.184	-.338	.005	.008	.045	.320	.680	1.000
M	.076	1.809	.580	.111	[illegible]	.096	.939	.061	1.000
Active Total	1.000			.248	1.000	1.000			

Overview Column Points Categories

Items	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Discontinued	.133	.628	-1.217	.074	.125	[illegible]	.297	.703	1.000
Systematic	.299	.793	.476	.097	[illegible]	.255	.815	.185	1.000
Appropriate to Students' Needs	.568	-.564	.035	.076	.429	.003	.998	.002	1.000
Active Total	1.000			.248	1.000	1.000			

Age Group

Categories	[16; 18[	[18; 19[	[19; 21[	≥21	Total
Discontinued	9	16	10	2	37
Systematic	14	37	20	12	83
Appropriate to Students' Needs	47	42	44	25	158
Total	**70**	**95**	**74**	**39**	**278**

Overview Row Points Categories

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.252	-.488	-.251	.013	.312	.182	.893	.107	1.000
[18; 19[	.342	.581	-.024	.022	.998	.002	.999	.001	1.000
[19; 21[	.266	-.126	-.100	.001	.022	.030	.780	.220	1.000
≥21	.140	-.300	.698	.008	.066	.698	.290	.710	1.000
Active Total	1.000			.045	1.000	1.000			

Overview Column Points Categories

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Discontinued	.133	.428	-.696	.010	.126	.743	.455	.545	1.000
Systematic	.299	.535	.274	.018	.743	.257	.894	.106	1.000
Appropriate to Students' Needs	.568	-.381	.019	.016	.429	.002	.999	.001	1.000
Active Total	1.000			.045	1.000	1.000			

Years in EFL Instruction

Categories	<6	[6; 8]	[8; 11[	≥11	Total
Discontinued	-	15	22	-	37
Systematic	1	31	48	3	83
Appropriate to Students' Needs	2	60	92	4	158
Total	**3**	**106**	**162**	**7**	**278**

Overview Row Points Categories

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.011	-1.283	-1.120	.002	.222	.778	.855	.145	1.000
[6; 8[	.381	.091	.008	.000	.040	.001	.998	.002	1.000
[8; 11[	.583	.030	-.002	.000	.007	.000	.999	.001	1.000
≥11	.025	-1.527	.409	.005	.763	.237	.984	.016	1.000
Active Total	1.000			.007	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Discontinued	.133	.684	.109	.005	.728	.089	.994	.006	1.000
Systematic	.299	-.240	.170	.002	.214	.888	.899	.101	1.000
Appropriate to Students' Needs	.568	-.034	-.115	.000	.008	.423	.287	.713	1.000
Active Total	1.000			.007	1.000	1.000			

ITEM D5.

TABLE A. III. 121. Respondents Describing a Reading Comprehension Activity by Institution (Item D5. - Percent)

Categories	Secondary School	University	Total
It is an uninteresting activity: "It is boring".	28 (17.4%)	4 (8.2%)	32 (15.2%)
It is an interesting activity.	14 (8.7%)	-	14 (6.7%)
It is a "very important" activity also in the learning of a foreign language.	28 (17.4%)	7 (14.3%)	35 (16.7%)
It is a reading procedure so as to understand a text and its general content.	81 (50.3%)	17 (34.7%)	98 (46.7%)
It is reading in depth.	18 (11.2%)	14 (28.6%)	32 (15.2%)
It is a procedure to check one's "capacity to synthesise ideas".	3 (1.9%)	-	3 (1.4%)
It is a way to develop one's ability to predict and express a personal point of view.	5 (3.1%)	2 (4.1%)	7 (3.3%)
It is a way to promote one's culture awareness, background knowledge.	4 (2.5%)	-	4 (1.9%)
It is a way to foster literary and language improvement.	2 (1.2%)	5 (10.2%)	7 (3.3%)
This activity depends on the teachers.	-	2 (4.1%)	2 (1.0%)
"A reading comprehension activity is a kind of collective reading".	-	3 (6.1%)	3 (1.4%)
Total	**183 (113,7%)**	**54 (110.2%)**	**237 (112.9%)**

Note: Percentage based on the whole universe of respondents (N = 161 - Secondary School; N = 49 - University) by categories.

TABLE A. III. 122. Correspondence Analysis: Respondents Describing a Reading Comprehension Activity by Teacher (Item D5.)

Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
It is an uninteresting activity: "It is boring".	-	2	-	4	6	3	1	2	6	2	2	1	3	**32**
It is an interesting activity.	-	3	-	1	3	-	-	2	2	3	-	-	-	**14**
It is a "very important" activity also in the learning of a foreign language.	2	1	1	3	5	5	1	4	3	-	3	1	6	**35**
It is a reading procedure so as to understand a text and its general content.	3	2	1	8	13	5	2	15	12	10	10	9	8	**98**
It is reading in depth.	1	-	-	2	7	-	-	1	1	4	2	5	9	**32**
It is a procedure to check one's "capacity to synthesise ideas".	-	-	-	-	2	-	-	-	1	-	-	-	-	**3**
It is a way to develop one's ability to predict and express a personal point of view.	-	-	-	1	-	2	-	1	-	-	1	1	1	**7**
It is a way to promote one's culture awareness, background knowledge.	-	-	-	1	-	-	-	-	2	1	-	-	-	**4**
It is a way to foster literary and language improvement.	-	-	-	-	-	-	-	-	1	1	-	2	3	**7**
This activity depends on the teachers.	-	-	-	-	-	-	-	-	-	-	-	1	1	**2**
"A reading comprehension activity is a kind of collective reading".	-	-	-	-	-	-	-	-	-	-	-	-	3	**3**
Total	**6**	**8**	**2**	**20**	**36**	**15**	**4**	**25**	**28**	**21**	**18**	**20**	**34**	**237**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.025	.462	.673	.014	.010	.027	.207	.339	.546
B	.034	.551	-1.418	.071	.019	.161	.079	.403	.482
C	.034	1.918	1.932	.143	.228	[illegible]	.475	.372	.847
D	.084	.264	-.177	.016	.011	.006	.205	.071	.277
E	.152	.096	-.303	.045	.003	.033	.017	.132	.150
F	.063	.796	.708	.058	.074	.075	.376	.230	.605
G	.017	.619	.154	.008	.012	.001	.426	.020	.447
H	.105	.367	-.106	.028	.026	.003	.276	.018	.294
I	.118	.207	-.613	.048	.009	.105	.058	.391	.449
J	.089	-.333	-.767	.039	.018	.124	.137	.562	.699
K	.076	.223	.251	.017	.007	.011	.122	.120	.242
L	.084	-.774	.403	.060	.093	.033	.462	.097	.559
M	.118	-1.506	.657	.182	[illegible]	.121	.805	.118	.923
Active Total	1.000			.727	1.000	1.000			

Overview Column Points

Items	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
D5.1.	.135	.126	-.418	.033	.004	.056	.035	.300	.335
D5.2.	.059	.308	-1.540	.095	.010	[illegible]	.032	.621	.653
D5.3.	.148	1.192	.949	.181	[illegible]	.316	.634	.310	.944
D5.4.	.414	.016	-.136	.030	.000	.018	.002	.106	.108
D5.5.	.135	-.922	.211	.082	.210	.014	.767	.031	.798
D5.6.	.013	.244	-.965	.036	.001	.028	.011	.137	.148
D5.7.	.030	.043	.829	.042	.000	.048	.001	.206	.206
D5.8.	.017	.158	-1.287	.043	.001	.066	.005	.272	.278
D5.9.	.030	-1.623	.474	.057	.143	.016	.746	.049	.795
D5.10.	.008	-2.092	1.259	.034	.068	.032	.585	.164	.748
D5.11.	.013	-2.763	1.560	.094	.177	.073	.558	.137	.695
Active Total	1.000			.727	1.000	1.000			

ITEMS D6.1. TO D6.7.

TABLE A. III. 123. Respondents' Perception on a Reading Comprehension Activity by Variables (Items D6.1. to D6.7.)

Institution

Categories	Secondary School	University	Total
Evaluation of your interpretative skills.	136 69.0%	50 87.7%	186 73.2%
Formal evaluation (*e.g.* examinations).	57 28.9%	8 14.0%	65 25.6%
Learning lexical structures.	90 45.7%	39 68.4%	129 50.8%
Learning grammar structures.	98 49.7%	32 56.1%	130 51.2%
Making you read any kind of text for real purpose.	49 24.9%	13 22.8%	62 24.4%
Checking your capacity to synthesise ideas.	142 72.1%	42 73.7%	184 72.4%
Developing your ability to predict and express a personal point of view.	112 56.9%	35 61.4%	147 57.9%

Note: Percentage based on the whole universe of respondents (N = 194 - Secondary School; N = 57 - University) by categories.

Age Group

Categories	[16; 18[	[18; 19]	[19; 21[	≥21	Total
Evaluation of your interpretative skills.	47	61	52	26	186
Formal evaluation (*e.g.* examinations).	20	22	16	7	65
Learning lexical structures.	30	36	37	26	129
Learning grammar structures.	33	38	38	21	130
Making you read any kind of text for real purpose.	15	22	16	9	62
Checking your capacity to synthesise ideas.	47	64	49	24	184
Developing your ability to predict and express a personal point of view.	40	45	38	24	147

Years in EFL Instruction

Categories	<6	[6; 8[	[8; 11[	≥11	Total
Evaluation of your interpretative skills.	2	62	115	7	186
Formal evaluation (*e.g.* examinations).	1	28	35	1	65
Learning lexical structures.	2	50	71	6	129
Learning grammar structures.	2	54	69	5	130
Making you read any kind of text for real purpose.	1	25	33	3	62
Checking your capacity to synthesise ideas.	1	68	112	3	184
Developing your ability to predict and express a personal point of view.	1	45	94	7	147

TABLE A. III. 124. Correspondence Analysis: Respondents' Perception on a Reading Comprehension Activity by Teacher (Items D6.1. to D6.7.)

Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
Evaluation of your interpretative skills.	4	9	2	13	28	12	4	19	13	15	17	23	27	186
Formal evaluation (*e.g.* examinations).	1	3	1	6	10	2	1	13	9	7	4	5	3	65
Learning lexical structures.	2	11	2	5	15	6	3	13	12	13	8	14	25	129
Learning grammar structures.	5	9	4	3	15	9	3	15	14	12	9	11	21	130
Making you read any kind of text for real purpose.	-	3	2	5	9	4	2	11	7	-	6	2	11	62
Checking your capacity to synthesise ideas.	6	14	4	13	26	13	4	18	18	12	14	20	22	184
Developing your ability to predict and express a personal point of view.	5	8	2	12	21	12	3	14	15	7	13	11	24	147

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.025	.248	-.793	.005	.004	.117	.123	.482	.605
B	.063	-.260	-.242	.003	.012	.027	.471	.158	.629
C	.047	-2.386	-.079	.096	.747	.002	.977	.000	.978
D	.063	.292	.486	.008	.015	.109	.253	.271	.524
E	.137	.111	.105	.001	.005	.011	.413	.143	.556
F	.064	.217	-.331	.003	.009	.051	.370	.332	.702
G	.022	-.022	.021	.001	.000	.000	.007	.003	.010
H	.114	.050	.679	.009	.001	.384	.012	.845	.856
I	.097	.006	.319	.003	.000	.073	.000	.421	.421
J	.073	-.316	-.213	.010	.021	.024	.254	.045	.299
K	.079	.175	-.026	.002	.007	.000	.458	.004	.462
L	.095	-.102	-.418	.006	.003	.121	.055	.356	.412
M	.120	.725	-.304	.028	.177	.081	.794	.054	.847
Active Total	1.000			.175	1.000	1.000			

Overview Column Points

Items	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
D6.1.	.206	.300	-.178	.012	.052	.048	.537	.073	.610
D6.2.	.072	.053	.992	.015	.001	.517	.005	.626	.631
D6.3.	.143	-1.439	-.026	.105	.835	.001	.998	.000	.998
D6.4.	.144	.141	-.306	.009	.008	.098	.109	.197	.306
D6.5.	.069	.325	.775	.016	.020	.301	.164	.361	.526
D6.6.	.204	.173	-.144	.005	.017	.031	.431	.115	.545
D6.7.	.163	.382	-.067	.012	.067	.005	.722	.009	.730
Active Total	1.000			.175	1.000	1.000			

ITEM D7.

TABLE A. III. 125. Respondents' Ranking of Most Required Strategies/Activities in a Reading Comprehension Activity by Variables (Item D7.)

Institution

Strategies/Activities	Institution	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
D7.1. Summarising the text.	Secondary School	51	31	20	20	8	11	9	7	6	7	170
	University	8	12	7	6	4	7	1	5	2	1	53
	Total	**59**	**43**	**27**	**26**	**12**	**18**	**10**	**12**	**8**	**8**	**223**
D7.2. Retelling.	Secondary School	10	10	14	14	19	14	16	20	27	10	154
	University	4	10	1	4	12	2	1	5	7	4	50
	Total	**14**	**20**	**15**	**18**	**31**	**16**	**17**	**25**	**34**	**14**	**204**
D7.3. Looking for keywords (important words for the general meaning of the text).	Secondary School	49	47	24	12	12	7	5	7	3	3	169
	University	33	7	9	4	-	-	2	1	-	-	56
	Total	82	54	33	16	12	7	7	8	3	3	225
D7.4. Explaining difficult/unfamiliar words.	Secondary School	12	30	36	31	17	7	12	3	11	1	160
	University	4	10	17	14	1	1	2	1	-	1	51
	Total	**16**	**40**	**53**	**45**	**18**	**8**	**14**	**4**	**11**	**2**	**211**
D7.5. Answering a set of questions organised under the subheading "skimming and scanning".	Secondary School	28	26	23	24	21	14	12	9	5	1	163
	University	6	13	12	8	3	5	4	3	-	-	54
	Total	**34**	**39**	**35**	**32**	**24**	**19**	**16**	**12**	**5**	**1**	**217**
D7.6. Word association exercise.	Secondary School	6	8	25	26	36	25	16	10	5	6	163
	University		3	8	12	7	8	6	1	2	-	47
	Total	**6**	**11**	**33**	**38**	**43**	**33**	**22**	**11**	**7**	**6**	**210**
D7.7. Multiple choice questions.	Secondary School	5	10	11	20	17	31	32	21	3	7	157
	University	-	-	1	1	14	3	7	7	4	1	38
	Total	**5**	**10**	**12**	**21**	**31**	**34**	**39**	**28**	**7**	**8**	**195**
D7.8. Gapfilling exercise.	Secondary School	2	5	10	11	15	26	19	30	31	7	156
	University	-	2	-	4	5	7	6	5	7	3	39
	Total	**2**	**7**	**10**	**15**	**20**	**33**	**25**	**35**	**38**	**10**	**195**
D7.9. Cloze.	Secondary School	-	1	-	1	11	8	9	21	31	72	154
	University	-	1	-	-	-	-	3	5	9	18	36
	Total	**-**	**2**	**-**	**1**	**11**	**8**	**12**	**26**	**40**	**90**	**190**
D7.10. Informal discussions.	Secondary School	9	5	11	11	9	18	25	25	28	19	160
	University	2	-	2	1	6	11	9	5	6	7	49
	Total	**11**	**5**	**13**	**12**	**15**	**29**	**34**	**30**	**34**	**26**	**209**

TABLE A. III. 126. Respondents' Ranking of Most Required Strategies/Activities in a Reading Comprehension Activity by Variables (Item D7. - One-sample Chi-square Test)

Strategies/Activities		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
D7.1.	Observed N	59	43	27	26	12	18	10	12	8	8	223
	Expected N	22.3	22.3	22.3	22.3	22.3	22.3	22.3	22.3	22.3	22.3	
	Residual	36.7	20.7	4.7	3.7	-10.3	-4.3	-12.3	-10.3	-14.3	-14.3	
D7.2.	Observed N	14	20	15	18	31	16	17	25	34	14	204
	Expected N	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	20.4	
	Residual	-6.4	-0.4	-5.4	-2.4	10.6	-4.4	-3.4	4.6	13.6	-6.4	
D7.3.	Observed N	82	54	33	16	12	7	7	8	3	3	225
	Expected N	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	
	Residual	59.5	31.5	10.5	-6.5	-10.5	-15.5	-15.5	-14.5	-19.5	-19.5	
D7.4.	Observed N	16	40	53	45	18	8	14	4	11	2	211
	Expected N	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	21.1	
	Residual	-5.1	18.9	31.9	23.9	-3.1	-13.1	-7.1	-17.1	-10.1	-19.1	
D7.5.	Observed N	34	39	35	32	24	19	16	12	5	1	217
	Expected N	21.7	21.7	21.7	21.7	21.7	21.7	21.7	21.7	21.7	21.7	
	Residual	12.3	17.3	13.3	10.3	2.3	-2.7	-5.7	-9.7	-16.7	-20.7	
D7.6.	Observed N	6	11	33	38	43	33	22	11	7	6	210
	Expected N	21	21	21	21	21	21	21	21	21	21	
	Residual	-15	-10	12	17	22	12	1	-10	-14	-15	
D7.7.	Observed N	5	10	12	21	31	34	39	28	7	8	195
	Expected N	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	
	Residual	-14.5	-9.5	-7.5	1.5	11.5	14.5	19.5	8.5	-12.5	-11.5	
D7.8.	Observed N	2	7	10	15	20	33	25	35	38	10	195
	Expected N	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	19.5	
	Residual	-17.5	-12.5	-9.5	-4.5	0.5	13.5	5.5	15.5	18.5	-9.5	
D7.9.	Observed N	-	2	-	1	11	8	12	26	40	90	190
	Expected N	-	23.75	-	23.75	23.75	23.75	23.75	23.75	23.75	23.75	
	Residual	-	-21.75		-22.75	-12.75	-15.75	-11.75	2.25	16.25	66.25	
D7.10.	Observed N	11	5	13	12	15	29	34	30	34	26	209
	Expected N	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	20.9	
	Residual	-9.9	-15.9	-7.9	-8.9	-5.9	8.1	13.1	9.1	13.1	5.1	

Note: The residual rows show "the differences between the expected and observed values. Large absolute values for the residuals indicate that the observed values are very different from the expected values" (*SSPS® Base 9.0 Applications Guide*, 1999: 234).

ITEMS D8.1/D8.2

TABLE A. III. 127. Respondents' Discourse Awareness by Institution (Items D8.1./D8.2. - Percent)

Categories	Institution	Yes	No	Total
Awareness of different types of discourse (narrative, descriptive, argumentative, persuasive).	Secondary School	173 90.1%	19 9.9%	192 100.0%
	University	56 98.2%	1 1.8%	57 100.0%
	Total	**229** **92.0%**	**20** **8.0%**	**249** **100.0%**
The importance of discourse awareness for the text's impact on the reader.	Secondary School	144 78.3%	40 21.7%	184 100.0%
	University	48 85.7%	8 14.3%	56 100.0%
	Total	**192** **80.0%**	**48** **20.0%**	**240** **100.0%**

ITEMS D9.1./D9.2.

TABLE A. III. 128. Respondents' Ranking of Most Important Features in Reading Fiction by Institution (Item D9.1. – Chi-Square Test)

Ranking	Institution	The Plot Line	The Characters' Relationship	The Climax	The General Content	Identity Themes/ Characters	Reading for Words	Total
1st	Secondary School	18	68	31	34	35	3	189
	University	17	8	9	7	14	2	57
	Total	**35**	**76**	**40**	**41**	**49**	**5**	246
2nd	Secondary School	19	18	26	59	49	5	176
	University	9	12	6	16	9	4	56
	Total	**28**	**30**	**32**	**75**	**58**	**9**	232
3rd	Secondary School	15	21	46	45	11	12	150
	University	11	5	7	15	3	13	54
	Total	**26**	**26**	**53**	**60**	**14**	**25**	204

1st Ranking (Chi-Square Test)

Institution		The Plot Line	The Characters' Relationship	The Climax	The General Content	Identity Themes/ Characters	Reading for Words	Total
Secondary School	Count	18	68	31	34	35	3	189
	Expected Count	26.9	58.4	30.7	31.5	37.6	3.8	189
	Adjusted Residual	-3.8	3.1	0.1	1.0	-1.0	-0.9	
University	Count	17	8	9	7	14	2	57
	Expected Count	8.1	17.6	9.3	9.5	11.4	1.2	57
	Adjusted Residual	3.8	-3.1	-0.1	-1.0	1.0	0.9	
Total	Count	35	76	40	41	49	5	246
	Expected Count	35	76	40	41	49	5	246

3rd Ranking (Chi-Square Test)

Institution		The Plot Line	The Characters' Relationship	The Climax	The General Content	Identity Themes/ Characters	Reading for Words	Total
Secondary School	Count	15	21	46	45	11	12	150
	Expected Count	19.1	19.1	39.0	44.1	10.3	18.4	150
	Adjusted Residual	-2.0	0.9	2.5	0.3	0.4	-3.1	
University	Count	11	5	7	15	3	13	54
	Expected Count	6.9	6.9	14.0	15.9	3.7	6.6	54
	Adjusted Residual	2.0	-0.9	-2.5	-0.3	-0.4	3.1	
Total	Count	26	26	53	60	14	25	204
	Expected Count	26	26	53	60	14	25	204

TABLE A. III. 129. Respondents' Perceptions on Reading Fiction in Class by Ranking (Item D9.2. – Chi-Square Test)

Ranking	Institution	The Plot Line	The Characters' Relationship	The Climax	The General Content	Identity Themes/ Characters	Reading for Words	Total
1st	Secondary School	18	30	5	40	65	13	171
	University	1	20	2	6	24	2	55
	Total	**19**	**50**	**7**	**46**	**89**	**15**	**226**
2nd	Secondary School	10	20	20	56	20	21	147
	University	18	-	2	15	8	10	53
	Total	**28**	**20**	**22**	**71**	**28**	**31**	**200**
3rd	Secondary School	17	19	19	13	15	13	96
	University	9	8	11	6	-	8	42
	Total	**26**	**27**	**30**	**19**	**15**	**21**	**138**
4th	Secondary School	10	10	10	7	3	7	47
	University	-	-	4	6	1	7	18
	Total	**10**	**10**	**14**	**13**	**4**	**14**	**65**
5th	Secondary School	7	4	2	-	1	1	15
	University	8	-	-	-	-	2	10
	Total	**15**	**4**	**2**	-	**1**	**3**	**25**
6th	Secondary School	-	1	2	-	-	7	10
	University	-	-	4	-	-	3	7
	Total	-	**1**	**6**	-	-	**10**	**17**

2nd Ranking- (Chi-Square Test)

Institution		Identity Themes/Characters	Reading for Words	The Characters' Relationship	The Climax	The General Content	The Plot Line	Total
Secondary School	Count	20	21	20	20	56	10	147
	Expected Count	20.6	22.785	14.7	16	52.2	20.6	147
	Adjusted Residual	-0.3	-0.8	2.8	2.0	1.3	-4.9	
University	Count	8	10	0	2	15	18	53
	Expected Count	7.4	8.2	5.3	5.8	18.8	7.4	53
	Adjusted Residual	0.3	0.8	-2.8	-2.0	-1.3	4.9	
Total	Count	28	31	20	22	71	28	200
	Expected Count	28	31	20	22	71	28	200

ITEMS D10./D10.1.

TABLE A. III. 130. Informants'"Making Use of Summaries"/"York Notes" by Variables (Item D10. - Chi-Square Test)

Institution

Categories		Secondary School	University	Total
No Answer	Count	40	2	42
	Expected Count	32.6	9.4	42
	Adjusted Residual	3.0	-3.0	
Yes	Count	118	42	160
	Expected Count	124.1	35.9	160
	Adjusted Residual	-1.9	1.9	
No	Count	39	13	52
	Expected Count	40.3	11.7	52
	Adjusted Residual	-0.5	0.5	
Total	Count	197	57	254
	Expected Count	197	57	254

Sex

Categories		Male	Female	Total
No Answer	Count	3	40	43
	Expected Count	6.3	36.7	43
	Adjusted Residual	-1.5	1.5	
Yes	Count	18	141	159
	Expected Count	23.2	135.8	159
	Adjusted Residual	-1.9	1.9	
No	Count	16	36	52
	Expected Count	7.6	44.4	52
	Adjusted Residual	3.7	-3.7	
Total	Count	37	217	254
	Expected Count	37	217	254

Age Group

Age Group	Yes	No	No Answer	Total
[16; 18[	37	16	11	64
[18; 19[	54	20	12	86
[19; 21[	48	12	10	70
≥21	21	4	9	34
Total	**160**	**52**	**42**	**254**

Years in EFL Instruction

Years in EFL Instruction	Yes	No	No Answer	Total
<6	2	1		3
[6; 8[	56	11	29	96
[8; 11[	96	40	12	148
≥11	6		1	7
Total	**160**	**52**	**42**	**254**

TABLE A. III. 131. Multiple Correspondence Analysis: Informants' Response to "Making Use of Summaries"/"York Notes" by Variables (Item D10.)

Discrimination Measures

	Dimension	
	1	2
Teacher	.666	.563
Years in EFL Instruction	.613	.507
Item D10.	.463	.297

Categories

Categories	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Yes	160	-.286	.364
No	52	-.354	-1.015
No Answer	42	1.527	-.129
Missing	0		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	-.036	-1.410
B	17	.785	-.912
C	4	3.405	.331
D	20	-.631	.063
E	36	-.058	-.568
F	14	-.875	-1.050
G	6	2.152	-.257
H	28	.708	.642
I	25	.735	.218
J	19	.097	-.251
K	22	-.374	-.493
L	24	-.731	.100
M	33	-.818	1.450
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-.422	1.407
[6; 8[	96	.998	.243
[8; 11[	148	-.587	-.363
≥11	7	-1.105	3.733
Missing	0		

TABLE A. III. 132. Informants' Justification for "(Not)Making Use of Summaries/"York Notes" by Institution (Item D10.1. - Percent)

Categories	Secondary School	University	Total
"No idea."	5 (4.0%)	-	5 (3.0%)
"I prefer not to use them."	-	1 (2.3%)	1 (0.6%)
Useful for further information or background information.	11 (8.7%)	3 (7.0%)	14 (8.3%)
Useful owing to lack of time to read the original text or in case of long novels or thick books.	13 (10.3%)	1 (2.3%)	14 (8.3%)
Useful though not replacing the reading of the original text so as to uncover the structure of the novel, its plot line, its general content, its characters' description, for instance.	43 (34.1%)	28 (65.1%)	71 (42.0%)
Useful as an aid for classes or autonomous reading be it a pre-, while or post-reading activity.	25 (19.8%)	7 (16.3%)	32 (18.9%)
Useful: a summary for exams, "memory aid".	37 (29.4%)	4 (9.3%)	41 (24.3%)
Useful in order to overcome language difficulties whether in mother tongue or in a foreign language: simplified version.	8 (6.3%)	3 (7.0%)	11 (6.5%)
Useful: "when the book is of no interest at all".	1 (0.8%)	-	1 (0.6%)
Useless: "the reader knows the story better".	2 (1.6%)	1 (2.3%)	3 (1.8%)
Useless: "when the novel is easy to understand/read".	1 (0.8%)	-	1 (0.6%)
Useless: "when you don't read the book".	1 (0.8%)	1 (2.3%)	2 (1.2%)
Total	**147 (116.7%)**	**49 (114.0%)**	**196 (116.0%)**

Note: Percentage based on the whole universe of respondents (N = 126 - Secondary School; N = 43 - University) by categories.

ITEM E1.1.

TABLE A. III. 133. Informants' Previewing Guidelines by Institution (Item E1.1. - Percent)

Categories	Secondary School	University	Total
Title	149 (79.3%)	42 (76.4%)	191 (78.6%)
Cover	32 (17.0%)	5 (9.1%)	37 (15.2%)
Blurb	43 (22.9%)	12 (21.8%)	55 (22.6%)
Impression of Layout, Print Size and Illustrations	47 (25.0%)	24 (43.6%)	71 (29.2%)
Total	**271 (144.1%)**	**83 (150.9%)**	**354 (145.7%)**

Note: Percentage based on the whole universe of respondents (N = 188 - Secondary School; N = 55 - University) by categories.

Sex

Sex	Title	Cover	Blurb	Impression of Layout, Print Size and Illustrations	Total
Male	25	9	3	9	46
Female	166	28	52	62	308
Total	**191**	**37**	**55**	**71**	**354**

TABLE A. III. 134. Correspondence Analysis: Informants' Previewing Guidelines by Variables (Item E1.1)

Teacher

Teacher	Title	Cover	Blurb	Impression of Layout, Print Size and Illustrations	Total
A	4	1	1	1	7
B	10	3	4	3	20
C	3	-	-	1	4
D	17	6	2	6	31
E	29	6	7	9	51
F	12	2	1	7	22
G	6	1		3	10
H	20	1	5	9	35
I	20	5	6	4	35
J	9	5	7		21
K	19	2	10	4	35
L	19	1	7	8	35
M	23	4	5	16	48
Total	**191**	**37**	**55**	**71**	**354**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.020	.085	-.350	.001	.000	.011	.075	.776	.851
B	.056	.291	-.275	.003	.014	.020	.609	.333	.942
C	.025	1.611	1.173	.032	.190	.165	.718	.234	.952
D	.088	-.275	-.696	.011	.019	.199	.202	.796	.998
E	.144	-.015	-.153	.001	.000	.016	.009	.603	.612
F	.062	-.644	.092	.009	.074	.002	.969	.012	.981
G	.028	-.775	-.076	.006	.049	.001	.985	.006	.991
H	.099	-.200	.521	.007	.011	.126	.187	.780	.968
I	.099	.247	-.350	.005	.017	.057	.386	.475	.861
J	.059	1.129	-.816	.035	.218	.186	.740	.237	.977
K	.099	.625	.357	.017	.111	.059	.807	.161	.968
L	.099	.069	.573	.007	.001	.153	.023	.972	.995
M	.121	-.916	.094	.037	.294	.005	.959	.006	.965
Active Total	1.000			.172	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Title	.540	-.093	-.008	.004	.013	.000	.371	.002	.372
Cover	.105	.116	-1.245	.036	.004	[illegible]	.014	.964	.978
Blurb	.155	1.212	.379	.084	[illegible]	.105	.938	.056	.994
Layout/Print S./Illust.	.201	-.749	.376	.047	.325	.133	.828	.128	.956
Active Total	1.000			.172	1.000	1.000			

Age Group

Age Group	Title	Cover	Blurb	Impression of Layout, Print Size and Illustrations	Total
[16; 18[	44	11	15	21	91
[18; 19[	66	11	20	22	119
[19; 21[	59	10	11	17	97
≥21	22	5	9	11	47
Total	**191**	**37**	**55**	**71**	**354**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.257	-.315	.233	.003	.233	.292	.805	.193	.998
[18; 19[	.336	.056	-.279	.001	.010	[illegible]	.085	.912	.998
[19; 21[	.274	.449	.160	.006	[illegible]	.146	.947	.052	1.000
≥21	.133	-.459	-.075	.003	.255	.015	.983	.011	.994
Active Total	1.000			.014	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Po		
		1	2		1	2	1	2	Total
Title	.540	.298	-.041	.005	[illegible]	.019	.992	.008	1.00
Cover	.105	-.161	.406	.001	.025	.361	.260	.726	.98
Blurb	.155	-.463	-.379	.005	.303	[illegible]	.773	.226	1.00
Layout/Print S./Illust.	.201	-.359	.192	.003	.236	.155	.886	.111	.99
Active Total	1.000			.014	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	Title	Cover	Blurb	Impression of Layout, Print Size and Illustrations	Total
<6		1	1	1	3
[6; 8[	70	11	17	28	126
[8; 11[	115	25	36	40	216
≥11	6		1	2	9
Total	**191**	**37**	**55**	**71**	**354**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
<6	.008	-3.077	1.352	.011	.617	.285	.924	.074	.998
[6; 8[	.356	.199	.238	.003	.109	.371	.619	.368	.987
[8; 11[	.610	-.117	-.168	.002	.064	.316	.536	.462	.999
≥11	.025	1.036	.245	.004	.210	.028	.933	.022	.955
Active Total	1.000			.020	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
Title	.540	.272	-.113	.006	.307	.127	.932	.067	.999
Cover	.105	-.791	-.112	.009	.503	.024	.982	.008	.990
Blurb	.155	-.399	-.133	.004	.191	.051	.918	.043	.960
Layout/Print S./Illust.	.201	-.010	.465	.002	.000	.799	.001	.999	1.000
Active Total	1.000			.020	1.000	1.000			

ITEMS E1.2. TO E1.4.1.

TABLE A. III. 135. Percentage of Informants' Response to Making Predictions on Previewing Guidelines by Institution (Items E1.2. to E1.4.)

Categories	Institution	Yes	No	Total
Making predictions on the content of a book from its illustrations.	Secondary School	110 60.1%	73 39.9%	183 100%
	University	43 76.8%	13 23.2%	56 100%
	Total	153 64.0%	86 36.0%	239 100%
Title and its importance for the general comprehension of a text.	Secondary School	173 89.6%	20 10.4%	193 100%
	University	48 85.7%	8 14.3%	56 100%
	Total	221 88.8%	28 11.2%	249 100%
Text titles betraying readers' expectations/predictions about text.	Secondary School	88 47.8%	96 52.2%	184 100%
	University	30 55.6%	24 44.4%	54 100%
	Total	118 49.6%	120 50.4%	238 100%

TABLE A. III. 136. Informants' response to "Making Predictions on the Content of a Book from its Illustrations" by Institution (Item E1.2. - Chi-Square Test)

Institution		Yes	No	Total
Secondary School	Count	110.0	73	183
	Expected Count	117.2	65.8	183
	Adjusted Residual	-2.3	2.3	
University	Count	43.0	13	56
	Expected Count	35.8	20.2	56
	Adjusted Residual	2.3	-2.3	
Total	Count	153	86	239
	Expected Count	153	86	239

TABLE A. III. 137. Respondents' Illustrations to Item E1.4.1.

Illustration	Title	Occurrences		
		Secondary School	University	Total
Texts in English	*Animal Farm*	-	3	3
	Incidents in the Life of a Slave Girl	4	-	4
	"Lamb To The Slaughter"	2	-	2
	Simisole	-	1	1
	The Bluest Eye	-	3	3
	The Pearl	1	-	1
Texts in Portuguese	*A Lua Não Está à Venda*	-	1	1
	A Mãe	1	-	1
	A Pérola	1	-	1
	A Sibila	7	-	7
	Amor de Perdição	1	-	1
	Amor, Utopia ou Realidade	1	-	1
	Aparição	6	1	7
	Capitães da Areia	1	-	1
	Um Amor Feliz	1	-	1
	Eurico, O Presbítero	2	-	2
	Filhos da Droga	1	-	1
	Manhã Submersa	1	-	1
	Os Maias	3	-	3
	Mau Tempo no Canal	1	-	1
	Não Há Longe Nem Distância	-	1	1
	O Alquimista	1	-	1
	O Judeu	2	-	2
	O Livro do Riso e do Esquecimento	1	-	1
	Os Meus Amores	1	-	1
Other	"Philosophic Texts"	1	-	1
	Reference: "Encyclopedia"	1	-	1
	"Sports Texts"	1	-	1
	"Text in a Magazine"	-	1	1
Reasoning	"Make me enjoyed more the book."	1		1
	"Sometimes I read a book thinking that something is going to happen and then something different [does]."	3	-	3
Total		**46**	**11**	**57**

ITEMS E2.1. TO E2.2.3.1.

TABLE A. III. 138. Respondents' Interpreting Process

"Personal Interpretation" by Institution (Item E2.1. - Percent)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	1 0.5%	9 4.9%	118 63.8%	57 30.8%	185 100.0%
University	-	1 1.8%	38 67.9%	17 30.4	56 100%
Total	**1** **0.4%**	**10** **4.1%**	**156** **64.7%**	**74** **30.7%**	**241** **100.0%**

"Critics' Opinion" by Institution (Item E2.2.1. - Chi-Square Test)

Institution		Never	Rarely	Sometimes	Frequently	Total
Secondary School	Count	38 (19.7%)	63 (32.6%)	77 (39.9%)	15 (7.8%)	193 (100.0%)
	Expected Count	30.2	65.9	77.5	19.4	193
	Adjusted Residual	3.2	-0.9	-0.2	-2.2	
University	Count	1 (1.8%)	22 (39.3%)	23 (41.1%)	10 (17.9%)	56 (100.%)
	Expected Count	8.8	19.1	22.5	5.6	56
	Adjusted Residual	-3.2	0.9	0.2	2.2	
Total	Count	**39 (15.7%)**	**85 (34.1%)**	**100 (40.2%)**	**25 (10.0%)**	**249 (100.0%)**
	Expected Count	39	85	100	25	249

"Critics' Opinion" by Age Group (Item E2.2.1. - Chi-Square Test)

Age Group		Never	Rarely	Sometimes	Frequently	Total
[16; 18[	Count	10	24	26	3	63
	Expected Count	9.9	21.5	25.3	6.3	63
	Adjusted Residual	0.1	0.8	0.2	-1.6	
[18; 19[	Count	16	33	32	5	86
	Expected Count	13.5	29.4	34.5	8.6	86
	Adjusted Residual	0.9	1	-0.7	-1.6	
[19; 21[	Count	11	19	30	8	68
	Expected Count	10.7	23.2	27.3	6.8	68
	Adjusted Residual	0.1	-1.3	0.8	0.6	
≥21	Count	2	9	12	9	32
	Expected Count	5	10.9	12.9	3.2	32
	Adjusted Residual	-1.6	-0.8	-0.3	3.6	
Total	Count	39	85	100	25	249
	Expected Count	39	85	100	25	249

"Teachers' Opinion" by Institution (Item E2.2.2. - Chi-Square Test)

Institution		Never	Rarely	Sometimes	Frequently	Total
Secondary School	Count	10 5.2%	27 14.0%	104 53.9%%	52 26.9%	193 100%
	Expected Count	7.7	22.4	105.8	57.1	193
	Adjusted Residual	1.8	2.2	-0.5	-1.7	
University	Count	-	2 3.5%	33 57.9%	22 38.6%	57 100%
	Expected Count	2.3	6.6	31.2	16.9	57
	Adjusted Residual	-1.8	-2.2	0.5	1.7	
Total	Count	**10** **4.0%**	**29** **11.6%**	**137** **54.8%**	**74** **29.6%**	**250** **100%**
	Expected Count	10	29	137	74	250

"Fellow Students' Own Interpretations" by Institution (Item E2.2.3. - Chi-Square Test)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	17 8.9%	46 24.2%	107 56.3%	20 10.5%	190 100%
University	2 3.6%	12 21.4%	36 64.3%	6 10.7%	56 100%
Total	**19** **7.7%**	**58** **23.6%**	**143** **58.1%**	**26** **10.6%**	**246** **100%**

TABLE A. III. 139. Correspondence Analysis: Factors in Respondents' Interpreting Process (Items E1.1. and E2.1.)

Crisscrossing Previewing Guidelines in Respondents' Interpreting Process (Items E1.1. and E2.1.)

Scale Factors	Sub-variables				Total
	Title	Cover	Blurb	Impression of Layout, Print Size and Illustrations	
Never	1	-	-	1	2
Rarely	6	2	-	4	12
Sometimes	123	22	32	43	220
Frequently	53	12	22	20	107
Total	**183**	**36**	**54**	**68**	**341**

Overview Row Points

Previewing Guidelines	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Title	.537	.044	.220	.002	.008	.13	.079	.903	.981
Cover	.106	.069	-.392	.002	.004	.274	.030	.441	.471
Blurb	.158	-.745	-.166	.012	.580	.074	.965	.022	.987
Layout/Print S./Illust.	.199	.436	-.253	.006	.297	.215	.788	.123	.912
Active Total	1.000			.022	1.000	1.000			

Overview Column Points

Scale Factors	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Never	.006	1.885	-.275	.004	.164	.007	.629	.006	.635
Rarely	.035	1.405	-.667	.010	.546	.264	.879	.092	.971
Sometimes	.645	.067	.173	.002	.023	.326	.240	.752	.992
Frequently	.314	-.330	-.276	.006	.268	.403	.751	.244	.995
Active Total	1.000			.022	1.000	1.000			

TABLE A. III. 140. Percentage of Respondents' Giving Reasons on their Interpreting Process by Institution (Items E2.1./E2.2.1. to E2.2.3.)

Categories	Secondary School	University	Total
Reading and interpreting a text is a personal enterprise.	21 (19.1%)	1 (2.6%)	22 (14.8%)
The teacher's opinion above all.	3 (2.7%)	3 (7.7%)	6 (4.0%)
Text interpretation is subjective: check one's opinions while comparing different interpretations.	44 (40.0%)	21 (53.8%)	65 (43.6%)
Meaning making is a process; co-operation in class.	11 (10.0%)	2 (5.1%)	13 (8.7%)
Learning about more reliable opinions.	10 (9.1%)	5 (12.8%)	15 (10.1%)
Poor language competence.	1 (0.9%)	-	1 (0.7%)
Building on reading confidence or as a motivation (if the text is read by students and teachers).	20 (18.2%)	7 (17.9%)	27 (18.1%)
Total	**110 (100.0%)**	**39 (100.0%)**	**149 (100.0%)**

Note: Percentage based on the whole universe of respondents (N = 110 - Secondary School; N = 39 - University) by categories.

TABLE A. III. 141. Multiple Correspondence Analysis: Respondents' Agency in the Interpreting Process (Items E.2.2.1. to E2.2.3.)

Discrimination Measures

Items	Dimension	
	1	2
Item E2.2.1.	.647	.486
Item E2.2.2.	.753	.366
Item E2.2.3.	.203	.455

"Critics' Opinion" (Item E2.2.1.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	39	-1.688	-.202
Rarely	85	-.112	.121
Sometimes	100	.558	.427
Frequently	25	.875	-2.010
Missing	2		

"The Teacher's Opinion" (Item E2.2.2.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	10	-3.210	-.685
Rarely	29	-1.244	-.115
Sometimes	137	.112	.523
Frequently	74	.729	-.817
Missing	1		

"Fellow Students' Interpretations" (Item E2.2.3.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	19	-1.566	-.908
Rarely	58	.045	.644
Sometimes	143	.107	.186
Frequently	26	.321	-1.635
Missing	5		

TABLE A. III. 142. Multiple Correspondence Analysis: Critics' Opinion on Respondents' Interpreting Process by Variables (Item E2.2.1.)

Discrimination Measures

	Dimension	
	1	2
Item E2.2.1	.238	.257
Teacher	.668	.663
Age Group	.669	.068
Years in EFL Instruction	.397	.651

"Critics' Opinion" (Item E2.2.1.)

Scale Factors	Marginal Frequency	Category Quantifications Dimension	
		1	2
Never	39	-.610	.816
Rarely	85	-.016	.361
Sometimes	100	-.101	-.496
Frequently	25	1.342	-.374
Missing	5		

Teacher

Teacher	Marginal Frequency	Category Quantifications Dimension	
		1	2
A	6	-.854	.442
B	17	-.625	-.260
C	4	-.038	-1.663
D	20	-.517	.854
E	36	-.448	.404
F	14	-.390	1.213
G	6	-.054	-2.631
H	28	-.381	-1.198
I	25	-.451	-.776
J	19	.158	.174
K	22	-.601	.771
L	24	.893	-.123
M	33	1.802	.303
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications Dimension	
		1	2
[16; 18[	64	-.646	.406
[18; 19[	86	-.432	-.217
[19; 21[	70	.201	-.179
≥21	34	1.913	.117
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications Dimension	
		1	2
<6	3	1.206	1.020
[6; 8[	96	-.238	-1.030
[8; 11[	148	-.037	.638
≥11	7	3.605	.022
Missing	0		

TABLE A. III. 143. Multiple Correspondence Analysis: The Teacher's Opinion on Respondents' Interpreting Process by Variables (Item E2.2.2.)

Discrimination Measures

	Dimension	
	1	2
E2.2.2	.127	.191
Teacher	.695	.730
Age Group	.656	.143
Years in EFL Instruction	.416	.563

The Teacher's Opinion (Item E2.2.2.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	10	-1.019	.193
Rarely	29	-.606	1.054
Sometimes	137	-.006	.053
Frequently	74	.390	-.459
Missing	4		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	-.910	1.382
B	17	-.705	.034
C	4	.111	-1.554
D	20	-.577	.554
E	36	-.354	.057
F	14	-.398	1.430
G	6	-.538	-2.846
H	28	-.218	-1.147
I	25	-.406	-.916
J	19	-.089	.405
K	22	-.671	.837
L	24	.901	-.133
M	33	1.851	.346
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	-.679	.540
[18; 19[	86	-.421	-.418
[19; 21[	70	.231	-.118
≥21	34	1.865	.226
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	1.852	.159
[6; 8[	96	-.243	-.964
[8; 11[	148	-.050	.602
≥11	7	3.573	.152
Missing	0		

TABLE A. III. 144. Multiple Correspondence Analysis: "Fellow Students' Interpretations" on Respondents' Interpreting Process by Variables (Item E2.2.3.)

Discrimination Measures

	Dimension	
	1	2
E2.2.3	.070	.131
Teacher	.692	.716
Age Group	.687	.158
Years in EFL Instruction	.468	.593

"Fellow Students' Interpretations" (Item E2.2.3.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	19	-.643	1.254
Rarely	58	-.298	.025
Sometimes	143	.152	-.074
Frequently	26	.241	-.320
Missing	8		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	-.796	1.102
B	17	-.719	.054
C	4	-.178	-1.629
D	20	-.435	.577
E	36	-.383	.450
F	14	-.116	1.090
G	6	-.665	-3.143
H	28	-.393	-1.063
I	25	-.373	-.974
J	19	-.057	.300
K	22	-.649	.843
L	24	.815	-.126
M	33	1.891	.169
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	-.707	.651
[18; 19[	86	-.423	-.357
[19; 21[	70	.250	-.165
≥21	34	1.900	-.045
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	1.651	-.063
[6; 8[	96	-.346	-.979
[8; 11[	148	.016	.628
≥11	7	3.764	-.127
Missing	0		

ITEM E2.3.

TABLE A. III. 145. Percentage of Respondents' Opinion on "Background Knowledge" in The Interpreting Process by Institution (Item E2.3.)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	2 1.1%	4 2.2%	74 39.8%	106 57.0%	186 100%
University	1 1.8%	1 1.8%	27 47.4%	28 49.1%	57 100%
Total	**3** **1.2%**	**5** **2.1%**	**101** **41.6%**	**134** **55.1%**	**243** **100%**

TABLE A. III. 146. Multiple Correspondence Analysis: Respondents' "Background Knowledge" on their Interpreting Process by Variables (Item E2.3.)

Discrimination Measures

	Dimension	
	1	2
Teacher	.705	.742
Item E2.3.	.035	.082
Age Group	.678	.080
Years in EFL Instruction	.446	.651

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	.861	-.966
B	17	.748	.128
C	4	.276	2.484
D	20	.439	-.949
E	36	.416	-.694
F	14	.052	-.965
G	6	.779	2.041
H	28	.528	1.109
I	25	.494	1.034
J	19	-.140	.231
K	22	.483	-.975
L	24	-.868	-.182
M	33	-1.855	.128
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	.641	-.446
[18; 19[	86	.458	.017
[19; 21[	70	-.199	.250
≥21	34	-1.919	.305
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-1.715	1.378
[6; 8[	96	.426	.972
[8; 11[	148	-.067	-.675
≥11	7	-3.515	.474
Missing	0		

"Background Information" (Item E2.3.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	3	-1.327	-1.086
Rarely	5	.533	-.223
Sometimes	101	-.118	-.302
Frequently	134	.072	.243
Missing	11		

ITEM E2.4.

TABLE A. III. 147. Respondents' Personal Strategies: Note-Taking on Inferring and Hypothesising by Institution (Item E2.4. - Percent)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	27 14.2%	26 13.7%	69 36.3%	68 35.8%	190 100%
University	3 5.4%	6 10.7%	23 41.1%	24 42.9%	56 100%
Total	**30** **12.2%**	**32** **13.0%**	**92** **37.4%**	**92** **37.4%**	**246** **100%**

TABLE A. III. 148. Multiple Correspondence Analysis: Respondents' Note-Taking Strategies by Variables (Item E2.4.)

Discrimination Measures

	Dimension	
	1	2
Teacher	.689	.708
Age Group	.676	.106
Years in EFL Instruction	.471	.612
Item E2.4.	.060	.143

"Note-Taking" (Item E2.4.)

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	30	.196	-.891
Rarely	32	.067	-.314
Sometimes	92	.233	.072
Frequently	92	-.310	.309
Missing	8		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	.325	-.592
B	17	.607	-.068
C	4	.028	2.031
D	20	.632	-.826
E	36	.375	-.320
F	14	.179	-1.410
G	6	.520	2.509
H	28	.556	1.029
I	25	.404	.922
J	19	-.237	.124
K	22	.631	-1.071
L	24	-.707	.191
M	33	-1.894	-.162
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	.569	-.537
[18; 19[	86	.486	.298
[19; 21[	70	-.176	.069
≥21	34	-1.945	.132
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-2.887	.938
[6; 8[	96	.330	.977
[8; 11[	148	.006	-.643
≥11	7	-3.468	-.120
Missing	0		

ITEMS E2.5.1. TO E2.5.6.

TABLE A. III. 149. Respondents' Strategies: Reading Unfamiliar Words (Items E2.5.1. to E2.5.6. – Percent; Chi-square Test)

"Getting Stuck" by Institution (Item E2.5.1.)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	29 (16.6%)	50 (28.6%)	78 (44.6%)	18 (10.3%)	175 (100.0%)
University	9 (16.1%)	17 (30.4%)	27 (48.2%)	3 (5.4%)	56 (100.0%)
Total	**38 (16.5%)**	**67 (29.0%)**	**105 (45.5%)**	**21 (9.1%)**	**231 (100.0%)**

"Getting Stuck" by Age Group (Item E2.5.1. - Chi-Square Test)

Age Group		Never	Rarely	Sometimes	Frequently	Total
[16; 18[	Count	10	19	26	1	56
	Expected Count	9.2	16.2	25.5	5.1	56
	Adjusted Residual	0.3	0.9	0.2	-2.2	
[18; 19[	Count	7	30	36	7	80
	Expected Count	13.2	23.2	36.4	7.3	80
	Adjusted Residual	-2.3	2.1	-0.1	-0.1	
[19; 21[	Count	13	11	32	9	65
	Expected Count	10.7	18.9	29.5	5.9	65
	Adjusted Residual	0.9	-2.5	0.7	1.6	
≥21	Count	8	7	11	4	30
	Expected Count	4.9	8.7	13.6	2.7	30
	Adjusted Residual	1.6	-0.7	-1.0	0.9	
Total	Count	38	67	105	21	231
	Expected Count	38	67	105	21	231

"Inferring Word Meaning From Context" by Institution (Item E2.5.2.)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	6 (3.2%)	3 (1.6%)	107 (57.8%)	69 (37.3%)	185 (100.0%)
University	-	-	31 (54.4%)	26 (45.6%)	57 (100.0%)
Total	**6 (2.5%)**	**3 (1.2%)**	**138 (57.0%)**	**95 (39.3%)**	**242 (100.0%)**

"Guessing Word Meaning: Reading on/Backwards" by Institution (Item E2.5.3. - Chi-Square Test)

Institution		Never	Rarely	Sometimes	Frequently	Total
Secondary School	Count	14 (8.0%)	25 (14.2%)	86 (48.9%)	51 (29.0%)	176 (100.0%)
	Expected Count	12.8	23.4	79.3	60.4	176
	Adjusted Residual	0.7	0.7	2.0	-3.0	
University	Count	3 (5.3%)	6 (10.5%)	19 (33.3%)	29 (50.9%)	57 (100.0%)
	Expected Count	4.2	7.6	25.7	19.6	57
	Adjusted Residual	-0.7	-0.7	-2.0	3.0	
Total	Count	**17 (7.3%)**	**31 (13.3%)**	**105 (45.1%)**	**80 (34.3%)**	**233 (100.0%)**
	Expected Count	17	31	105	80	233

"Asking For Teacher's Explanation/Translation" by Institution (Item E2.5.4. - Chi-Square Test)

Institution		Never	Rarely	Sometimes	Frequently	Total
Secondary School	Count	12 6.6%	28 15.4%	80 44.0%	62 34.1%	182 100%
	Expected Count	15.3	29.8	84.9	52.0	182
	Adjusted Residual	-1.8	-0.8	-1.5	3.4	
University	Count	8 14.3%	11 19.6%	31 55.4%	6 10.7%	56 100%
	Expected Count	4.7	9.2	26.1	16.0	56
	Adjusted Residual	1.8	0.8	1.5	-3.4	
Total	Count	**20** **8.4%**	**39** **16.4%**	**111** **46.6%**	**68** **28.6%**	**238** **100%**
	Expected Count	20	39	111	68	238

"Asking For Teacher's Explanation/Translation" by Sex (Item E2.5.4. - Chi-Square Test)

Sex		Never	Rarely	sometimes	Frequently	Total
Male	Count	8	6	16	6	36
	Expected Count	3.0	5.9	16.8	10.3	36
	Adjusted Residual	3.2	0.0	-0.3	-1.7	
Female	Count	12	33	95	62	202
	Expected Count	17.0	33.1	94.2	57.7	202
	Adjusted Residual	-3.2	0.0	0.3	1.7	
Total	Count	20	39	111	68	238
	Expected Count	20	39	111	68	238

"Using the Dictionary" by Institution (Item E2.5.5. - Percent)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	9 4.9%	19 10.3%	68 36.8%	89 48.1%	185 100%
University	-	3 5.4%	21 37.5%	32 57.1%	56 100%
Total	**9** **3.7%**	**22** **9.1%**	**89** **36.9%**	**121** **50.2%**	**241** **100%**

"Underlining the Word for Later Checking" by Institution (Item E2.5.6. - Percent)

Institution	Never	Rarely	Sometimes	Frequently	Total
Secondary School	11 6.0%	22 12.1%	77 42.3%	72 39.6%	182 100%
University	3 5.5%	7 12.7%	21 38.2%	24 43.6%	55 100%
Total	**14** **5.9%**	**29** **12.2%**	**98** **41.4%**	**96** **40.5%**	**237** **100%**

TABLE A. III. 150. Multiple Correspondence Analysis: Respondents' Strategies - Reading Unfamiliar Words and Asking for Teachers' Explanation - by Variables (Item E2.5.4.)

Discrimination Measures

	Dimension	
	1	2
Item E2.5.4.	.269	.157
Teacher	.675	.712
Age Group	.552	.195
Years in EFL Instruction	.505	.536

"Asking For Teacher's Explanation/Translation" (Item E2.5.4)

Scale Factor	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	20	-1.570	-.160
Rarely	39	-.283	-.883
Sometimes	111	.027	.178
Frequently	68	.482	.281
Missing	16		

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	.503	-2.369
B	17	.711	-.147
C	4	.564	1.906
D	20	.347	-.909
E	36	.549	-.275
F	14	-.076	-1.229
G	6	1.044	2.129
H	28	.360	.654
I	25	.644	.980
J	19	-.044	.332
K	22	.229	-1.018
L	24	-.666	.299
M	33	-1.862	.220
Missing	0		

Age Group

Age Group	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
[16; 18[	64	.525	-.733
[18; 19[	86	.474	.148
[19; 21[	70	-.195	.224
≥21	34	-1.721	.532
Missing	0		

Years in EFL Instruction

Years in EFL Instruction	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	3	-2.254	.270
[6; 8[	96	.540	.869
[8; 11[	148	-.127	-.618
≥11	7	-3.436	.979
Missing	0		

ITEMS E3.1.1. TO E3.1.5.

TABLE A. III. 151. Respondents' Perceptions on Post-Reading Activities (Items E3.1.1. to E3.1.5. - Percent)

Categories	Institution	Yes	No	Total
Have learned something (for example, English language, culture, history, revelation of human experience, etc.).	Secondary School	189 96.9%	6 3.1%	195 100%
	University	56 100%	-	56 100%
	Total	**245** **97.6%**	**6** **2.4%**	**251** **100%**
Have interacted with the text for a meaningful purpose.	Secondary School	127 69.8%	55 30.2%	182 100%
	University	49 87.5%	7 12.5%	56 100%
	Total	**176** **73.9%**	**62** **26.1%**	**238** **100%**
Have just carried out a transfer activity (*i.e.*, the carrying over of specific information from one text to another).	Secondary School	71 39.0%	111 61.0%	182 100%
	University	17 31.5%	37 68.5%	54 100%
	Total	**88** **37.3%**	**148** **62.7%**	**236** **100%**
Were involved with the world created by the narrator, poet, writer.	Secondary School	160 84.7%	29 15.3%	189 100%
	University	45 81.8%	10 18.2%	55 100%
	Total	**205** **84.0%**	**39** **16.0%**	**244** **100%**
Have learned from a fruitful classroom interaction.	Secondary School	114 64.4%	63 35.6%	177 100%
	University	42 77.8%	12 22.2%	54 100%
	Total	**156** **67.5%**	**75** **32.5%**	**231** **100%**

TABLE A. III. 152. Informants' Response to "Having Interacted with the Text for a Meaningful Purpose" by Institution (Item E3.1.2. - Chi-Square Test)

Institution		Yes	No	Total
Secondary School	Count	127	55	182
	Expected Count	134.6	47.4	182
	Adjusted Residual	-2.6	2.6	
University	Count	49	7	56
	Expected Count	41.4	14.6	56
	Adjusted Residual	2.6	-2.6	
Total	Count	176	62	238
	Expected Count	176	62	238

TABLE A. III. 153. Respondents' Post-reading Perceptions ("Have Learned from a Fruitful Classroom Interaction") by Sex (Item E3.1.5. - Chi-Square Test)

Sex		Yes	No	Total
Male	Count	19	17	36
	Expected Count	24.3	11.7	36
	Adjusted Residual	-2.1	2.1	
Female	Count	137	58	195
	Expected Count	131.7	63.3	195
	Adjusted Residual	2.1	-2.1	
Total	Count	156	75	231
	Expected Count	156	75	231

ITEMS E3.2.1. TO E3.2.3.

TABLE A. III. 154. Respondents' Post-Reading Strategies by Institution (Items E3.2.1. to E3.2.3.– Percent)

Strategies	Institution	Yes	No	Total
Reading on more topic related texts.	Secondary School	118 66.7%	59 33.3%	177 100.0%
	University	38 71.7%	15 28.3%	53 100.0%
	Total	**156 67.8%**	**74 32.2%**	**230 100.0%**
Reading the whole book (if it were an excerpt).	Secondary School	119 66.1%	61 33.9%	180 100.0%
	University	41 77.4%	12 22.6%	53 100.0%
	Total	**160 68.7%**	**73 31.3%**	**233 100.0%**
Stop reading.	Secondary School	36 20.7%	138 79.3%	174 100.0%
	University	9 17.3%	43 82.7%	52 100.0%
	Total	**45 19.9%**	**181 80.1%**	**226 100.0%**

TABLE A. III. 155. Respondents' "Reading on More Topic-Related Texts" by Sex (Item E3.2.1. - Chi-Square Test)

Sex		Yes	No	Total
Male	Count	12	22	34
	Expected Count	23.1	10.9	34
	Adjusted Residual	-4.4	4.4	
Female	Count	144	52	196
	Expected Count	132.9	63.1	196
	Adjusted Residual	4.4	-4.4	
Total	Count	156	74	230
	Expected Count	156	74	230

TABLE A. III. 156. Respondents' Further Comments

Categories	Secondary School	University	Total
"Interesting Questionnaire".	5		5
Questionnaire - Timing	1		1
Questionnaire - Design	4	1	5
Reading: lack of free time.	3		3
Reading purpose and strategy embracing the cognitive, the linguistic and the social.	6	5	11
Compulsory Reading	2		2
"Reading is boring."	5		5
Reading in Syllabi	4	4	8
Teachers' Strategies	2		2
Total	**32**	**10**	**43**

• CROSSTABULATIONS: ITEMS AND CATEGORIES

TABLE A. III. 157. Respondents' Reading Preference: "Autobiography"/"Novels"/"Fiction" by Variables (Items A4., A6., A10., C2. - Chi-Square Test)

Institution

Institution		"Autobiography"	"Novels"	"Fiction"	Total
Secondary School	Count	30	96	67	193
	Expected Count	21.4	104.8	66.8	193.0
	Adjusted Residual	3.4	-2.2	.1	
University	Count	2	61	33	96
	Expected Count	10.6	52.2	33.2	96.0
	Adjusted Residual	-3.4	2.2	-.1	
Total	Count	32	157	100	289
	Expected Count	32.0	157.0	100.0	289.0

Age Group

Age Group		"Autobiography"	"Novels"	"Fiction"	Total
[16; 18[	Count	14	27	21	62
	Expected Count	6.9	33.7	21.5	62.0
	Adjusted Residual	3.3	-1.9	-.1	
[18; 19[	Count	6	56	36	98
	Expected Count	10.9	53.2	33.9	98.0
	Adjusted Residual	-1.9	.7	.5	
[19; 21[	Count	10	46	27	83
	Expected Count	9.2	45.1	28.7	83.0
	Adjusted Residual	.3	.2	-.5	
≥21	Count	2	28	16	46
	Expected Count	5.1	25.0	15.9	46.0
	Adjusted Residual	-1.6	1.0	.0	
Total	Count	32	157	100	289
	Expected Count	32.0	157.0	100.0	289.0

Sex

Sex	"Autobiography"	"Novels"	"Fiction"	Total
Male	4	12	10	26
Female	28	145	90	263
Total	**32**	**157**	**100**	**289**

TABLE A. III. 158. Correspondence Analysis: Respondents' Reference to - "Autobiography"/"Novels"/"Fiction" by Variables (Items A4., A6., A10., C2.)

Teacher

Teacher	"Autobiography"	"Novels"	"Fiction"	Total
A	-	3	1	4
B	1	5	5	11
C	2	3	-	5
D	5	9	4	18
E	6	22	18	46
F	3	8	9	20
G	-	5	1	6
H	-	9	9	18
I	5	15	9	29
J	4	11	3	18
K	4	6	8	18
L	1	26	9	36
M	1	35	24	60
Total	**32**	**157**	**100**	**289**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.014	-.601	-.705	.003	.016	.032	.512	.488	1.000
B	.038	-.140	.466	.002	.002	.039	.115	.885	1.000
C	.017	1.723	-.970	.019	.168	.077	.820	.180	1.000
D	.062	.976	-.202	.019	.194	.012	.971	.029	1.000
E	.159	.100	.258	.003	.005	.050	.177	.823	1.000
F	.069	.195	.579	.006	.009	.109	.141	.859	1.000
G	.021	-.580	-1.098	.007	.023	.118	.287	.713	1.000
H	.062	-.665	.473	.011	.090	.066	.740	.260	1.000
I	.100	.358	-.027	.004	.042	.000	.996	.004	1.000
J	.062	.676	-.591	.013	.093	.102	.654	.346	1.000
K	.062	.605	.718	.014	.075	.151	.506	.494	1.000
L	.125	-.444	-.642	.018	.080	.242	.409	.591	1.000
M	.208	-.545	.040	.019	.202	.002	.996	.004	1.000
Active Total	1.000			.139	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Autobiography"	.111	1.564	.085	.083	.886	.004	.998	.002	1.000
"Novels"	.543	-.164	-.400	.023	.048	.409	.196	.804	1.000
"Fiction"	.346	-.242	.600	.033	.066	.588	.190	.810	1.000
Active Total	1.000			.139	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	"Autobiography"	"Novels"	"Fiction"	Total
<6	-	2	3	5
[6; 8[	10	56	30	96
[8; 11[	21	93	63	177
≥11	1	6	4	11
Total	**32**	**157**	**100**	**289**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.017	-1.944	.638	.006	.780	.157	.946	.054	1.000
[6; 8[	.332	.218	.241	.002	.188	.432	.604	.396	1.000
[8; 11[	.612	-.054	-.163	.001	.021	.365	.168	.832	1.000
≥11	.038	-.157	.231	.000	.011	.045	.464	.536	1.000
Active Total	1.000			.009	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Autobiography"	.111	.335	-.548	.003	.148	.741	.412	.588	1.000
"Novels"	.543	.182	.141	.002	.215	.242	.757	.243	1.000
"Fiction"	.346	-.393	-.047	.005	.637	.017	.993	.007	1.000
Active Total	1.000			.009	1.000	1.000			

TABLE A. III. 159. Correspondence Analysis: Respondents' Reading Preference on Discourse-Related Categories by Variables (Items A6., A10., C2.)

Teacher

Teacher	"Narrative Texts"	"Scientific Texts"	"Argumentative Texts"	"Dialogues"	Total
A	-	-	-	-	-
B	2	1	-	-	3
C	1	-	-	-	1
D	3	1	-	4	8
E	2	-	-	-	2
F	2	2	-	-	4
G	-	-	-	2	2
H	-	-	-	-	-
I	-	2	1	-	3
J	3	3	-	3	9
K	3	2	1	-	6
L	18	-	1	1	20
M	10	5	2	2	19
Total	**44**	**16**	**5**	**12**	**77**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
A	.000	,	,	,	,	,	,	,	,
B	.039	-.471	-.125	.012	.015	.001	.416	.025	.441
C	.013	-.666	.978	.010	.010	.025	.347	.638	.985
D	.104	1.230	.281	.096	.268	.016	.957	.043	1.000
E	.026	-.666	.978	.019	.020	.050	.347	.638	.985
F	.052	-.374	-.677	.033	.012	.047	.128	.358	.486
G	.026	2.979	.411	.141	.393	.009	.960	.016	.976
H	.000	-	-	-	-	-	-	-	-
I	.039	-.396	-2.265	.111	.010	.399	.032	.901	.933
J	.117	.744	-.314	.052	.110	.023	.733	.112	.845
K	.078	-.531	-.643	.031	.038	.064	.414	.518	.932
L	.260	-.502	.794	.123	.112	.327	.313	.669	.982
M	.247	-.167	-.280	.015	.012	.039	.272	.657	.928
Active Total	1.000			.643	1.000	1.000			

Overview Column Points

Discourse-related Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"Narrative Texts"	.571	-.390	.490	.120	.149	.274	.425	.572	.997
"Scientific Texts"	.208	-.048	-1.167	.153	.001	.565	.002	.926	.928
"Argumentative Texts"	.065	-.602	-1.068	.087	.040	.148	.158	.425	.583
"Dialogues"	.156	1.746	.206	.283	.810	.013	.985	.012	.996
Active Total	1.000			.643	1.000	1.000			

Years in EFL Instruction

Years Group	"Narrative Texts"	"Scientific Texts"	"Argumentative Texts"	"Dialogues"	Total
<6	-	-	-	-	-
[6; 8[	11	4	3	5	23
[8; 11[	31	12	2	6	51
≥11	2	-	-	1	3
Total	44	16	5	12	77

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.000	,	,	,	,	,	,	,	,
[6; 8[	.299	.690	.176	.033	.634	.068	.962	.038	1.000
[8; 11[	.662	-.336	.027	.017	.334	.003	.996	.004	1.000
≥11	.039	.431	-1.809	.019	.032	.929	.085	.915	1.000
Active Total	1.000			.069	1.000	1.000			

Overview Column Points

Discourse-related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Narrative Texts"	.571	-.201	-.140	.007	.102	.082	.771	.229	1.000
"Scientific Texts"	.208	-.356	.468	.012	.117	.332	.486	.514	1.000
"Argumentative Texts"	.065	1.245	.850	.029	.448	.341	.778	.222	1.000
"Dialogues"	.156	.691	-.465	.021	.332	.245	.783	.217	1.000
Active Total	1.000			.069	1.000	1.000			

Age Group

Age Group	"Narrative Texts"	"Scientific Texts"	"Argumentative Texts"	"Dialogues"	Total
[16; 18[	4	3	1	1	9
[18; 19[	14	4	1	6	25
[19; 21[	14	4	2	3	23
≥21	12	5	1	2	20
Total	**44**	**16**	**5**	**12**	**77**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.117	-1.028	.314	.043	.376	.116	.941	.026	.967
[18; 19[	.325	.013	.308	.004	.000	.312	.004	.696	.700
[19; 21[	.299	-.324	-.435	.016	.095	.570	.643	.349	.992
≥21	.260	.819	-.027	.058	.529	.002	.987	.000	.987
Active Total	1.000			.122	1.000	1.000			

Overview Column Points

Discourse-related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Narrative Texts"	.571	.094	-.192	.004	.015	.212	.372	.464	.836
"Scientific Texts"	.143	-1.196	.400	.069	.621	.231	.967	.033	1.000
"Argumentative Texts"	.065	-.513	-.554	.010	.052	.201	.558	.196	.754
"Dialogues"	.221	.681	.400	.038	.312	.357	.896	.093	.989
Active Total	1.000			.122	1.000	1.000			

Institution

Institution	"Narrative Texts"	"Scientific Texts"	"Argumentative Texts"	"Dialogues"	Total
Secondary School	16	11	2	9	38
University	28	5	3	3	39
Total	**44**	**16**	**5**	**12**	**77**

Sex

Sex	"Narrative Texts"	"Scientific Texts"	"Argumentative Texts"	"Dialogues"	Total
Male	2	4	-	3	9
Female	42	12	5	9	68
Total	**44**	**16**	**5**	**12**	**77**

TABLE A. III. 160. Correspondence Analysis: Respondents' Reading Preference on Genre-Related Categories by Variables (Items A6., A10., C2.)

Teacher

Teacher	"Canonical Texts"	"Non-Canonical Texts"	"Literary texts"	"Poetry"	"Drama Texts"	Total
A	1	-	-	1	2	4
B	-	-	1	3	1	5
C	-	-	-	3	2	5
D	-	-	-	2	4	6
E	-	1	1	4	2	8
F	-	1	-	4	1	6
G	1	-	-	-	-	1
H	2	1	-	2	4	9
I	1	-	4	2	-	7
J	5	-	2	3	-	10
K	2	-	1	13	2	18
L	2	-	2	14	3	21
M	8	3	2	5	4	22
Total	**22**	**6**	**13**	**56**	**25**	**122**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.033	.226	.914	.023	.003	.059	.038	.555	.594
B	.041	.367	-.704	.014	.011	.044	.206	.677	.883
C	.041	.966	.130	.023	.073	.001	.890	.014	.904
D	.050	1.082	.786	.069	.110	.065	.443	.209	.652
E	.066	.422	-.058	.020	.022	.000	.308	.005	.314
F	.050	.652	.082	.032	.040	.001	.342	.005	.347
G	.008	-2.341	1.295	.039	.086	.030	.606	.165	.771
H	.074	.148	1.068	.044	.003	.181	.019	.897	.917
I	.058	-1.118	-1.524	.135	.137	.286	.282	.467	.749
J	.083	-1.286	-.122	.083	.260	.003	.865	.007	.872
K	.149	.350	-.437	.043	.035	.061	.225	.313	.538
L	.165	.445	-.549	.045	.062	.106	.378	.513	.892
M	.182	-.675	.650	.088	.157	.164	.493	.408	.901
Active Total	1.000			.660	1.000	1.000			

Overview Column Points

Genre-Related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Canonical Texts"	.174	-1.232	.608	.184	.501	.137	.752	.163	.915
"Non-Canonical Texts"	.050	-.254	1.080	.086	.006	.123	.020	.317	.336
"Literary texts"	.107	-.930	-1.203	.158	.177	.331	.310	.462	.772
"Poetry"	.463	.417	-.401	.098	.153	.159	.430	.355	.785
"Drama Texts"	.207	.646	.754	.134	.164	.250	.339	.412	.751
Active Total	1.000			.660	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	"Canonical Texts"	"Non-Canonical Texts"	"Literary Texts"	"Poetry"	"Drama Texts"	Total
<6	-	-	-	-	-	-
[6; 8[	6	1	6	20	7	40
[8; 11[	14	4	5	35	17	75
≥11	2	1	2	1	1	7
Total	**22**	**6**	**13**	**56**	**25**	**122**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.000	-	-	-	-	-	-	-	-
[6; 8[	.328	-.046	.542	.014	.003	.669	.011	.989	1.000
[8; 11[	.615	.197	-.255	.011	.108	.277	.479	.521	1.000
≥11	.057	-1.851	-.367	.045	.889	.054	.975	.025	1.000
Active Total	1.000			.070	1.000	1.000			

Overview Column Points (ANACOR)

Genre-related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Canonical Texts"	.180	-.250	-.331	.005	.051	.138	.466	.534	1.000
"Non-Canonical Texts"	.049	-.835	-.978	.014	.155	.327	.529	.471	1.000
"Literary texts"	.107	-1.040	.665	.032	.521	.327	.790	.210	1.000
"Poetry"	.459	.334	.193	.014	.231	.119	.821	.179	1.000
"Drama Texts"	.205	.213	-.251	.004	.042	.090	.526	.474	1.000
Active Total	1.000			.070	1.000	1.000			

Age Group

Age Group	"Canonical Texts"	"Non-Canonical Texts"	"Literary Texts"	"Poetry"	"Drama Texts"	Total
[16; 18[	6		4	12	9	31
[18; 19[	2	1	1	23	8	35
[19; 21[	8	3	3	15	4	33
≥21	6	2	5	6	4	23
Total	22	6	13	56	25	122

Overview Row Points (ANACOR)

Age Group	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
[16; 18[	.254	-.030	.683	.026	.001	.565	.003	.960	.963
[18; 19[	.287	.819	-.100	.068	.552	.014	.980	.009	.989
[19; 21[	.270	-.240	-.570	.025	.045	.419	.214	.730	.944
≥21	.189	-.862	.051	.051	.402	.002	.956	.002	.958
Active Total	1.000			.170	1.000	1.000			

Overview Column Points (ANACOR)

Genre-related Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"Canonical Texts"	.180	-.735	-.079	.037	.280	.005	.918	.006	.924
"Non-Canonical Texts"	.049	-.778	-1.359	.030	.085	.433	.345	.634	.979
"Literary Texts"	.107	-.957	.430	.040	.280	.094	.850	.104	.954
"Poetry"	.459	.498	-.201	.044	.327	.089	.910	.090	1.000
"Drama Texts"	.205	.215	.623	.020	.027	.379	.166	.834	1.000
Active Total	1.000			.170	1.000	1.000			

Institution

Institution	"Canonical Texts"	"Non-Canonical Texts"	"Literary Texts"	"Poetry"	"Drama Texts"	Total
Secondary School	12	3	9	37	18	79
University	10	3	4	19	7	43
Total	**22**	**6**	**13**	**56**	**25**	**122**

Sex

Sex	"Canonical Texts"	"Non-Canonical Texts"	"Literary texts"	"Poetry"	"Drama Texts"	Total
Male	4	1	2	6		13
Female	18	5	11	50	25	109
Total	**22**	**6**	**13**	**56**	**25**	**122**

TABLE A. III. 161. Respondents' Reference to "Reading for Information" Categories by Variables (Items A4., A6., A10., C2. - Chi-Square Test)

Institution

Categories		Secondary School	University	Total
"Historical Texts"	Count	144	18	162
	Expected Count	132.1	29.9	162.0
	Adjusted Residual	2.7	-2.7	
Content-Oriented Readings	Count	406	84	490
	Expected Count	399.6	90.4	490.0
	Adjusted Residual	1.2	-1.2	
"Newspaper"/"Magazine"	Count	135	53	188
	Expected Count	153.3	34.7	188.0
	Adjusted Residual	-3.9	3.9	
Total	Count	685	155	840
	Expected Count	685.0	155.0	840.0

Teacher

Teacher		"Historical Texts"	Content-Oriented Readings	Newspaper/Magazines	Total
A	Count	2	16	5	23
	Expected Count	4.4	13.4	5.1	23.0
	Adjusted Residual	-1.3	1.1	-.1	
B	Count	15	24	4	43
	Expected Count	8.3	25.1	9.6	43.0
	Adjusted Residual	2.7	-.3	-2.1	
C	Count	1	10	5	16
	Expected Count	3.1	9.3	3.6	16.0
	Adjusted Residual	-1.3	.3	.9	
D	Count	18	50	12	80
	Expected Count	15.4	46.7	17.9	80.0
	Adjusted Residual	.8	.8	-1.7	
E	Count	23	77	31	131
	Expected Count	25.3	76.4	29.3	131.0
	Adjusted Residual	-.5	.1	.4	
F	Count	7	24	16	47
	Expected Count	9.1	27.4	10.5	47.0
	Adjusted Residual	-.8	-1.0	2.0	
G	Count	3	12	4	19
	Expected Count	3.7	11.1	4.3	19.0
	Adjusted Residual	-.4	.4	-.1	
H	Count	31	61	16	108
	Expected Count	20.8	63.0	24.2	108.0
	Adjusted Residual	2.7	-.4	-2.0	
I	Count	13	57	15	85
	Expected Count	16.4	49.6	19.0	85.0
	Adjusted Residual	-1.0	1.7	-1.1	
J	Count	14	34	17	65
	Expected Count	12.5	37.9	14.5	65.0
	Adjusted Residual	.5	-1.0	.8	
K	Count	17	41	10	68
	Expected Count	13.1	39.7	15.2	68.0
	Adjusted Residual	1.2	.3	-1.6	
L	Count	9	31	20	60
	Expected Count	11.6	35.0	13.4	60.0
	Adjusted Residual	-.9	-1.1	2.1	
M	Count	9	53	33	95
	Expected Count	18.3	55.4	21.3	95.0
	Adjusted Residual	-2.6	-.5	3.1	
Total	Count	162	490	188	840
	Expected Count	162.0	490.0	188.0	840.0

TABLE A. III. 162. Correspondence Analysis: Respondents' Reference to "Reading for Information" Categories by Variables (Items A4., A6., A10., C2.)

Overview Row Points

Teachers	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.027	-.303	.779	.002	.011	.169	.255	.745	1.000
B	.051	.935	-.311	.010	.202	.051	.953	.047	1.000
C	.019	-.710	.383	.002	.043	.029	.886	.114	1.000
D	.095	.356	.215	.003	.054	.045	.861	.139	1.000
E	.156	-.098	.044	.000	.007	.003	.917	.083	1.000
F	.056	-.541	-.388	.004	.074	.086	.815	.185	1.000
G	.023	-.061	.324	.000	.000	.024	.075	.925	1.000
H	.129	.553	-.208	.009	.177	.057	.941	.059	1.000
I	.101	.042	.561	.003	.001	.325	.013	.987	1.000
J	.077	-.062	-.383	.001	.001	.115	.056	.944	1.000
K	.081	.443	.058	.004	.072	.003	.993	.007	1.000
L	.071	-.513	-.353	.005	.085	.091	.827	.173	1.000
M	.113	-.732	-.050	.013	.273	.003	.998	.002	1.000
Active Total	1.000			.059	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Historical Texts"	.193	.724	-.423	.026	.455	.352	.869	.131	1.000
Content-Oriented Readings	.583	.042	.263	.004	.005	.412	.053	.947	1.000
Newspaper/Magazine	.224	-.732	-.322	.029	.540	.236	.921	.079	1.000
Active Total	1.000			.059	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	"Historical Texts"	Content-Oriented Readings	Newspaper/Magazines	Total
<6	1	4	2	7
[6; 8[	67	187	59	313
[8; 11[	90	289	123	502
≥11	4	10	4	18
Total	**162**	**490**	**188**	**840**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.008	-.642	.255	.000	.048	.052	.978	.022	1.000
[6; 8[	.373	.338	.028	.003	.593	.028	.999	.001	1.000
[8; 11[	.598	-.206	.003	.002	.354	.001	1.000	.000	1.000
≥11	.021	.123	-.671	.000	.005	.920	.189	.811	1.000
Active Total	1.000			.005	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Historical Texts"	.193	.338	-.165	.002	.307	.503	.967	.033	1.000
Content-Oriented Readings	.583	.065	.083	.000	.034	.383	.807	.193	1.000
Newspaper/Magazine	.224	-.460	-.074	.003	.659	.117	.996	.004	1.000
Active Total	1.000			.005	1.000	1.000			

Age Group

Age Group	"Historical Texts"	Content-Oriented Readings	Newspaper/ Magazines	Total
[16; 18[	47	149	52	248
[18; 19[	48	171	53	272
[19; 21[	47	121	55	223
≥21	20	49	28	97
Total	**162**	**490**	**188**	**840**

Sex

Sex	"Historical Texts"	Content-Oriented Readings	Newspaper/ Magazines	Total
Male	27	67	37	131
Female	135	423	151	709
Total	**162**	**490**	**188**	**840**

TABLE A. III. 163. Respondents' Reading Preference on Other Genre-Related Categories by Variables (Items A6., A10., C2. - Chi-Square Test)

Institution

Other Genre-Related Categories		Secondary School	University	Total
Non-Fiction	Count	13	5	18
	Expected Count	14.7	3.3	18.0
	Adjusted Residual	-1.0	1.0	
"Opinion Issues"	Count	8	4	12
	Expected Count	9.8	2.2	12.0
	Adjusted Residual	-1.3	1.3	
"Textbooks"	Count	31	4	35
	Expected Count	28.5	6.5	35.0
	Adjusted Residual	1.1	-1.1	
Content-Oriented Reading	Count	119	21	140
	Expected Count	114.1	25.9	140.0
	Adjusted Residual	1.2	-1.2	
"Historical Texts"	Count	45	3	48
	Expected Count	39.1	8.9	48.0
	Adjusted Residual	2.3	-2.3	
"Newspapers"/"Magazines"	Count	130	47	177
	Expected Count	144.3	32.7	177.0
	Adjusted Residual	-3.4	3.4	
"Comics"/"Jokes"/"Cartoons"	Count	69	10	79
	Expected Count	64.4	14.6	79.0
	Adjusted Residual	1.4	-1.4	
Total	Count	415	94	509
	Expected Count	415.0	94.0	509.0

TABLE A. III. 164. Correspondence Analysis: Respondents' Reading Preference on other Genre-Related Categories by Variables (Items A6., A10., C2.)

Teacher

Other Genre-Related Categories	A	B	C	D	E	F	G	H	I	J	K	L	M	Total
Non-Fiction	-	1	-	-	2	-	-	1	5	2	2	1	4	18
"Opinion Issues"	-	-	-	1	-	2	2	-	3	-	-	1	3	12
"Textbooks"	1	3	-	4	7	-	2	2	5	4	3	3	1	35
Content-Oriented Reading	4	9	3	15	21	6	3	18	20	9	11	6	15	140
"Historical Texts"	2	7	-	4	7	2	-	12	5	3	3	1	2	48
"Newspapers"/"Magazines"	5	4	5	12	30	16	3	14	15	16	10	17	30	177
"Comics"/"Jokes"/"Cartoons"	1	3	-	9	18	9	-	8	14	2	5	7	3	79
Total	**13**	**27**	**8**	**45**	**85**	**35**	**10**	**55**	**67**	**36**	**34**	**36**	**58**	**509**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
A	.026	-.320	.305	.004	.009	.012	.213	.132	.345
B	.053	-1.138	-.350	.025	.229	.032	.814	.053	.867
C	.016	.715	1.018	.010	.027	.079	.242	.335	.577
D	.088	-.225	-.224	.008	.015	.022	.177	.120	.296
E	.167	-.116	.237	.009	.007	.046	.073	.209	.282
F	.069	.546	.203	.021	.068	.014	.292	.027	.319
G	.020	1.260	-2.326	.037	.104	.518	.256	.595	.851
H	.108	-.785	.137	.027	.222	.010	.754	.016	.770
I	.132	-.017	-.546	.017	.000	.191	.001	.464	.465
J	.071	.119	.303	.011	.003	.032	.027	.121	.149
K	.067	-.222	.016	.004	.011	.000	.238	.001	.238
L	.071	.514	.243	.011	.062	.020	.530	.081	.611
M	.114	.801	.211	.034	.243	.025	.654	.031	.685
Active Total	1.000			.217	1.000	1.000			

Overview Column Points

Other Genre-Related Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"Non-Fiction"	.035	.235	-.201	.021	.007	.007	.029	.014	.043
"Opinion Issues"	.024	1.735	-2.125	.048	.236	.519	.448	.459	.907
"Textbooks"	.069	-.230	-.680	.022	.012	.155	.051	.302	.352
Content-Oriented Reading	.275	-.211	-.137	.011	.041	.025	.339	.098	.437
"Historical Texts"	.094	-1.173	-.014	.047	.432	.000	.834	.000	.834
"Newspapers"/"Magazines"	.348	.470	.416	.037	.255	.294	.617	.331	.948
"Comics"/"Jokes"/"Cartoons"	.155	-.182	-.012	.032	.017	.000	.048	.000	.048
Active Total	1.000			.217	1.000	1.000			

Years in EFL Instruction

Other Genre-Related Categories	<6	[6; 8[	[8; 11[	≥11	Total
"Non-Fiction"	-	7	10	1	18
"Opinion Issues"	-	6	6	-	12
"Textbooks"	-	16	18	1	35
Content-Oriented Reading	1	55	81	3	140
"Historical Texts"	1	21	26	-	48
"Newspapers"/"Magazines"	1	57	115	4	177
"Comics"/"Jokes"/"Cartoons"	-	24	55	-	79
Total	**3**	**186**	**311**	**9**	**509**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.006	1.278	-1.631	.005	.079	.160	.220	.290	.510
[6; 8[	.365	.415	-.050	.008	.516	.009	.943	.011	.954
[8; 11[	.611	-.273	-.016	.006	.375	.002	.990	.003	.993
≥11	.018	.452	2.145	.009	.030	.829	.050	.902	.952
Active Total	1.000			.028	1.000	1.000			

Overview Column Points

Other Genre-Related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Non-Fiction"	.035	.283	.923	.003	.023	.307	.104	.894	.998
"Opinion Issues"	.024	.580	-.339	.002	.065	.028	.439	.121	.560
"Textbooks"	.069	.508	.305	.004	.146	.065	.617	.180	.797
Content-Oriented Reading	.275	.193	.053	.001	.084	.008	.940	.056	.996
"Historical Texts"	.094	.492	-.660	.007	.188	.419	.380	.551	.931
"Newspapers"/"Magazines"	.348	-.219	.127	.003	.137	.057	.650	.177	.827
"Comics"/"Jokes"/"Cartoons"	.155	-.529	-.271	.007	.356	.116	.742	.158	.900
Active Total	1.000			.028	1.000	1.000			

Age Group

Other Genre-Related Categories	[16; 18[	[18; 19[	[19; 21[	≥21	Total
"Non-Fiction"	8	5	1	4	18
"Opinion Issues"	3	4	4	1	12
"Textbooks"	10	10	10	5	35
Content-Oriented Reading	42	54	33	11	140
"Historical Texts"	17	10	13	8	48
"Newspapers"/"Magazines"	49	49	51	28	177
"Comics"/"Jokes"/"Cartoons"	17	47	12	3	79
Total	**146**	**179**	**124**	**60**	**509**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
[16; 18[	.287	-.204	.310	.008	.046	.241	.403	.406	.809
[18; 19[	.352	.653	.023	.039	.574	.002	.993	.001	.994
[19; 21[	.244	-.318	-.553	.015	.094	.652	.430	.568	.998
≥21	.118	-.796	.320	.023	.286	.106	.864	.061	.925
Active Total	1.000			.085	1.000	1.000			

Overview Column Points

Other Genre-Related Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Non-Fiction"	.035	-.397	1.615	.012	.021	.809	.121	.877	.998
"Opinion Issues"	.024	-.021	-.635	.001	.000	.083	.002	.942	.944
"Textbooks"	.069	-.291	-.150	.002	.022	.014	.889	.103	.992
Content-Oriented Reading	.275	.204	-.029	.005	.044	.002	.631	.006	.637
"Historical Texts"	.094	-.593	.158	.009	.127	.021	.942	.029	.971
"Newspapers"/"Magazines"	.348	-.356	-.145	.013	.169	.064	.868	.063	.931
"Comics"/"Jokes"/"Cartoons"	.155	1.019	.075	.043	.617	.008	.987	.002	.990
Active Total	1.000			.085	1.000	1.000			

Sex

Other Genre-Related Categories	Male	Female	Total
"Non-Fiction"	1	17	18
"Opinion Issues"	2	10	12
"Textbooks"	7	28	35
Content-Oriented Reading	19	121	140
"Historical Texts"	11	37	48
"Newspapers"/"Magazines"	34	143	177
"Comics"/"Jokes"/"Cartoons"	16	63	79
Total	**90**	**419**	**509**

TABLE A. III. 165. Respondents' Reading Preference on Other Text Type-Related Categories by Variables (Items A6., A10., C2)

Teacher

Teacher	Reference	"Advertisements"	Reviews	"Pamphlets"	Total
A	1	-	-	-	1
B	-	-	-	-	-
C	-	-	-	-	-
D	1	-	-	-	1
E	-	-	-	-	-
F	-	1	-	-	1
G	-	-	-	-	-
H	1	-	-	-	1
I	1	2	-	-	3
J	-	-	1	-	1
K	-	-	-	-	-
L	-	2	-	-	2
M	-	2	-	1	3
Total	**4**	**7**	**1**	**1**	**13**

Years in EFL Instruction

Years in EFL Instruction	Reference	"Advertisements"	Reviews	"Pamphlets"	Total
<6	-	-	1	1	2
[6; 8[	2	3	-	-	5
[8; 11[	2	2	-	-	4
≥11	-	2	-	-	2
Total	**4**	**7**	**1**	**1**	**13**

Age Group

Age Group	Reference	"Advertisements"	Reviews	"Pamphlets"	Total
[16; 18[	-	2	-	-	2
[18; 19[	1	2	-	-	3
[19; 21[	2	2	-	-	4
≥21	1	1	1	1	4
Total	**4**	**7**	**1**	**1**	**13**

Institution

Institution	Reference	"Advertisements"	Reviews	"Pamphlets"	Total
Secondary School	4	3	1	-	8
University	-	4	-	1	5
Total	**4**	**7**	**1**	**1**	**13**

Sex

Sex	Reference	"Advertisements"	Reviews	"Pamphlets"	Total
Male	-	3	1	-	4
Female	4	4	-	1	9
Total	**4**	**7**	**1**	**1**	**13**

TABLE A. III. 166. Correspondence Analysis: Respondents' Reading Preference – "Unspecified", "Don't Know" and "No Answer" by Variables (Items A6., A10., C2.)

Teacher

Teacher	Unspecified	"Don't Know"	No Answer	Total
A	6	-	-	6
B	9	-	5	14
C	5	-	-	5
D	8	-	2	10
E	9	-	17	26
F	3	2	4	9
G	1	-	3	4
H	21	-	6	27
I	7	-	3	10
J	4	1	5	10
K	6	-	10	16
L	10	-	2	12
M	8	1	3	12
Total	**97**	**4**	**60**	**161**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.037	-1.183	.258	.025	.115	.007	.964	.036	1.000
B	.087	-.161	-.216	.002	.005	.012	.418	.582	1.000
C	.031	-1.183	.258	.020	.096	.006	.964	.036	1.000
D	.062	-.611	-.007	.011	.051	.000	1.000	.000	1.000
E	.161	.688	-.610	.056	.168	.171	.622	.378	1.000
F	.056	1.132	1.785	.095	.157	.506	.342	.658	1.000
G	.025	.963	-.738	.015	.051	.038	.688	.312	1.000
H	.168	-.547	-.037	.023	.110	.001	.997	.003	1.000
I	.062	-.325	-.140	.003	.014	.003	.874	.126	1.000
J	.062	.717	.547	.021	.070	.053	.690	.310	1.000
K	.099	.605	-.572	.028	.080	.092	.592	.408	1.000
L	.075	-.706	.037	.017	.082	.000	.998	.002	1.000
M	.075	-.076	.720	.014	.001	.110	.014	.986	1.000
Active Total	1.000			.330	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Unspecified	.602	-.538	.091	.081	.383	.014	.978	.022	1.000
"Don't know"	.025	1.597	3.439	.132	.139	.836	.218	.782	1.000
No Answer	.373	.763	-.376	.117	.477	.150	.842	.158	1.000
Active Total	1.000			.330	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	Unspecified	"Don't Know"	No Answer	Total
<6	3	-	-	3
[6; 8[	47	2	25	74
[8; 11[	45	2	34	81
≥11	2	-	1	3
Total	**97**	**4**	**60**	**161**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
<6	.019	-2.169	.390	.012	.629	.101	.994	.006	1.000
[6; 8[	.460	-.184	-.133	.002	.112	.289	.905	.095	1.000
[8; 11[	.503	.260	.074	.005	.245	.099	.984	.016	1.000
≥11	.019	-.321	.876	.001	.014	.516	.400	.600	1.000
Active Total	1.000			.020	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
Unspecified	.602	-.302	.011	.008	.395	.003	1.000	.000	1.000
"Don't know"	.025	.274	-1.041	.001	.013	.962	.256	.744	1.000
No Answer	.373	.470	.052	.012	.592	.036	.998	.002	1.000
Active Total	1.000			.020	1.000	1.000			

Age Group

Age Group	Unspecified	"Don't Know"	No Answer	Total
[16; 18[	25	-	14	39
[18; 19[	36	1	16	53
[19; 21[	26	1	24	51
≥21	10	2	6	18
Total	**97**	**4**	**60**	**161**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Poi		
		1	2		1	2	1	2	Tot
[16; 18[	.242	.358	.110	.007	.153	.020	.937	.063	1.00
[18; 19[	.329	.099	.396	.008	.016	.358	.081	.919	1.00
[19; 21[	.317	.056	-.529	.013	.005	.615	.016	.984	1.00
≥21	.112	-1.227	.095	.034	.827	.007	.996	.004	1.00
Active Total	1.000			.062	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Poi		
		1	2		1	2	1	2	Tot
Unspecified	.602	.087	.300	.009	.022	.375	.105	.895	1.00
"Don't know"	.025	-2.823	.097	.040	.974	.002	.999	.001	1.00
No Answer	.373	.048	-.491	.013	.004	.623	.013	.987	1.00
Active Total	1.000			.062	1.000	1.000			

Institution

Institution	Unspecified	"Don't Know"	No Answer	Total
Secondary School	79	3	55	137
University	18	1	5	24
Total	**97**	**4**	**60**	**161**

Sex

Sex	Unspecified	"Don't Know"	No Answer	Total
Male	12	1	7	20
Female	85	3	53	141
Total	**97**	**4**	**60**	**161**

TABLE A. III. 167. Crisscrossing Respondents' Choice to Items B1.1. - B1.9. with their Response to Item D3. (Percent)

Categories	Oral reading	Silent reading	Reading comprehension
B1.2.	6 7.1%	16 19.0%	43 51.2%
B1.5.	11 13.1%	13 15.5%	40 47.6%
B1.6.	8 9.5%	14 16.7%	35 41.7%
B1.7.	4 4.8%	7 8.3%	24 28.6%
B1.1.	6 7.1%	9 10.7%	19 22.6%
B1.3.	6 7.1%	9 10.7%	18 21.4%
B1.4.	3 3.6%	5 6.0%	8 9.5%
B1.9.	2 2.4%	1 1.2%	8 9.5%
B1.8.	-	-	2 2.4%

TABLE A. III. 168. Crisscrossing Respondents' Choice to Items B1.1. - B1.9. with their Response to Item B3. (Percent)

"Problem-Setting – Problem-Solving Interactive Activity"

Categories	Yes	No	Total
B1.1.	12 14.3%	11 13.1%	23 27.4%
B1.2.	13 15.5%	35 41.7%	48 57.1%
B1.3.	7 8.3%	15 17.9%	22 26.2%
B1.4.	5 6.0%	6 7.1%	11 13.1%
B1.5.	12 14.3%	31 36.9%	43 51.2%
B1.6.	13 15.5%	26 31.0%	39 46.4%
B1.7.	10 11.9%	15 17.9%	25 29.8%
B1.8.	2 2.4%	-	-
B1.9.	4 4.8%	4 4.8%	8 9.5%

"An Integrative Skill Leading to Speaking, Listening and Writing"

Categories	Yes	No	Total
B1.1.	22 26.2%	1 1.2%	23 27.4%
B1.2.	44 52.4%	3 3.6%	47 56.0%
B1.3.	22 26.2%	1 1.2%	23 27.4%
B1.4.	12 14.3%	-	12 14.3%
B1.5.	47 56.0%	1 1.2%	48 57.1%
B1.6.	40 47.6%	2 2.4%	42 50.0%
B1.7.	27 32.1%	1 1.2%	28 33.3%
B1.8.	1 1.2%	-	1 1.2%
B1.9.	11 13.1%	-	11 13.1%

TABLE A. III. 169. Crisscrossing Respondents' Choices in Items E3.2.2. and E2.2.2. (Chi-Square Test)

Categories			The Teacher's Opinion				
			Never	Rarely	Sometimes	Frequently	Total
Reading the whole book (if it were an excerpt).	Yes	Count	3	21	94	39	157
		Expected Count	6.1	19.1	87.4	44.4	157
		Adjusted Residual	-2.3	0.8	1.9	-1.7	
	No	Count	6	7	34	26	73
		Expected Count	2.9	8.9	40.6	20.6	73
		Adjusted Residual	2.3	-0.8	-1.9	1.7	
	Total	Count	9	28	128	65	230
		Expected Count	9	28	128	65	230

TABLE A. III. 170. Crisscrossing Respondents' Choices in Items E3.2.3. and B3.1. (Chi-Square Test)

Categories			Problem-Setting – Problem-Solving Interactive Activity		
			Yes	No	Total
Stop Reading	Yes	Count	3	35	38
		Expected Count	9.5	28.5	38
		Adjusted Residual	-2.7	2.7	
	No	Count	46	111	157
		Expected Count	39.5	117.5	157
		Adjusted Residual	2.7	-2.7	
	Total	Count	49	146	195
		Expected Count	49	146	195

TABLE A. III. 171. Crisscrossing Respondents' Choices in Items E3.2.1. and B3.2. (Chi-Square Test)

Categories			An Integrative Skill Leading to Speaking, Listening and Writing		
			Yes	No	Total
Reading on more topic related texts.	Yes	Count	144	5	149
		Expected Count	137.4	11.6	149
		Adjusted Residual	3.6	-3.6	
	No	Count	58	12	70
		Expected Count	64.6	5.4	70
		Adjusted Residual	-3.6	3.6	
	Total	Count	202	17	219
		Expected Count	202	17	219

TABLE A. III. 172. Crisscrossing Respondents' Choices in Items E3.2.1. and E3.1.5. (Chi-Square Test)

Categories			Learned from a Fruitful Classroom Interaction		
			Yes	No	Total
Reading on more topic related texts.	Yes	Count	110	39	149
		Expected Count	100.9	48.1	149
		Adjusted Residual	2.8	-2.8	
	No	Count	39	32	71
		Expected Count	48.1	22.9	71
		Adjusted Residual	-2.8	2.8	
	Total	Count	149	71	220
		Expected Count	149	71	220

TABLE A. III. 173. Crisscrossing Respondents' Choices in Items E3.2.2. and E3.1.2. (Chi-Square Test)

Categories			Have Interacted with the Text for a Meaningful Purpose		
			Yes	No	Total
Reading the whole book (if it were an excerpt).	Yes	Count	123	32	155
		Expected Count	115.0	40.0	155
		Adjusted Residual	2.6	-2.6	
	No	Count	44	26	70
		Expected Count	52.0	18.0	70
		Adjusted Residual	-2.6	2.6	
	Total	Count	167	58	225
		Expected Count	167	58	225

TABLE A. III. 174. Crisscrossing Respondents' Choices in Items E3.2.2. and E3.1.4. (Chi-Square Test)

Categories			Were Involved with the World Created by the Narrator, Poet, Writer		
			Yes	No	Total
Reading the whole book (if it were an excerpt).	Yes	Count	138	20	158
		Expected Count	132.6	25.4	158
		Adjusted Residual	2.1	-2.1	
	No	Count	55	17	72
		Expected Count	60.4	11.6	72
		Adjusted Residual	-2.1	2.1	
	Total	Count	193	37	230
		Expected Count	193	37	230

TABLE A. III. 175. Crisscrossing Respondents' Choices in Items E3.2.2. and E3.1.5. (Chi-Square Test)

Categories			Learned from a fruitful classroom interaction		
			Yes	No	Total
Reading the whole book (if it were an excerpt).	Yes	Count	109	41	150
		Expected Count	101.1	48.9	150
		Adjusted Residual	2.4	-2.4	
	No	Count	38	30	68
		Expected Count	45.9	22.1	68
		Adjusted Residual	-2.4	2.4	
	Total	Count	147	71	218
		Expected Count	147	71	218

TABLE A. III. 176. Crisscrossing Respondents' Choices in Items E3.2.3. and E3.1.4. (Chi-Square Test)

Categories			Were involved with the world created by the narrator, poet, writer		
			Yes	No	Total
Stop Reading	Yes	Count	33	12	45
		Expected Count	37.6	7.4	45
		Adjusted Residual	-2.1	2.1	
	No	Count	154.0	25.0	179
		Expected Count	149.4	29.6	179
		Adjusted Residual	2.1	-2.1	
	Total	Count	187	37	224
		Expected Count	187	37	224

TABLE A. III. 177. Crisscrossing Respondents' Choices in Items E3.2.3. and E3.1.5. - (Chi-Square Test)

Categories			Learned from a Fruitful Classroom Interaction		
			Yes	No	Total
Stop Reading	Yes	Count	18	23	41
		Expected Count	27.5	13.5	41
		Adjusted Residual	-3.5	3.5	
	No	Count	127	48	175
		Expected Count	117.5	57.5	175
		Adjusted Residual	3.5	-3.5	
	Total	Count	145	71	216
		Expected Count	145	71	216

TABLE A. III. 178. "Critics' Opinion" by "Making Use of Summaries"/"York Notes" (Items D10. and E2.2.1. - Chi-Square Test)

Categories			Critics' Opinion				
			Never	Rarely	Sometimes	Frequently	Total
"York Notes"	No Answer	Count	2	12	22	5	41
		Expected Count	6.4	14.0	16.5	4.1	41
		Adjusted Residual	-2.1	-0.7	1.9	0.5	
	Yes	Count	24	55	59	19	157
		Expected Count	24.6	53.6	63.1	15.8	157
		Adjusted Residual	-0.2	0.4	-1.1	1.4	
	No	Count	13	18	19	1	51
		Expected Count	8.0	17.4	20.5	5.1	51
		Adjusted Residual	2.2	0.2	-0.5	-2.2	
	Total	Count	39	85	100	25	249
		Expected Count	39	85	100	25	249

TABLE A. III. 179. Crisscrossing Respondents' Choices in Items D10. and E2.2.2. (Chi-Square Test)

Categories			The Teacher's Opinion				
			Never	Rarely	Sometimes	Frequently	Total
Using "York Notes"/ "Longman Notes"	Yes	Count	3	18	88	50	159
		Expected Count	6.8	18.9	87.1	46.2	159
		Adjusted Residual	-3.0	-0.5	0.3	1.4	
	No	Count	6	7	27	11	51
		Expected Count	2.2	6.1	27.9	14.8	51
		Adjusted Residual	3.0	0.5	-0.3	-1.4	
	Total	Count	9	25	115	61	210
		Expected Count	9	25	115	61	210

TABLE A. III. 180. Multiple Correspondence Analysis: Respondents' Note-Taking on Inferring and Hypothesising (Item E2.4.) by Reading Frequency (Item A2.) and Language Competence (Sum of Scores - Item B4.) by Variables

Discrimination Measures

	Dimension	
	1	2
Item A2.	.216	.225
Teacher	.694	.596
Item E2.4.	.206	.281
Sum of Scores	.554	.374

Teacher

Teacher	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
A	6	1.160	-3.602
B	17	.987	.041
C	4	.054	-2.044
D	20	.069	.403
E	36	1.232	.450
F	14	.395	.739
G	6	1.123	-1.085
H	28	-.205	.935
I	25	-.379	-.334
J	19	.447	-.373
K	22	-.645	-.052
L	24	-1.472	.021
M	33	-.726	-.210
Missing	0		

Item A2.

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Yes	89	-.486	-.414
No	54	.632	.805
So So	54	.412	-.258
Not Much	48	-.143	.149
Sometimes	7	-.558	.565
Missing	2		

Item E2.4.

Scale Factors	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
Never	30	.283	.862
Rarely	32	-.003	.466
Sometimes	92	-.583	.180
Frequently	92	.449	-.652
Missing	8		

Sum of Scores (Item B4.)

Score	Marginal Frequency	Category Quantifications	
		Dimension	
		1	2
<6	15	.558	-1.863
6	39	.793	.786
7	40	.651	-.436
8	64	.334	.217
9	56	-.884	-.259
10	32	-1.169	.374
Missing	8		

TABLE A. III. 181. Informants' Scoring/Criteria in Item A3.1. by E2.5.3. (Chi-Square Test)

"Guessing Word Meaning: Reading on/backwards" by "Lexis"

Score		Never	Rarely	Sometimes	Frequently	Total
1	Count	8	12	31	42	93
	Expected Count	7.0	11.9	41.8	32.4	93
	Adjusted Residual	0.5	0.0	-2.9	2.7	
2	Count	9	17	71	37	134
	Expected Count	10.0	17.1	60.2	46.6	134
	Adjusted Residual	-0.5	0.0	2.9	-2.7	
Total	Count	17	29	102	79	227
	Expected Count	17	29	102	79	227

"Guessing Word Meaning: Reading on/backwards" by "Language 1 Interference"

Score		Never	Rarely	Sometimes	Frequently	Total
1	Count	9	19	49	55	132
	Expected Count	10.0	17.0	59.3	45.8	132
	Adjusted Residual	-0.5	0.8	-2.8	2.6	
2	Count	8	10	52	23	93
	Expected Count	7.0	12.0	41.7	32.2	93
	Adjusted Residual	0.5	-0.8	2.8	-2.6	
Total	Count	17	29	101	78	225
	Expected Count	17	29	101	78	225

TABLE A. III. 182. Respondents' Relying on Their Interpretation and Post-reading Perceptions (Items E2.1. and E3.1. - Percent)

Categories		Never	Rarely	Sometimes	Frequently	Total
Have learned something (for example, English language, culture, history, revelation of human experience, etc.).	Yes	1 0.4%	10 4.2%	150 62.5%	73 30.4%	234 97.5%
	No	-	-	4 1.7%	2 0.8%	6 2.5%
	Total	1 0.4%	10 4.2%	154 64.2%	75 31.3%	240 100.0%
Have interacted with the text for a meaningful purpose.	Yes	1 0.4%	4 1.8%	111 48.7%	54 23.7%	170 74.6%
	No	-	6 2.6%	38 16.7%	14 6.1%	58 25.4%
	Total	1 0.4%	10 4.4%	149 65.4%	68 29.8%	228 100.0%
Have just carried out a transfer activity (*i.e.*, the carrying over of specific information from one text to another).	Yes	-	3 1.3%	61 26.8%	20 8.8%	84 36.8%
	No	1 0.4%	7 3.1%	89 39.0%	47 20.6%	144 63.2%
	Total	1 0.4%	10 4.4%	150 65.8%	67 29.4%	228 100.0%
Were involved with the world created by the narrator, poet, writer.	Yes	-	9 3.8%	129 54.9%	61 26.0%	199 84.7%
	No	1 0.4%	1 0.4%	23 9.8%	11 4.7%	36 15.3%
	Total	1 0.4%	10 4.3%	152 64.7%	72 30.6%	235 100.0%
Have learned from a fruitful classroom interaction.	Yes	1 0.4%	8 3.6%	103 46.0%	42 18.8%	154 68.8%
	No	-	2 0.9%	41 18.3%	27 12.1%	70 31.3%
	Total	1 0.4%	10 4.5%	144 64.3%	69 30.8%	224 100.0%

TABLE A. III. 183. Respondents' Personal Choice of "Ways In" to Literary Texts (Items D9.1./1st Choice and E3.1. - Percent)

Categories	Cognitive			Interactive			Language			Experience			Dial./Negotiation		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
All of Them	3 1.3%	-	3 1.3%	3 1.4%	-	3 1.4%	2 0.9%	-	2 0.9%	2 0.9%	1 0.5%	3 1.4%	2 0.9%	-	2 0.9%
Identity Themes/ Characters	88 38.8%	1 0.4%	89 39.2%	62 28.6%	25 11.5%	87 40.1%	28 12.9%	58 26.7%	86 39.6%	68 30.6%	18 8.1%	86 38.7%	54 25.5%	30 14.2%	84 39.6%
Reading for Words	14 6.2%	1 0.4%	15 6.6%	11 5.1%	2 0.9%	13 6.0%	4 1.8%	11 5.1%	15 6.9%	11 5.0%	4 1.8%	15 6.8%	11 5.2%	3 1.4%	14 6.6%
The Characters' Relationship	49 21.6%	-	49 21.6%	36 16.6%	9 4.1%	45 20.7%	23 10.6%	24 11.1%	47 21.7%	42 18.9%	6 2.7%	48 21.6%	30 14.2%	16 7.5%	46 21.7%
The Climax	6 2.6%	1 0.4%	7 3.1%	4 1.8%	3 1.4%	7 3.2%	3 1.4%	4 1.8%	7 3.2%	5 2.3%	2 0.9%	7 3.2%	6 2.8%	1 0.5%	7 3.3%
The General Content	44 19.4%	1 0.4%	45 19.8%	29 13.4%	14 6.5%	43 19.8%	11 5.1%	30 13.8%	41 18.9%	40 18.0%	4 1.8%	44 19.8%	26 12.3%	14 6.6%	40 18.9%
The Plot Line	19 8.4%	-	19 8.4%	15 6.9%	4 1.8%	19 8.8%	7 3.2%	12 5.5%	19 8.8%	18 8.1%	1 0.5%	19 8.6%	13 6.1%	6 2.8%	19 9.0%
Total	**223** **98.2%**	**4** **1.8%**	**227** **100.0%**	**160** **73.7%**	**57** **26.3%**	**217** **100.0%**	**78** **35.9%**	**139** **64.1%**	**217** **100.0%**	**186** **83.8%**	**36** **16.2%**	**222** **100.0%**	**142** **67.0%**	**70** **33.0%**	**212** **100.0%**

TABLE A. III. 184. Respondents' Patterns of Instruction on "Ways In" to Literary Texts (Items D9.2./1st Choice and E3.1. - Percent)

Categories		All of Them	Identity Themes/ Characters	Reading for Words	The Characters' Relationship	The Climax	The General Content	The Plot Line	Total
Cognitive	Yes	3 1.3%	88 38.8%	14 6.2%	49 21.6%	6 2.6%	44 19.4%	19 8.4%	**223** **98.2%**
	No	-	1 0.4%	1 0.4%	-	1 0.4%	1 0.4%	-	**4** **1.8%**
	Total	3 1.3%	89 39.2%	15 6.6%	49 21.6%	7 3.1%	45 19.8%	19 8.4%	**227** **100.0%**
Interactive	Yes	3 1.4%	62 28.6%	11 5.1%	36 16.6%	4 1.8%	29 13.4%	15 6.9%	**160** **73.7%**
	No	-	25 11.5%	2 0.9%	9 4.1%	3 1.4%	14 6.5%	4 1.8%	**57** **26.3%**
	Total	3 1.4%	87 40.1%	13 6.0%	45 20.7%	7 3.2%	43 19.8%	19 8.8%	**217** **100.0%**
Language	Yes	2 0.9%	28 12.9%	4 1.8%	23 10.6%	3 1.4%	11 5.1%	7 3.2%	**78** **35.9%**
	No	-	58 26.7%	11 5.1%	24 11.1%	4 1.8%	30 13.8%	12 5.5%	**139** **64.1%**
	Total	2 0.9%	86 39.6%	15 6.9%	47 21.7%	7 3.2%	41 18.9%	19 8.8%	**217** **100.0%**
Experience	Yes	2 0.9%	68 30.6%	11 5.0%	42 18.9%	5 2.3%	40 18.0%	18 8.1%	**186** **83.8%**
	No	1 0.5%	18 8.1%	4 1.8%	6 2.7%	2 0.9%	4 1.8%	1 0.5%	**36** **16.2%**
	Total	3 1.4%	86 38.7%	15 6.8%	48 21.6%	7 3.2%	44 19.8%	19 8.6%	**222** **100.0%**
Dial./ Negotiation	Yes	2 0.9%	54 25.5%	11 5.2%	30 14.2%	6 2.8%	26 12.3%	13 6.1%	**142** **67.0%**
	No	-	30 14.2%	3 1.4%	16 7.5%	1 0.5%	14 6.6%	6 2.8%	**70** **33.0%**
	Total	2 0.9%	84 39.6%	14 6.6%	46 21.7%	7 3.3%	40 18.9%	19 9.0%	**212** **100.0%**

TABLE A. III. 185. Crisscrossing Respondents' Relying on their Interpretation with their Post-Reading Strategies (Items E2.1. and E3.2. - Percent)

Strategies		Never	Rarely	Sometimes	Frequently	Total
Reading on more topic related texts.	Yes	1 (0.5%)	5 (2.3%)	90 (40.5%)	52 (23.4%)	148 (66.7%)
	No	-	4 (1.8%)	52 (23.4%)	18 (8.1%)	74 (33.3%)
	Total	1 (0.5%)	9 (4.1%)	142 (64.0%)	70 (31.5%)	222 (100.0%)
Reading the whole book (if it were an excerpt).	Yes	1 (0.4%)	5 (2.2%)	96 (43.0%)	51 (22.9%)	153 (68.6%)
	No	-	4 (1.8%)	49 (22.0%)	17 (7.6%)	70 (31.4%)
	Total	1 (0.4%)	9 (4.0%)	145 (65.0%)	68 (30.5%)	223 (100.0%)
Stop Reading	Yes	-	-	29 (13.2%)	13 (5.9%)	42 (19.2%)
	No	1 (0.5%)	9 (4.1%)	112 (51.1%)	55 (25.1%)	177 (80.8%)
	Total	1 (0.5%)	9 (4.1%)	141 (64.4%)	68 (31.1%)	219 (100.0%)

TABLE A. III. 186. Respondents' Perceptions on "Ways In" to Literary Texts and Subsequent Impact on their Reading Activity (Items D9.1./1st Choice and E3.2. – Percent)

Categories	Reading for Information			Reading for Pleasure			Stop Reading		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
All of Them	1 0.4%	-	1 0.4%	1 0.4%	-	1 0.4%	-	1 0.5%	1 0.5%
Identity Themes/ Characters	34 15.1%	12 5.3%	46 20.4%	34 15.0%	11 4.8%	45 19.8%	8 3.6%	33 15.0%	41 18.6%
Reading for Words	5 2.2%	-	5 2.2%	3 1.3%	2 0.9%	5 2.2%	-	5 2.3%	5 2.3%
The Characters' Relationship	44 19.6%	24 10.7%	68 30.2%	38 16.7%	31 13.7%	69 30.4%	22 10.0%	47 21.4%	69 31.4%
The Climax	25 11.1%	13 5.8%	38 16.9%	26 11.5%	13 5.7%	39 17.2%	3 1.4%	34 15.5%	37 16.8%
The General Content	22 9.8%	13 5.8%	35 15.6%	27 11.9%	9 4.0%	36 15.9%	7 3.2%	27 12.3%	34 15.5%
The Plot Line	22 9.8%	10 4.4%	32 14.2%	28 12.3%	4 1.8%	32 14.1%	3 1.4%	30 13.6%	33 15.0%
Total	**153 68.0%**	**72 32.0%**	**225 100.0%**	**157 69.2%**	**70 30.8%**	**227 100.0%**	**43 19.5%**	**177 80.5%**	**220 100.0%**

TABLE A. III. 187. Respondents' Perceptions on "Ways In" to Literary Texts and Subsequent Impact on their Reading Activity (Items D9.2./1st Choice and E3.2. - Percent)

Categories	Reading for Information			Reading for Pleasure			Stop Reading		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
All of Them	2 1.0%	-	2 1.0%	1 0.5%	-	1 0.5%	-	1 0.5%	1 0.5%
Identity Themes/ Characters	53 25.2%	29 13.8%	82 39.0%	56 26.3%	27 12.7%	83 39.0%	13 6.3%	69 33.2%	82 39.4%
Reading for Words	10 4.8%	5 2.4%	15 7.1%	12 5.6%	3 1.4%	15 7.0%	4 1.9%	11 5.3%	15 7.2%
The Characters' Relationship	32 15.2%	13 6.2%	45 21.4%	36 16.9%	11 5.2%	47 22.1%	8 3.8%	37 17.8%	45 21.6%
The Climax	4 1.9%	3 1.4%	7 3.3%	4 1.9%	3 1.4%	7 3.3%	1 0.5%	6 2.9%	7 3.4%
The General Content	28 13.3%	13 6.2%	41 19.5%	26 12.2%	16 7.5%	42 19.7%	13 6.3%	27 13.0%	40 19.2%
The Plot Line	11 5.2%	7 3.3%	18 8.6%	11 5.2%	7 3.3%	18 8.5%	3 1.4%	15 7.2%	18 8.7%
Total	**140 66.7%**	**70 33.3%**	**210 100.0%**	**146 68.5%**	**67 31.5%**	**213 100.0%**	**42 20.2%**	**166 79.8%**	**208 100.0%**

TABLE A. III. 188. Informants' Response to Item D4. ("Appropriate to Students' Needs" Category) per Scoring/Criteria (Item A3.1.) by Institution (Chi-Square Test)

Spelling

Institution		One	Two	Total
Secondary School	Count	30	88	118
	Expected Count	24.8	93.2	118
	Adjusted Residual	2.5	-2.5	
University	Count	2	32	34
	Expected Count	7.2	26.8	34
	Adjusted Residual	-2.5	2.5	
Total	Count	32	120	152
	Expected Count	32	120	152

Task

Institution		One	Two	Total
Secondary School	Count	25	97	122
	Expected Count	30.5	91.5	122
	Adjusted Residual	-2.5	2.5	
University	Count	14	20	34
	Expected Count	8.5	25.5	34
	Adjusted Residual	2.5	-2.5	
Total	Count	39	117	156
	Expected Count	39	117	156

• SELECTION AND ANALYSIS OF CATEGORIES BY VARIABLES

"HISTORICAL TEXTS", "CONTENT-ORIENTED READINGS" AND "NEWSPAPER/MAGAZINES"

TABLE A. III. 189. "Historical Texts", "Content-Oriented Readings" and "Newspapers/Magazines" Occurring in all Open-Ended Items by Variables

Teacher

Teacher	"Historical Text"	"Content-Oriented Readings"	"Newspapers/ Magazines"	Total
A	2	16	5	23
B	15	24	4	43
C	1	10	5	16
D	18	50	12	80
E	23	77	31	131
F	7	24	16	47
G	3	12	4	19
H	31	61	16	108
I	13	57	15	85
J	14	34	17	65
K	17	41	10	68
L	9	31	20	60
M	9	53	33	95
Total	**162**	**490**	**188**	**840**

Years in EFL Instruction

Years in EFL Instruction	"Historical Text"	"Content-Oriented Readings"	"Newspapers/ Magazines"	Total
<6	1	4	2	7
[6; 8[	67	187	59	313
[8; 11[	90	289	123	502
≥11	4	10	4	16
Total	**162**	**490**	**188**	**838**

Age Group

Age Group	"Historical Text"	"Content-Oriented Readings"	"Newspapers/ Magazines"	Total
[16; 18[	47	149	52	248
[18; 19[	48	171	53	272
[19; 21[	47	121	55	223
≥21	20	49	28	97
Total	**162**	**490**	**188**	**840**

Sex

Sex	"Historical Text"	"Content-Oriented Readings"	"Newspapers/ Magazines"	Total
Male	27	67	37	131
Female	135	423	151	709
Total	**162**	**490**	**188**	**840**

Institution

Institution	"Historical Text"	"Content-Oriented Readings"	"Newspapers/ Magazines"	Total
Secondary School	144	406	135	685
University	18	84	53	155
Total	**162**	**490**	**188**	**840**

"COMICS"/"INTERESTING"/"BORING"

TABLE A. III. 190. Correspondence Analysis: "Comics"/"Interesting"/"Boring" Occurring in all Open-Ended Items by Variables

Teacher

Teacher	"Comics"	"Interesting"	"Boring"	Total
A	1	1	-	2
B	3	2	2	7
C	-	1	-	1
D	9	14	6	29
E	18	17	24	59
F	10	6	7	23
G	-	1	2	3
H	8	15	10	33
I	15	14	8	37
J	2	8	4	14
K	6	13	13	32
L	7	12	6	25
M	3	10	7	20
Total	**82**	**114**	**89**	**285**

Overview Row Points

Teacher	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
A	.007	.880	-1.307	.003	.025	.062	.335	.665	1.000
B	.025	.689	.110	.003	.054	.002	.977	.023	1.000
C	.004	-1.621	-2.208	.005	.043	.089	.375	.625	1.000
D	.102	.052	-.529	.006	.001	.148	.011	.989	1.000
E	.207	.142	.543	.013	.019	.317	.071	.929	1.000
F	.081	.731	.222	.010	.234	.021	.923	.077	1.000
G	.011	-1.232	1.398	.007	.075	.107	.463	.537	1.000
H	.116	-.232	-.132	.002	.029	.010	.775	.225	1.000
I	.130	.533	-.307	.010	.172	.064	.769	.231	1.000
J	.049	-.740	-.405	.007	.126	.042	.788	.212	1.000
K	.112	-.446	.328	.007	.105	.063	.674	.326	1.000
L	.088	-.081	-.405	.003	.003	.075	.042	.958	1.000
M	.070	-.667	-.044	.007	.146	.001	.996	.004	1.000
Active Total	1.000			.083	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
					Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
		1	2		1	2	1	2	Total
"Comics"	.288	.723	-.078	.033	.703	.009	.990	.010	1.000
"Interesting"	.400	-.347	-.425	.024	.225	.375	.426	.574	1.000
"Boring"	.312	-.222	.616	.026	.072	.616	.126	.874	1.000
Active Total	1.000			.083	1.000	1.000			

Years in EFL Instruction

Years in EFL Instruction	"Comics"	"Interesting"	"Boring"	Total
<6	-	-	1	1
[6; 8[	24	36	29	89
[8; 11[	58	77	58	193
≥11	-	1	1	2
Total	**82**	**114**	**89**	**285**

Overview Row Points

Years in EFL Instruction	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
<6	.004	-4.521	-1.844	.008	.713	.279	.934	.066	1.000
[6; 8[	.312	-.114	.105	.001	.040	.081	.733	.267	1.000
[8; 11[	.677	.093	-.059	.001	.058	.054	.856	.144	1.000
≥11	.007	-1.648	1.888	.003	.189	.586	.642	.358	1.000
Active Total	1.000			.012	1.000	1.000			

Overview Column Points

Categories	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"Comics"	.288	.322	-.248	.004	.297	.415	.799	.201	1.000
"Interesting"	.400	.123	.240	.002	.060	.540	.383	.617	1.000
"Boring"	.312	-.455	-.079	.007	.642	.045	.987	.013	1.000
Active Total	1.000			.012	1.000	1.000			

Age Group

Age Group	"Comics"	"Interesting"	"Boring"	Total
[16; 18[	18	29	27	74
[18; 19[	49	51	32	132
[19; 21[	12	28	23	63
≥21	3	6	7	16
Total	**82**	**114**	**89**	**285**

Overview Row Points

Age Group	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
[16; 18[	.260	-.277	.175	.004	.105	.197	.923	.077	1.000
[18; 19[	.463	.460	-.011	.019	.513	.001	1.000	.000	1.000
[19; 21[	.221	-.475	-.301	.010	.262	.498	.922	.078	1.000
≥21	.056	-.639	.467	.005	.120	.304	.899	.101	1.000
Active Total	1.000			.038	1.000	1.000			

Overview Column Points

Items	Mass	Score in Dimension		Inertia	Contribution				
		1	2		Of Point to Inertia of Dimension		Of Dimension to Inertia of Point		
					1	2	1	2	Total
"Comics"	.288	.634	.122	.022	.606	.106	.992	.008	1.000
"Interesting"	.400	-.080	-.243	.001	.013	.587	.338	.662	1.000
"Boring"	.312	-.482	.199	.014	.380	.308	.965	.035	1.000
Active Total	1.000			.038	1.000	1.000			

Sex

Sex	"Comics"	"Interesting"	"Boring"	Total
Male	18	24	21	63
Female	64	90	68	222
Total	**82**	**114**	**89**	**285**

Institution

Institution	"Comics"	"Interesting"	"Boring"	Total
Secondary School	72	92	76	240
University	10	22	13	45
Total	**82**	**114**	**89**	**285**

• CORPUS-DRIVEN APPROACH - DATA ANALYSIS (CONCAPP)

INTERESTING - DATA ANALYSIS

TABLE A. III. 191. Occurrences: *Interesting* (Parts of Speech) by Informants (All Open-Ended Items)

Informants	ADJ+Noun	Predicative	INT/QUANT+ ADJ	Anything/Something+ADJ	Total
5	-	-	1	-	1
10	-	1	-	-	1
23	-	1	-	-	1
27	1	-	-	-	1
28	-	-	1	-	1
31	-	-	1	-	1
34	-	-	1	-	1
35	-	1	-	-	1
36	-	1	-	-	1
38	-	-	1	-	1
39	2	-	-	2	4
43	-	1	-	-	1
45	-	-	1	-	1
46	1	-	-	-	1
47	-	-	1	-	1
51	-	2	-	-	2
55	-	-	-	1	1
56	-	1	-	-	1
63	1	2	-	-	3
64	-	1	-	-	1
65	1	1	1	-	3
67	1	-	-	-	1
79	-	-	1	-	1
81	1	-	-	-	1
83	1	2	-	-	3
86	-	1	-	-	1
87	-	1	-	-	1
89	-	1	-	-	1
90	1	1	1	-	3
101	-	1	-	-	1
109	-	-	1	-	1
110	-	2	-	-	2
111	1	-	-	-	1
115	-	1	-	-	1
118	-	1	1	-	2
122	-	2	1	-	3
123	1	-	-	-	1
125	-	1	-	-	1
126	1	-	1	-	2
127	-	1	-	-	1
133	-	-	1	-	1
134	-	2	-	-	2
136	-	-	1	-	1
139	-	-	1	-	1
140	-	1	-	-	1
141	-	1	-	-	1
142	-	-	1	-	1
144	-	-	-	1	1
146	-	-	1	-	1
153	-	1	-	-	1
154	-	1	1	-	2
156	-	-	1	-	1
158	-	1	-	-	1
159	1	-	-	-	1
162	-	-	1	-	1
163	1	-	1	-	2
165	-	1	-	-	1
168	-	-	1	-	1
169	-	1	-	-	1
177	-	-	1	-	1

(Continuation)

Informants	ADJ+Noun	Predicative	INT/QUANT+ ADJ	Anything/somtehing+ADJ	Total
179	1	-	-	-	1
181	-	-	1	-	1
184	-	1	-	-	1
186	-	-	2	-	2
188	-	1	-	-	1
190	1	-	-	-	1
194	-	2	-	-	2
195	-	-	1	-	1
196	-	-	1	-	1
197	-	-	1	-	1
201	2	1	-	-	3
202	1	-	-	-	1
205	-	1	-	-	1
206	-	1	-	-	1
209	1	-	-	-	1
212	-	2	-	-	2
213	-	1	-	-	1
215	-	1	1	-	2
225	-	1	-	-	1
226	1	1	-	-	2
230	-	1	-	-	1
235	-	1	-	-	1
236	1	-	1	-	2
240	-	1	-	-	1
246	-	-	1	-	1
249	-	1	-	-	1
Total	**23**	**53**	**34**	**4**	**114**

BORING – DATA ANALYSIS

TABLE A. III. 192. *Boring* (Parts of Speech) by Informants (All Open-Ended Items)

Informants	ADJ+NOUN	Predicative	INT./QUANT.+ ADJ	Total
17	-	1	-	1
22	-	1	-	1
31	-	1	-	1
44	-	-	1	1
45	-	2	1	3
47	-	-	1	1
48	-	1	-	1
54	1	2	-	3
55	-	1	-	1
57	1	1	-	2
60	-	1	-	1
61	-	2	-	2
62	1	-	-	1
64	-	1	-	1
65	-	1	-	1
66	-	1	-	1
68	-	1	1	2
69	-	-	1	1
72	-	1	-	1
73	-	1	3	4
80	-	1	-	1
83	-	1	-	1
86	-	1	-	1
89	-	-	1	1
91	-	-	1	1
92	-	2	-	2
94	-	-	1	1
96	-	1	-	1
100	-	1	-	1
102	-	-	1	1
104	-	1	-	1
105	-	1	-	1
107	-	1	-	1
118	-	-	1	1
121	-	2	1	3
122	-	1	-	1
126	-	1	-	1
128	-	1	-	1
133	-	1	1	2
136	-	1	-	1
141	-	1	-	1
143	-	1	-	1
144	-	1	-	1
152	-	1	-	1
156	-	1	-	1
158	-	1	-	1
168	-	1	-	1
169	-	2	-	2
177	-	1	-	1
178	-	-	1	1
184	1	1	-	2
186	-	2	-	2
188	-	1	1	2
189	-	1	-	1
191	-	1	-	1

(Continuation)

Subject	ADJ+NOUN	Predicative	INT./QUANT.+ ADJ	Total
192	1	1	-	2
196	-	1	-	1
199	-	1	-	1
201	1	-	-	1
204	-	1	-	1
213	-	1	-	1
215	-	1	-	1
218	-	1	-	1
226	-	1	-	1
232	-	1	1	2
236	-	1	-	1
237	-	-	1	1
252	-	1	-	1
253	-	1	-	1
Total	**6**	**64**	**19**	**89**

TABLE A. III. 193. *Interesting/Boring* per Items by Corpora/Institution

Items	Word Count			*Interesting*			*Boring*		
	Secondary School	University	Total	Secondary School	University	Total	Secondary School	University	Total
A3.1.	2334	808	3142	-	-	-	1 0.4‰	1 1.2‰	2 0.6‰
A4.	846	233	1079	1 1.2‰	-	1 0.9‰	2 2.4‰	1 4.3‰	3 2.8‰
A6.	652	174	826	4 6.1‰	2 11.5‰	6 7.3‰	-	-	-
A6.1.	778	371	1149	18 23.1‰	9 24.3‰	27 23.5‰	5 6.4‰	-	5 4.4‰
A7.1.	255	37	292	-	-	-	1 3.9‰	-	1 3.4‰
A10.	490	120	610	5 10.2‰	1 8.3‰	6 9.8‰	-	-	-
A10.1.	1041	437	1478	22 21.1‰	3 6.9‰	25 16.9‰	6 5.8‰	2 4.6‰	8 5.4‰
B1.	2146	532	2678	5 2.3‰	-	5 1.9‰	3 1.4‰	-	3 1.1‰
B4.	3575	1149	4724	10 2.8‰	3 2.6‰	13 2.8‰	20 5.6‰	4 3.5‰	24 5.1‰
C2.	767	215	982	3 3.9‰	2 9.3‰	5 5.1‰	1 1.3‰	-	1 1.0‰
D1.1.3.	2780	1071	3851	9 3.2‰	-	9 2.3‰	4 1.4‰	1 0.9‰	5 1.3‰
D2.1.	486	189	675	1 2.1‰	-	1 1.5‰	-	-	-
D5.	1686	685	2371	7 4.2‰	-	7 3.0‰	24 14.2‰	3 4.4‰	27 11.4‰
E1.4.1.	289	56	345	1 3.5‰	-	1 2.9‰	1 3.5‰	-	1 2.9‰
E2.2.a)	1385	602	1987	3 2.2‰	1 1.7‰	4 2.0‰	1 0.7‰	-	1 0.5‰
Further Comments	654	259	913	3 4.6‰	1 3.9‰	4 4.4‰	9 13.8‰	1 3.9‰	10 11.0‰
Total	**20164**	**6938**	**27102**	**91** 4.6‰	**22** 3.2‰	**114** 4.2‰	**78** 3.9‰	**13** 1.9‰	**91** 3.4‰

Note: Two 12th Form respondents mention "boring" twice in the same answer. in Item B4.

TABLE A. III. 194. Viewing and Listening: Normalisation of Lexico-Semantic Items by Corpora/Institution (Chi-Square Test)

Words/Phrases		Secondary School	University	Total
TV	Count	219	49	268
	Expected Count	215.7	52.3	268
	Adjusted Residual	0.7	-0.7	
Television	Count	21	13	34
	Expected Count	27.4	6.6	34
	Adjusted Residual	-2.9	2.9	
Listen	Count	14	6	20
	Expected Count	16.1	3.9	20
	Adjusted Residual	-1.2	1.2	
Music	Count	23	28	51
	Expected Count	41.0	10.0	51
	Adjusted Residual	-6.7	6.7	
Listening to music	Count	127	2	129
	Expected Count	103.8	25.2	129
	Adjusted Residual	6.0	-6.0	
Total	Count	404	98	502
	Expected Count	404	98	502

TABLE A. III. 195. Reading/Language Learning: Lexico-Semantic Items by Corpora/Institution - (Chi-Square Test)

Words		Secondary School	University	Total
Language	Count	22	17	39
	Expected Count	27.5	11.5	39
	Adjusted Residual	-2.7	2.7	
Vocabulary	Count	22	6	28
	Expected Count	19.7	8.3	28
	Adjusted Residual	1.2	-1.2	
Activities	Count	11	0	11
	Expected Count	7.8	3.2	11
	Adjusted Residual	2.3	-2.3	
Total	Count	55	23	78
	Expected Count	55	23	78

IV. CORPUS-DRIVEN APPROACH - DATABASE (CONCAPP)

Open-Ended Items/Observations/Word Count

Reading Evaluation Questionnaire: Copy (1.331 Words/203 Paragraphs/278 Lines)

Secondary School: 32.394 Words

University: 11.390 Words

CONCORDANCE LINES FROM SECONDARY SCHOOL INFORMANTS' WRITTEN OUTPUT

boring

Left Collocates

1 2 Because many people think that is a **boring** mental activity and it's easier watch
2 ood for our knowledge but, it is also **boring** when the story is not interesting.
3 ople think that most of the books are **boring** and because now there is the televisi
4 ..anyone in special, because some are **boring** and most of them are only used for th
5 ue 6F 92 I think the syllabuses are **boring** and non-appealing to the students.
6 do with pacience (when the books are **boring**) but when the books are good, "Readin
7 times the texts studied at school are **boring**, and when I choos to read a bood it's
8 ith the impression that all books are **boring**, not useful, so he drops out of readi
9 the books or text which we study are **boring**, now English is like history. 7H;12
10 t the books we have to read often are **boring**, people think all books are boring.
11 5E 61 Because the books sometimes are **boring**. 5E 62 Because many people think th
12 re boring, people think all books are **boring**. 7H;129 It is an activity which req
13 6 Sometimes this type of activity are **boring**. 8I;137 When we can resume the text
14 people nowadays think that books are **boring**. They prefer sit on a couch and see
15 ;178 biographies Because it is not as **boring** on the other texts usualy used. Becau
16 text you're reading but its basically **boring**. 9K;193 it's an activity which enab
17 ave to read the text's and it becomes **boring**. 5E 74 Because it's the same thing
18 ctivity is enlightening. 4D47 A bit **boring**. 5E 48 Some times Boring 5E 49 Us
19 ing. 9K;183 9K;184 Important but **boring** 9K;185 It is when we ought to read
20 om the manual; literary texts 5E 54 **boring** texts 5E 55 informative texts; lite
21 f the text. 5E 54 Annoying. 5E 55 **Boring**! But usefull 5E 56 reading and unde
22 and selfintentional readings. 5E 61 **Boring** but useful. 5E 62 5E 63 5E 64
23 nteresting. 5E 66 5E 67 5E 68 **Boring**! Why not in Portuguese 5E 69 A wast
24 y, very boring, sufucating... 6F 92 **Boring**, non-satisfactory 6F 93 I think it
25 city and expression. 6F 95 6F 96 **Boring**. 6F 97 It's a way of knowing the te
26 ehension of text's. 6G;99 6G;100 **Boring** 6G;101 In my point of view it's ver
27 derstand it by exploring it. 8I;133 **Boring** but important. 8I;134 Very good to
28 are talking about. 8I;142 8I;143 **Boring** 8I;144 Boring but necessary. 8I;
29 . 8I;142 8I;143 Boring 8I;144 **Boring** but necessary. 8I;145 I wouldn't.
30 etter. 2B16 2B17 Sometimes it is **boring** 2B18 Nice, sometimes 2B19 2B20
31 ts dealing with sports I think it is **boring** 9K;187 stories 9K;188 informati
32 d they start thinking that reading is **boring** and a waste of time and so they prefe
33 like to read. Compulsory reading is **boring** and as no effect on me. 9K;187 9
34 ol they set some kind of book that is **boring** and teenagers feel dismotivated to co
35 use most people think that reading is **boring** and the high pricessss of the books m
36 esting and if I say that the books is **boring** my friend will believe it and he is n
37 ave friends who think that reading is **boring**, I used to think so until in 10th yea
38 is a waste of time 4D45 Because is **boring**, it's a loss of time. 4D46 Reading
39 t now. 2B21 2B22 Sometimes it is **boring**. 2B23 A very good activity. 3C24
40 4D45 nothing [...] because reading is **boring**. A way of improving our konowlegde
41 56 Because most of the people find it **boring**. 8J;157 It is so because Audio-visu
42 on't like reading, sometimes read its **boring**, the people prefer watch television.
43 studied 9K;182 9K;183 9K;184 "**boring** texts" (e.g.: O Judeu; Aparição) 9K
44 erstand the text 8J;168 Is a little **boring** but it's necessary to understand the
45 3 Because we can't find anything more **boring** to do. And it's a waste of time, it'
46 news, Internet, and this get us more **boring** to read if we can see in TV. ... 5E

47 cause it is important (and it is more *boring*) to know the events, the things that
48 texts studied in school are much more *boring*. 7H;119 I don't read a book intens
49 't do it for fun, it becomes the most *boring* thing in our lifes. 5E 74 comics ..
50 ;196 fiction; lyrics Because it's not *boring* and I like it. There are two kinds of
51 189 comics (...) because they are not *boring*. 9K;190 books that the students ar
52 I'm interested in, I like it, if not-*boring*! 7H;123 It's to adquire knowledge a
53 idea how the story is interesting or *boring*. 8J;159 Because we understand anoth
54 cause of school you're forced to read *boring* books 9K;193 There are other types
55 nowledge but nevertheless it's really *boring* for me, since I've not a very good ap
56 me to read, some just think is really *boring*, people believe and like things such
57 5E 71 5E 72 Sometimes it's *boring* when we are obligated to read, bot it
58 g to read it (because I say that it's *boring*) so why bother? 6F 87 Nowadays peop
59 r capacities. 8I;152 Sometimes it's *boring*, it depends on the kind of text we're
60 3 It is not interesting. 5E 64 It's *boring*, it takes plenty of time, I get sleep
61 4D44 dialogues Because it's not so *boring* 4D45 4D46 opinion issues [...]
62 ese 5E 69 A waste of time! It is so *Boring* (I don't have "paciência")! 5E 70
63 different activities, our class is so *boring*, you can't even imagine, (...). I d
64 ever thought that O Judeu would be so *boring*. From the title I always thought it
65 s interest in reading because it's so *boring*. (...) 5E 74 5E 75 5E 76 5
66 l sometimes the teachers give us some *boring* books to read. 5E 58 home Because i
67 ;141 Sometimes interesting, sometimes *boring* it depends in what we are talking abo
68 derstand the texts 8J;169 Sometimes *boring*, but sometimes it's nice, interesting
69 taking more culture 4D31 Sometimes *boring*. 4D32 Read and understand 4D33 I
70 . 7H;126 As necessary and sometimes *boring*. When we have to do it very often...
71 e class will be more "happy" in still *boring*. No. 7H;108 historical texts; plays
72 s; romance novels; texts that "aren't *boring*" Hamlet, William Shakespeare 6F 84
73 because it's fun, it certainly isn't *boring*, and because of that we pay more atte
74 J;168 dialogues 8J;169 none Their *boring*. 8J;170 exercises used in school (
75 4D47 A bit boring. 5E 48 Some times *Boring* 5E 49 Useful and an important tool
76 they are more easy to read and not to *boring*. 9K;189 comics (...) because they
77 ulary and knoledge 6F 91 very, very *boring*, sufucating... 6F 92 Boring, non-sa
78 n's point of view 4D44 4D45 Very *Boring*. 4D46 A reading comprehension activ

interesting

Left Collocates

1 with current-affairs; texts about "*interesting* personalities" 9K;180 texts wr
2 4D46 Hamlet [&] because it is an *interesting* book and we all can talk about it.
3 25 3C26 3C27 I think it's an *interesting* questionnaire, and I hope that you
4 ;123 plays (...) because it has an *interesting* story 7H;124 historical texts
5 spend time, get knowledge about an *interesting* subject. 6F 91 nothing ...becaus
6 most be done and sometimes it's an *interesting* thing to do. 4D40 I would descri
7 Frank 8I;144 anything useful and *interesting* Incidents in the Life of a Slave G
8 they are normally about actual and *interesting* matters. 8J;164 dialogues (...)
9 ate making the class pleasant, and *interesting*. "Reading" it's an important and i
10 comics &because they are funny and *interesting*. Reading is something that we need
11 rdição; O Judeu; etc. 5E 55 any "*interesting*" book A Mãe, Maximo Garghi; Amor d
12 4D39 textbooks; novels; anything *interesting* Reading is a way to know other th
13 ographical texts 4D39 anything *interesting* I rarely read in English because
14 rical texts (...) because they are *interesting* 9K;185 informative texts (...)
15 ow interest and the text has to be *interesting* 6F 84 see if the student underst
16 th TV and then... for a book to be *interesting* and exciting we have to give our o
17 rmation about something, it can be *interesting* or not, depending on the theme and
18 ur ideas I expected Aparição to be *interesting*-and I was wrong! 7H;123 When we
19 ext. 8I;154 It's a difficult but *interesting* task. 8I;155 It's a way of impro
20 etter understanding a text 5E 51 *Interesting* 5E 52 Understanding the text 5
21 study more in Portuguese. 5E 65 "*interesting*" texts ...because it helps me to p
22 he books, magazines, etc. 5E 67 "*interesting*" texts Because is better and I pay
23 g what did the text said. 5E 83 "*interesting*" texts Reading is too insert ours
24 think that's interesting 7H;111 *interesting* texts Reading is a way to develop
25 o understand the present 7H;126 *interesting* texts 7H;127 informative texts
26 J;159 magazines (...) because have *interesting* things. Inform What happened in th
27 82 5E 83 to know the subject is *interesting* and if we have the same opinions
28 d a book, I read in a day if it is *interesting* and I don't like to be obliged to
29 ts 9K;194 only if the title is *interesting* Euro 9K;195 culture-based text
30 can have an idea how the story is *interesting* or boring. 8J;159 Because we und
31 y (...) because I think that it is *interesting* to know what happened, what they t
32 B10 no preference ...as long as it *interesting* in the way that makes us want to k
33 iographies (...) because I find it *interesting* to read about things that happened
34 7H;115 lyrics; comics Because its *interesting*. No. 7H;116 the textbook Maybe.
35 iet, William Shakespeare 9K;190 "*interesting*" texts Os Lusíadas, Luís de Camões
36 en I read a book its when it looks *interesting* and I'm sure I'm going to enjoy it
37 ture-based texts because it's more *interesting* 8I;140 culture-based texts; tex
38 nando Pessoa; my own poems Is more *interesting* 4D32 Because is a I hove my fre
39 u Rebelde", Miguel Torga It's more *interesting* 8I;147 I usually read a book fo
40 soa Because reading a book is more *interesting* (when I read it). 4D46 Florbela
41 on-canonical such as crime is more *interesting* and lyrics is a way of relancing a

42 nema. I think that these are more *interesting* because these have more images and
43 Because the classical becomes more *interesting* Reading is good but only when we'r
44 concrentre me, and books are more *interesting* thant texbooks or school texts.
45 our time, and we prefer to do more *interesting* things with our time. 5E 66 It's
46 ;122 Because there are always more *interesting* things to do. 7H;123 I think tha
47 People believe that there are more *interesting* things to do than reading. 5E 48
48 Because we have other things more *interesting* to do. like the computers, televi
49 s; lyrics (...) because it is more *interesting*. 9K;189 informative texts (...)
50 ve texts; literary texts It's more *interesting*. 9K;197 texts from magazines or
51 book it's more big, and It's more *interesting*. 4D29 Cesário Verde, Nós I read
52 , like computer or television more *interesting*. 8J;164 Because people have bett
53 adio. 9K;186 Because TV. is more *interesting*. 9K;187 because, for example, TV
54 lems of our days and they are more *interesting*. 5E 52 informative texts; comic
55 4D34 dialogues &because it's more *interesting*. I don't know, but I think that ,
56 words. 9K;186 comics are more *interesting*. Read is to see something written
57 th form texts To read is the most *interesting* thing that we could do in free tim
58 s boring, but sometimes it's nice, *interesting*. 8J;170 Well, I think that is wh
59 ding. 6F 90 Because there are no *interesting* books relative to a motivate subje
60 on of the texts. 5E 63 It is not *interesting*. 5E 64 It's boring, it takes ple
61 also boring when the story is not *interesting*. 5E 66 5E 67 5E 68 Boring!
62 kinds of texts (as long as they're *interesting*) Reading is like and estrategy to
63 rea that I like and I think that's *interesting* 7H;111 interesting texts Readi
64 2B23 almost everything, if it's *interesting* 3C24 informative texts; plays
65 H;125 magazines (...) because it's *interesting* and more comphreensivel the langua
66 110 It depends. If the book it's *interesting* I can read it in one day but if no
67 ssoa It depends. If the book it's *interesting*, I redd that with pleasure, but fo
68 F 89 historical texts Because it's *interesting*, very recent and doesn't let us fa
69 lture-related texts &because it's *interesting*. 4D36 texts related to current
70 on the environment and sports It's *interesting*. 8I;141 culture-based texts (..
71 s going on in someone's life, it's *interesting*. 8I;154 criticisms 8I;155 c
72 e environment; poems Because it 's *interesting*. For example about the environmen
73 l, but usually. 8I;141 Sometimes *interesting*, sometimes boring it depends in wh
74 ay to know other things, sometimes *interesting* things. 4D40 informative texts
75 h of history and is a subject very *interesting* 1A6 informative texts on other
76 texts (...) because they are very *interesting* and provide great culture 8J;16
77 social problems I think it is very *interesting* and usefull. Its analysing attenti
78 fiction, romance novels, it's very *interesting* and exciting sometimes. It's a way
79 based texts ...most of it are very *interesting* and useful for the daily life 7
80 y think this questionaire was very *interesting* and very important in the way that
81 ;133 biographies Because it's very *interesting* to see the life or the story of a
82 e other people's opinions are very *interesting* to know. 8I;137 Wen I read somet
83 because I think that they are very *interesting*. 8J;157 texts about contemporar
84 or newspapers They are usualy very *interesting*. 1A1 Shakespeare, Hamlet
85 and Hamlet was a tragedy, but very *interesting*. A way to travel and find out new
86 that this kind of reading is very *interesting*. It's a way of adquiring more info
87 ish textbook ... because it's very *interesting*; sometimes... It's a word that we
88 ish textbook ... because it's very *interesting*; sometimes... It's a way of know a
89 because that's the only book with *interesting* texts and images. No. 5E 82 fict
90 es... It's a word that we can find *interestings* things, such as: cultural, traditi
91 iction; comical texts Because it's *interessant*. 5E 57 informative texts; poetr

interest

Left Collocates

1 n activity which requires time and *interest* which is quite rare in the age of
2 ience and are more and more losing *interest*. 6F 84 Nowadays people nave new
3 book I readen for pleasure, so I´m *interest* in the history, in what happen etc
4 ngs to do, on which they find more *interest*. 2B8 Be we have TV, that give us
5 9K;192 When the book is of no *interest* at all they are very useful Amor d
6 er 5E 49 ...because they have no *interest* in the past or in the pleasure of
7 ed in this book, sometimes I´m not *interest* reading texts studied in school or
8 e, Hamlet 4D42 texts that are of *interest* to me (e.g.: philosophy; diaries;
9 opinion, I think that nobody sees *interest* in reading because it's so boring.
10 e the person who reads has to show *interest* and the text has to be interesting
11 d a book, it's because I have some *interest* in reading it. 5E 55 A book it'
12 or a text studied in school don't *interest* me like the book I choose to rea
13 eave school early and the lose the *interest* for reading and maybe because in P
14 tration is bigger and probably the *interest*. 6G;102 I think is completely d
15 ll types of texts, as long as they *interest* me Os Maias, Eça de Queirós (c.r.)

pleasure

Left Collocates

1 , but more important: reading is a *pleasure* 8I;132 I don't know I don't have
2 to. A book I read because it's a *pleasure* for me. 7H;110 It depends. If
3 e two different ways: studying and *pleasure*. 7H;104 F. Pessoa; Cesário Verde
4 if I'm reading as obligation or as *pleasure* 8J;165 The ones that I read at

5 th another word that word would be pleasure. 8I;146 texts on the Internet R
6 8I;147 I usually read a book for pleasure and because I like to do it, not a
7 exame. Reading is one activity for pleasure and exercise. 6G;99 6G;100
8 fferent, because I read a book for pleasure and not because of school. 6F 89
9 ndo Pessoa Often I read a book for pleasure and not as an obligation, so it is
10 Cesário Verde, Nós I read book for pleasure and therefore I "savour" it more t
11 leasure. 8I;154 When I read for pleasure I don't try to analyse it as I do
12 ecause most of the time I read for pleasure not that I have to and a textbook
13 "Reading" is something we do for pleasure or in free time, with the purpose
14 g" is introduce enowledgements for pleasure or to learn something. 8I;143 te
15 ecause I prefer to read a book for pleasure than to "have to read it" 8J;164
16 ssoa; Miguel Torga In home its for pleasure that a read but in school we have
17 I think you should read a book for pleasure, but at school the teachers help u
18 se, nowadays some persons read for pleasure, but the most read as it was an ob
19 necessary, because when I read for pleasure, I don't start thinking in every d
20 e notes, etc. A book I readen for pleasure, so I´m interest in the history, i
21 iguel Torga Because it is more for pleasure. 8J;161 Fernando Pessoa; Miguel
22 e but the book we read normaly for pleasure. 5E 67 Camões If we read/ studie
23 tasks and have no time to read for pleasure. 6F 93 I think that reading is f
24 8I;153 because I'm reading for pleasure. 8I;154 When I read for pleasur
25 ing for obligation and reading for pleasure. 8I;152 Eugénio de Andrade; Alme
26 e book 8I;156 I read a book for pleasure. 8J;157 Jim Morrison; Camões A r
27 when I rarely read, I read it for pleasure. 8J;168 Luís de Camões when I re
28 es that I read at home, I read for pleasure. The ones at school are analysed i
29 ced to read and that does not give pleasure in reading. 9K;195 It simple. Pe
30 invented and a door to Knowledge, pleasure and discovery. 8J;163 articles f
31 en by me. I read it with far more pleasure 5E 61 the poems I write Because
32 guel Torga I read a book with more pleasure than textbook. 8J;175 No becaus
33 ook that I choose I read with more pleasure then if it was one that the teache
34 maybe reading something gives more pleasure. 1A5 Because lots of kids prefer
35 tific texts Reading is the act of pleasure to fill leisiore times as well a m
36 cause today we have other types of pleasure, like TV., computer games, radio,
37 of the book as a way of providing pleasure and also information about several
38 t things that they forget the real pleasure of reading. 2B11 I think that is
39 ding in a way that we can feel som pleasure with it and understand the author'
40 e general culture and feeling some pleasure about that 2B22 biographies It'
41 y to understand them and take some pleasure on doing that. 6F 92 no preferen
42 lifes and don't find time to take pleasure in reading. 6F 86 'Cause some bo
43 t obliged. We should read for the pleasure of reading and not because it's co
44 no interest in the past or in the pleasure of reading, they care more about c
45 then reading and people prefer to pleasure of it. 7H;121 Due to TV. and the
46 se. the act that sometimes give us pleasure when we try to understand the cont
47 lorbela Espanca A book I read with pleasure, and because I want to 5E 5
48 it's interesting, I redd that with pleasure, but for example it was bad I didn
49 . Pessoa I book is to be read with pleasure, not to avalue the language& 3C2

fun

Left Collocates

1 ething that wen we don't do it for fun, it becomes the most boring thing
2 d be delt with. 7H;120 7H;121 fun and at the same time serious. 7H
3 e prefer other activities: to have fun and reading (so they think) is not
4 o they think) is not a way to have fun. 4D47 People believe that there
5 o it. 5E 54 comics because it's fun, it certainly isn't boring, and be
6 ... 5E 52 5E 53 something "fun" (e.g.: comics and crime stories)

funny

Left Collocates

1 lm and so (if you like the book) of a funny way. 8I;154 textbooks I think that
2 n participate, and the text goes on a funny way. Reading is to get knowedge of a
3 t. No 4D36 comics &because they are funny and interesting. Reading is something
4 hey are very practical and others are funny. you go to a library, chose a book, g
5 2B8 culture-related texts 2B9 funny texts Because I like it. 2B10 no p
6 f ours lifes like a spend time 4D31 funny texts &because we can laft a little.

exciting

Left Collocates

1 novels, it's very interesting and exciting sometimes. It's a way of learning,
2 . for a book to be interesting and exciting we have to give our own imaginatio

entertainment

Left Collocates

1 ges, it is also a way to find entertainment and relaxation. 6F 90 ficti
2 it. 7H;120 Because are more entertainment, then reading and people pref
3 189 People have other ways of entertainment like TV; the adults have a bu

4 ;197 There are other means of *entertainment* like computer games and TV. t
5 arning, but is synonim too of *entertainment*. 9K;181 textbooks; scientif
6 orm of learning English, with *entertainment*. No. 5E 63 the English text

teacher/s

Left Collocates

1 mething like the helping give by a *teacher* to a students in parts where he do
2 s. 6G;98 6G;99 We have a good *teacher* but their experience with the worl
3 nd then we can discuss it with our *teacher* or classmates, but when we reada b
4 nd understanding the book with our *teacher*'s help. Reading is like entering i
5 s way we can, with the help of our *teacher*, explore the book itself and also
6 nd help's. 5E 68 the help of our *teacher*, To know/ learn the more difficult
7 see, our schools specially our own *teacher* don't provide us different activit
8 h year I had a terrific Portuguese *teacher* who brought to class plenty of int
9 for homework texts provided by the *teacher* 7H;127 A Lua de Joana; O Diário
10 ngs. 9K;197 classical novels The *teacher* can always help us to understand w
11 Because for example in classes the *teacher* don't explain how important is the
12 when it is a book required for the *teacher* for we read. when is a choice to
13 6G;103 the textbook ...because the *teacher* help us when we don't understand t
14 n activities at school 5E 61 The *teacher* help us. 5E 62 Usefull to see ou
15 ad, a text I have to read what the *teacher* tell-me to. 8I;142 Fernando Pess
16 and in school I read the texts the *teacher* want and sometimes with a dificult
17 and in school I read the texts the *teacher* want and sometimes with a dificult
18 easure then if it was one that the *teacher* wanted me to read for class. 5E
19 t school I have to read ´cause the *teacher* wants us to. 5E 58 Because when
20 t, and then I shall check with the *teacher*'s one. 9K;191 9K;192 All opin
21 he other said. 9K;189 I need the *teacher*'s opinion to see if it is similar
22 4D35 4D36 4D37 I prefer the *teacher*'s opinion because, his/her opinion
23 do also used the critic's and the *teacher*'s opinions as one. 7H;110 7H;
24 k it's the better way 8I;154 The *teacher*'s opinion is more valid because we
25 . Somethimes with the help of the *teacher*. 5E 74 I don't know. 5E 75 Som
26 oks 7H;126 texts provided by the *teacher*; others from personal research 7
27 der to do the tasks and answer the *teacher*´s questions. 6F 94 As a learning

1 7H;128 books; texts provided by *teachers* 7H;129 newspaper and magazine ar
2 biographies biographies "the ones *teachers* ask for" 5E 61 magazines newspap
3 us to read through the text (some *teachers* do). 8I;153 because I'm readin
4 of interestin texts. I think that *teachers* should choose the texts also accor
5 ormative texts; texts given by the *teachers* 2B20 2B21 books advised by th
6 magazines texts suggested by the *teachers* 7H;109 Morte dos Vendevais A His
7 ause when we studied in school the *teachers* give some help telling us the stor
8 I want and at school sometimes the *teachers* give us some boring books to read.
9 ok for pleasure, but at school the *teachers* help us to read through the text (
10 e the same opinion than I, and the *teachers* opinion is always ten or twenty ti
11 ent's are learning with me and the *teachers* say that each person have her one
12 2B20 2B21 books advised by the *teachers* to read, for example Os Maias, A S
13 e 60´s 2B18 books advised by the *teachers* to read 2B19 informative texts;

have

Left Collocates

1 of entertainment like TV; the adults *have* a busy life and don't have much time
2 they had. Some do it because not all *have* the same tastes. 9K;196 Due to the
3 ay of evaluate the information we all *have*. 7H;119 As the title indicates the
4 Because I think a person should also *have* diferent opinions about a reading exp
5 ake my own conclusions, people always *have* different thoughts about one thing.
6 ecause people are not interessted and *have* no time for it. 6F 94 People go to
7 ccupied with their everyday tasks and *have* no time to read for pleasure. 6F 93
8 also because people work too much and *have* too many problems that they don't fee
9 ts 8J;159 magazines (...) because *have* interesting things. Inform What happe
10 ssrom 2B17 historical texts Because *have* true facts 2B18 texts about curren
11 the book. Because sometimes the book *have* a difficult language. 4D29 The hel
12 r school. 7H;120 Because in a book *have* a history to count, and not a stateme
13 textbook. 8J;175 No because a book *have* beginig, meadle and end. 9K;176 Flo
14 4D40 They are useful because I can *have* a better idea about the novel and the
15 best one to my own. 8J;158 So I can *have* an idea how the story is interesting
16 5E 58 novels; poetry because we can *have* more information about the characteri
17 e our opinion. 4D39 because I could *have* a wrong interpretation of the all tex
18 rmally read romance novels, and we do *have* a variety of material work, dating ba
19 fied by the way of life that everyone *have* today. 9K;184 Becaus nowadays peopl
20 Fernando Pessoa Because when I read I *have* 100% attention to understand better t
21 home because there are no niose and I *have* a better concentration and at school
22 ather me 5E 48 home because there I *have* a plase just to me and I can do what
23 , comfortable. 5E 82 home Because I *have* absolutely silence (in my room) and I
24 I prefer reading in Portuguese, but I *have* already read for example Jane Austen
25 H;118 7H;119 7H;120 7H;121 I *have* always like English but now (12 year)

26 inish certainly the book. You know I have an objective and I have to get it.
27 home I use to read at home, because I have conditions to be attentive. 8I;137
28 ns I can understand some parts that I have doubts. 6F 85 Because I don't rely
29 ought. 4D37 I only use them when I have forgotten something. 4D38 The are
30 c, sports, cars, waterbikes, women) I have forgotten. 5E 74 magazines; newspap
31 refully 5E 57 I read a book when I have free time and a text that is studied
32 ding is a private activity. 5E 60 I have friends who think that reading is bor
33 8J;171 8J;172 So I'm sure that I have interpreted the text well enough to u
34 more peaceful 8J;166 home Because I have lots of spaces to read in silence.
35 ore in what am I doing. 4D46 home I have more privacy at home and also peace a
36 to read at home because it's quiet, I have more space 5E 64 home Because it's
37 er read in a library, because there I have more suporting material. Sometimes at
38 understand what I´m reading because I have more time to do it. 7H;107 home It'
39 for comprehension. 7H;116 Because I have my own interpretation that can be dif
40 see and compare with mine. 9K;186 I have my own opinion 9K;187 9K;188 Bec
41 that I need to study 8J;172 home I have my own privacy and it's better to con
42 on't remember. 5E 73 To be honest I have never of this so-called "York Notes"
43 better the novel. Aparição 9K;190 I have never used any of them. 9K;191
44 on't have much time to read 6F 96 I have no preference. 6F 97 comics; poem
45 ts 7H;116 everything 7H;117 I have no preference I just read the ones I
46 71 excerpts which accompany a text I have no time. 5E 72 historical texts (ab
47 o Pessoa; Camões; Júlio Dinis; etc. I have no time. I only read in vacations or
48 school theatre not much (only when I have nothing to do) 5E 54 listening to
49 5 4D46 4D47 5E 48 5E 49 I have only one comment, he who does not rea
50 aterial. Sometimes at home, because I have others condition; more comfortable an
51 8J;170 home there´s the place where I have peace and quiett 8J;171 home Becaus
52 ause it helps me to understand what I have read and to remember moments in the n
53 ly when I read a book, it's because I have some interest in reading it. 5E 55
54 B21 2B22 2B23 3C24 Because I have somes difficulties about to English.
55 at home I fel more confortable and I have the all time that I need to study 8
56 ing, talking with friends yes, when I have time 2B14 watching TV., talking wit
57 o music, reading, walking yes, when I have time 2B15 watching TV., listening t
58 e disco or the beach; reading (when I have time) yes 6F 85 watching TV.; readi
59 o do it. 7H;114 People nowadays not have much time to read. 7H;115 Because,
60 K;184 They are useful when you do not have the time to read the book. 9K;185
61 and when finishing reading the novel have informations about that. 4D31 Very
62 5E 73 Because my fellow student's now have the same opinion than I, and the teac
63 ...) 8I;147 Because people nowadays have other things to do besides reading, f
64 it leck of will 2B17 Because Peeple have not time to do it. 2B18 Maybe becau
65 t people take 8J;169 Because people have a busy life, they don't have time to
66 prefere... 6G;98 Because the people have a turbulent life and don't have time
67 interesting. 8J;164 Because people have better things to do, or, there are th
68 ently ignored nowadays because people have found other things to do, on which th
69 e plot of a book, a good book, people have lost sensitivity. 9K;180 In my opin
70 ently ignored nowadays because people have many things to do besides read a book
71 ing interest. 6F 84 Nowadays people have new habits of spending their free tim
72 oday. 9K;184 Becaus nowadays people have new tecnologes like computers that th
73 it. 7H;124 7H;125 because people have other activities. For e.g. in past w
74 o why bother? 6F 87 Nowadays people have other interests like watching TV, our
75 ive. 5E 82 Because the young people have other interests but I think the read
76 reading habit 8J;158 Because people have other intrecests 8J;159 In my opini
77 uch as: music, art. (...) Now people have other priorities. 6G;103 May be the
78 3 I think this happens because people have other things to do like watching TV.,
79 he place of the book. 9K;189 People have other ways of entertainment like TV;
80 and the teachers say that each person have her one interpretation. 4D43 Becaus
81 nored nowadays because our programmes have a lot of contents and in the end we d
82 5E 58 5E 59 5E 60 We should have more free time to reading and other e
83 te of time! It is so Boring (I don't have "paciência")! 5E 70 5E 71 5E
84 e the syllabuses so much that I don't have any comments on that issue 6F 92 I
85 relax. 6F 87 home At home, I don't have any disturb and there I can give all
86 vities. 7H;130 Because people don't have any time and specialy because they pr
87 n a library I read books that I don't have at home, at home I read how I want, o
88 le are into, and like Because I don't have books in English and if i had, I woul
89 e nobody cares about that, they don't have creative tasks. 4D42 Who sayed that
90 9K;191 Because in this year I don't have english 9K;192 texts dealing with m
91 yfriend; studying yes 6F 95 I don't have free time because I work. no 6F 96
92 don't. 8I;141 because people don't have habit's 8I;142 Because nowadays peo
93 ire is eat and go sleep. Books don't have importance& 4D32 4D33 4D34 I
94 t of contents and in the end we don't have interess 8I;139 Because people pref
95 he students and others persones don't have interests in reading. They prefer ot
96 rselves to the future Because I don't have many knoewledges and the English lang
97 el like reading 9K;178 People don't have many time, they feel they are always
98 everything is new. 8I;145 we don't have much choice Reading for me is very i
99 he book, magazine etc is read doesn't have much importance, as long as it is a q
100 , because it is more quite, and don't have much noise. 4D29 home Because I fin
101 erests. 4D30 Because people doesn't have much spend time. 4D31 Peoples don't
102 08 I think that nowadays people don't have much time and when they do they prefe

103 the adults have a busy life and don't have much time for reading 9K;190 Scienc
104 .because I love music Because I don't have much time to read 6F 96 I have no p
105 't read frequently because they don't have much time. Because nowadays people j
106 y are too stressed, tired, they don't have no time pacience and are more and mor
107 leasure 8I;132 I don't know I don't have preferences. No. 8I;133 biographies
108 ;132 In some cases because they don't have reading habits, in other cases becaus
109 in the reading 6G;100 other I don't have so much time to read 6G;101 library
110 nly read in vacations or when I don't have summertime tests 8J;171 Miguel Torg
111 ading take time and most people don't have that time unfortunately. 8I;132 In
112 useless because sometimes they don't have the most important part of the books
113 6F 92 no preference ...since I don't have the right to chose. the act that some
114 y important because sometime we don't have the right words and we learn them.
115 are so full of Stress that they don't have the time for reading 8J;168 Because
116 ther information 1A5 When we don't have the time or don't understand the mean
117 s in English and if i had, I wouldn't have the time. 5E 74 comics ...because I
118 ime to do it and in our days we don't have this time. 2B10 Because nowadays yo
119 english. 2B21 love stories I don't have time 2B22 historical texts 2B23
120 reading, and people (the most) don't have time 8I;150 Sometimes it is because
121 9K;195 It simple. People just don't have time as they had. Some do it because
122 eople have a turbulent life and don't have time for reading. 6G;99 Because we
123 ncentrait and at home I usually don't have time to do it. 6G;102 home Because
124 ch. 7H;113 Because the people don't have time to do it. 7H;114 People nowada
125 ignored because we often say we don't have time to read and instead of that we p
126 hing than reading. Then people don't have time to read because they work and so
127 ry. 5E 60 Sometimes I really don't have time to read the whole book, and they
128 2 They are very usefull when we don't have time to read the book because we can
129 nt 5E 80 Because sometime we don't have time to read one book of 700 pages an
130 ries are always usefull when we don't have time to read the whole book Os Maias
131 in home, nowaday they work and don't have time to read 7H;126 There isn't no
132 n. 6G;102 I think people just don't have time to read, some just think is real
133 e people have a busy life, they don't have time to read, they have more importan
134 ion I think it's because people don't have time to read. 5E 75 Nowadays people
135 nt activity and people nowadays don't have time to read. 8J;173 Because nowada
136 reading. 2B14 Because people don't have time to sit in a chair and turn of th
137 people don't read because they don't have time, is the work or the home to arra
138 7H;123 I think that many people don't have time, others prefer watching TV. beca
139 Read is good, but sometimes we don't have time, we are students, and we have to
140 much spend time. 4D31 Peoples don't have time. 4D32 Because, normaly books a
141 erpts which accompany a text I don't have time. 5E 71 excerpts which accompan
142 I believe that's because, they don't have time. 6F 97 Because sometimes in sc
143 think we have. 6G;100 People don't have time. 6G;101 Cause there's to many
144 h are not written in columns and that have pictures 7H;105 short texts ...be
145 se are more interesting because these have more images and sound and are 8I;15
146 ;148 8I;149 Because sometimes they have good interpretation too 8I;150
147 e, they don't have time to read, they have more important things to do. 8J;170
148 chapter (...) because it's where they have more information about and complete.
149 reading mater 5E 49 ...because they have no interest in the past or in the ple
150 lse to do, they are so busy that they have no time for reading and when they hav
151 e books. 5E 71 People say that they have no time. It's more confortable to se
152 e don't seem to have the time or they have other interests. 4D30 Because peopl
153 don't like to read and nowadays they have other things to fill their free time.
154 127 They're very useful, because they have the general content, and the main ide
155 can watch it on TV?" Sometimes they have their time so ocupied with ignorant t
156 ave no time for reading and when they have time, they prefer do something else,
157 . 2B8 2B9 2B10 A lot. They have useful importance on my education.
158 e formal evaluation some times titles have nothing to do with the book 6F 89 I
159 e about what's the novel about and to have a better view about the novel. A Sibi
160 8J;162 8J;163 They are useful to have a first global idea of the text. 8
161 Before examinations; They help you to have a general notion about the novels Os
162 to be comfortable when I read and to have a good atmosphere around me. 5E 61
163 it are easy to answer. Reading is to have a text in front of the eyes and under
164 ause people no longer have to read to have access to information. All they have
165 ause their interpretation helps me to have an other interpretation of the book.
166 from the others studends. 7H;117 To have different opinions and tick the right
167 the right ones. 7H;118 It's good to have different opinions of a text. 7H;11
168 se people prefer other activities: to have fun and reading (so they think) is no
169 ading (so they think) is not a way to have fun. 4D47 People believe that there
170 you. 9K;191 Reading is learn, to have more culture 9K;192 lyrics Simple,
171 reading. 4D31 It's always better to have more than one opinion 4D32 Because
172 4D36 4D37 4D38 I would like to have more time to read and in my opinion a
173 or bad. 9K;178 Because I prefer to have my opinion and then listen other, to
174 ish. 3C25 3C26 3C27 I like to have my opinion but I think it's important
175 nal method 7H;130 Because I like to have my own opinion. 7H;131 8I;132 So
176 . 4D29 Because people don't seem to have the time or they have other interests
177 ike my English classes, but I need to have them. 6F 95 6F 96 6F 97 I thi
178 r school system doesn't "allow" us to have these educational extra-curricular ac
179 at books can not. 2B9 To read is to have time to do it and in our days we don'

180 3 They are useful because they let us have a broader view of what we are reading
181 reding something which knowlodges we have 4D42 historical texts &because I li
182 8J;173 novels because sometimes we have a good story, and we can arange some
183 uage or opinions. 6G;98 6G;99 We have a good teacher but their experience w
184 d on current affairs (...) because we have a scarce of knowlegement. 8I;152 t
185 cause its more quite, comfortable, we have almost always someone around. 6F 84
186 estions about the book other thing we have already read 4D41 4D42 Like an i
187 nd other. things. 1A3 ...because we have also information in the TV., radio an
188 d the meaning of the book and when we have doubts. 4D35 Help us to understand
189 6F 88 they are very useful when we have formal evaluation some times titles h
190 w god is to read. 6F 88 because we have got the TV. and cinemas 6F 89 Becau
191 t's where we pay attention to what we have in front of us and get some important
192 puter and others things. Nowadays we have lots of thing that we can do. 2B12
193 er reading. 8J;166 Because today we have lots of things to do like TV and play
194 ks to read, that are not pleasant; we have many books to read in a term; the par
195 66 It's frequently ignored because we have many disciplines and all of them has
196 ll, if it is so is because nowaday we have more facilities to get information, t
197 8J;159 I think when we reading we have more information give and know what h
198 ng a book 5E 72 Because nowadays we have much things to do or wacht like TV.,
199 ;136 I think it is ignored because we have no time to waste and actually reading
200 was an obligation. 5E 79 Because we have other things more interesting to do.
201 g is ignored nowaday because today we have other types of pleasure, like TV., co
202 Ceifeira", Fernando Pessoa Because we have our own things to find out, we don't
203 to read and after comprehend what we have read with a questionnaire. 6F 88 S
204 n. Because it's more difficult and we have so very little time. 5E 67 texts ab
205 he book. 4D30 home Because there we have some peace, silence to be possible th
206 levisian 8J;175 Because nowadays we have the computers, more TV. channels, Int
207 ppening around us, I mean, because we have the radio and the TV that tell us eve
208 the subject is interesting and if we have the same opinions 6F 84 Because wit
209 n and then listen other, to see if we have the same point of view. Just to comp
210 time for reading. 6G;99 Because we have things more better than a book or we
211 they find more interest. 2B8 Be we have TV, that give us images, something th
212 ore better than a book or we think we have. 6G;100 People don't have time. 6
213 Amor Feliz 2B18 Specially when you have harry(?) to read a book. I can't reme
214 me. 5E 61 home Because at home you have silence and it's quiet. 5E 62 home

have to

Left Collocates

1 rb me. 8I;135 In library when a have to study because is more silenciose..
2 59 Fernando Pessoa; etc. Because I have to analise to understand. I have to
3 ime I read for pleasure not that I have to and a textbook is to read as even
4 ecause, when I read a book I am (I have to be) more concentrated. 7H;123 Fe
5 You know I have an objective and I have to get it. 5E 76 Because I have to
6 have to get it. 5E 76 Because I have to give more atention and to understa
7 text which is studid an school, I have to know 7H;126 Mensagem, Fernando P
8 n a textbook and other in school I have to mark the important passages and as
9 have to analise to understand. I have to read carefully. 5E 60 Florbela E
10 le and when I want to, in school I have to read the text's and it becomes bor
11 oose what I want to read, a text I have to read what the teacher tell-me to.
12 a text that is studied at school I have to read 'cause the teacher wants us t
13 information sports 8I;141 When I have to study for texts, and they are very
14 ecause I like it and not because I have to. 6G;98 Because it's more respon
15 ind of necessity, I read because I have to. A book I read because it's a ple
16 7 no preference I only read what I have to. Something we do to spend time, to
17 8I;145 Because people no longer have to read to have access to information
18 oks to read in a term; the parents have to work and many them doesn't check i
19 of people spending time. People have to see that books are very important.
20 r own things to find out, we don't have to go on searching for specific thing
21 ry of a novel, so a person doesn't have to read it again I can't remember the
22 s a free way of reading, you don't have to think about studing and tests, you
23 e access to information. All they have to do is watch some television or lis
24 e some people reading because they have to, and others reading because they l
25 read a book for pleasure than to "have to read it" 8J;164 Miguel Torga; Ji
26 asure that a read but in school we have to anilize everything. 8J;162 The L
27 ng to a text studied in school, we have to answer questions and do then tasks
28 ng to another place wen we read we have to associat the words and find the es
29 formation important to the work we have to develop for tests and exams. 9K
30 Fernando Pessoa Sometimes when we have to do comulsory reading we don't do i
31 sary and sometimes boring. When we have to do it very often... 7H;127 I wou
32 t. 7H;105 It's something that we have to do to understand a text. 7H;106
33 tter. Reading is something that we have to do with pacience (when the books a
34 Espanca Because it's longer and we have to feel we are inside the story 9K;
35 to be interesting and exciting we have to give our own imagination and image
36 ething with life and conscious; we have to like of what we're doing, Any way
37 have time, we are students, and we have to many subjects to study, when I get
38 read. 8J;173 Because nowadays we have to much things to do, such as: comput

39 in our studies 5E 68 Because we have to much TV's news, Internet, and this
40 imes the texts are difficult so we have to pay attention 4D39 When I read
41 for class. 5E 78 No, because we have to read a book imaginiting what the c
42 s language improvement. 6F 87 We have to read and after comprehend what we
43 the main ideas. 7H;128 When we have to read books that are very difficult
44 texts. 8I;143 Because a book we have to read more camely. 8I;144 Antolog
45 he TV. The fact that the books we have to read often are boring, people thin
46 read. 8J;159 Because I think we have to read with acetuation. 8J;160 Mig
47 e some esquemas. 8J;160 When we have to study to the texts. 8J;161 It g
48 o read several issues and then you have to complete or answer them 8J;171
49 ra 9K;179 They are useful if you have to do a test about it. 9K;180 they
50 or in a text studied in school you have to look for specific information. 9
51 ther things. 7H;114 Because you have to read the book in a way of uderstan

should

Left Collocates

1 sic; going for walks not as much as I should 9K;180 reading; going to the beach;
2 ored vocabulary sometimes. I think I should read a book because I like it and not
3 g books only in the secondary when it should be at the begining 8I;152 The main
4 like 4D29 Because I think a person should also have diferent opinions about a r
5 9K;194 In my opinion, every person should read when ever feels like. But someti
6 o das escolas) In my opinion, reading should be encouraged and not obliged. We sh
7 6F 96 6F 97 I think that reading should be free and not ordered. I think tha
8 the reading and comprehensive skills should be delt with. 7H;120 7H;121 fun
9 e thing. I think that the supervisors should make probabilistics studies to see wh
10 erestin texts. I think that teachers should choose the texts also according to th
11 cultures, knowledge. Something that should make part of ours lifes like a spend
12 5E 57 5E 58 5E 59 5E 60 We should have more free time to reading and ot
13 program... 5E 75 In my opinion, we should pay attention to others opinions. It
14 I;149 8I;150 (...) I think that we should read a little more it's, sometimes, i
15 ease my own knowledgment. 9K;186 We should read first what we would like to read
16 ld be encouraged and not obliged. We should read for the pleasure of reading and
17 understand something and for that we should talk with somebody who will help us t
18 7H;104 Because when we read a book we should understand something and for that we
19 ys young people think like this: "why should we read any book, when we can watch i
20 d not ordered. I think that writters should help the read to understand their ide
21 Garrett; Florbela Espanca I think you should read a book for pleasure, but at scho

need

Left Collocates

1 ty. 7H;117 I would describe it as a need. 7H;118 It's a way of evaluate the
2 190 O Alquimista it depends on what I need 9K;191 O Judeu, Bernardo Santareno
3 an be at ease. 4D42 other Because I need all the silence that listen to learn
4 of interpretation. 6F 91 Because I need help for a complete and good interpre
5 e 6F 89 home Because when I read, I need silence otherwise I can't concentrate
6 ly good as the other said. 9K;189 I need the teacher's opinion to see if it is
7 wledge about facts. 5E 76 Because I need to associate my opinion to the others
8 don't like my English classes, but I need to have them. 6F 95 6F 96 6F
9 xt. 5E 82 Fernando Pessoa Because I need to interpreting and understanding the
10 ext. 8J;164 They are useful when I need to make a quick reading or study for
11 Hamlet, etc. 2B22 the texts that I need to study 2B23 almost everything, if
12 rtable and I have the all time that I need to study 8J;172 home I have my own
13 tter Mau Tempo no Canal 4D33 When I need to study to an exam. 4D34 They are
14 bout one thing. 8J;170 Well, I only need anybody's help when I think is necess
15 pretation. 4D43 Because I sometimes need an opinion and interpretations to som
16 myself an inteligent person, I don't need someone else's advice. 5E 55 5E
17 derstood everything. 9K;194 I don't need to describe because that is what I am
18 free time. 8I;153 Because we don't need to write to know the things that are
19 3 before the tests. 8J;174 When we need for examination and written texts.
20 computers, rádio, etc. or because we need something new to read. 4D43 ...cons
21 eeds more concentration, analysis, we need the get in the character´s flesh, rea
22 e summaries are mostly needed when we need to cram for exams 6F 94 6F 95
23 n a reading comprehension activity we need to read carefully for we understand t
24 resting. Reading is something that we need to take knoladge about several things
25 2B9 Good. 2B10 As something you need to a better understanding. That way y

feel

Left Collocates

1 8J;173 A reading in a way that we can feel som pleasure with it and understand t
2 se it's more confortable for me and I feel better when I am at home. 4D37 home
3 ome Because it's a quiet place, and I feel confortable at home. 5E 74 home Bec
4 there it's "my place" , it's where I feel confortable, and there is more peacef
5 I;142 home Because it's more calme, I feel good when I read in my bed. 8I;143
6 nd nobody disturb me. 7H;131 home I feel more comfortable 8I;132 home Becaus

7 t home I can concentrate myself and I *feel* more comfortable. 5E 78 home Becaus
8 usic at the same time 9K;189 home I *feel* more comfortable 9K;190 beach I usu
9 he street or at home. 9K;197 home I *feel* more comfortable 1A1 texts relate
10 orking 5E 51 home Because at home I *feel* more comfortable and it is a quite pl
11 y to disturb me 2B18 home Because I *feel* more confortable. 2B19 home Because
12 ed. 2B11 home It's more quite and I *feel* more confortable. 2B12 home Because
13 nd for my mind. 4D43 home Because I *feel* more confortable and sometimes in sch
14 concentrated 8J;164 home Because I *feel* more confortable 8J;165 home It's m
15 ntrate easily. 6F 91 home Because I *feel* more confortable and I could read at
16 t. 6G;102 home Because it's where I *feel* more confortable and because is not a
17 me I prefer reading at home because I *feel* more confortable, and I think better,
18 e Because it's more confortable and I *feel* more far, so I understand the story f
19 home I like reading at home because I *feel* much more confortable and I can liste
20 appointments and it is a place were I *feel* very good. 4D34 home; school I pref
21 ate myself. 8I;134 home At home I'm *feel* more concentrat and nobody disturb me
22 m more quietly, it's a place that I'm *feel* well, so it's the ideal place to read
23 on. 9K;194 Because it would make me *feel* that I understood or not. 9K;195
24 t reading is. 7H;105 Because people *feel* atracted by other entertainments and
25 ave too many problems that they don't *feel* like reading 9K;178 People don't ha
26 gives us images, others because don't *feel* like to do it. 7H;124 7H;125 bec
27 s they are easier to examine. I don't *feel* tautched for that. 5E 56 historical
28 w I must to put an thing that I don't *feel*. [&] 4D41 4D42 I didn't understa
29 of book that is boring and teenagers *feel* dismotivated to continue reading also
30 178 People don't have many time, they *feel* they are always busy. New activities
31 o do it in a quiet place, in order to *feel* and appreciate more deeply what I'm r
32 ca Because it's longer and we have to *feel* we are inside the story 9K;179 Retr
33 read with more enthusiasm, I usually *feel* impacient for the end of story 1A5
34 eading is something we can do when we *feel* lonely. A book might be the only fri
35 re reading a book that you choose you *feel* more confortable than reading somethi

feeling

Left Collocates

1 like to know the story it gives me a *feeling* of desaire to know the end of it and
2 more things more general culture and *feeling* some pleasure about that 2B22
biogr
3 ts Reading is understand on autor's *feeling* is a wayof distrating is only for
int

live

Left Collocates

1 ng is a wonderfull experience, we can *live* the hole story without a single image
2 eading 8J;168 Because of a stressed *live* That people take 8J;169 Because peo
3 is like entering in an adventure, to *live* a story like you were part of it. 1

experience

Left Collocates

1 9 We have a good teacher but their *experience* with the world of students is not
2 the author Reading is a wonderfull *experience*, we can live the hole story withou

make part

Left Collocates

1 ks 2B15 everything Reading is *make part* of what we are reading. It's be f
2 knowledge. Something that should *make part* of ours lifes like a spend time

make

Right Collocates

1 cause we understand another way to *make* a interpretations 8J;160 Yes bec
2 io Sá-Carneiro As I read a book, I *make* a personal interpretation of it
3 en you read something and then you *make* a questionary to see if you unders
4 164 They are useful when I need to *make* a quick reading or study for a tes
5 ding is an act which we frequently *make*, and its objective is to reach the
6 xts Reading is something that he *make* in order to achieve something new.
7 difficult 5E 71 I don't like to *make* interruptions 5E 72 Fernando Pes
8 home It is more confortable. I can *make* (many) snack breaks and I like lis
9 8I;156 comics (...) because they *make* me always in a good mood. I think
10 8 6G;99 6G;100 6G;101 *Make* me enjoyed more the book. 6G;102
11 opinion. 9K;194 Because it would *make* me feel that I understood or not.
12 l text 5E 63 They are useful to *make* me remember the most importent eve
13 A Sibila, A. B. Luís 5E 59 They *make* me understand a bit more the story
14 8J;168 8J;169 Because I try to *make* my own conclusions, people always
15 knowledge. Something that should *make* part of ours lifes like a spend ti
16 ks 2B15 everything Reading is *make* part of what we are reading. It's
17 and also the radio, TV and cinema *make* people pay less attention to the r

18 nd the high pricessss of the books **make** people wand to not read, and also
19 think that the supervisors should **make** probabilistics studies to see what
20 hat people only read magazine that **make** sensation and not the books from w
21 8J;159 When they explain well, and **make** some esquemas. 8J;160 When we h
22 understand. 1A6 It's we read and **make** some questionaries to understand i
23 ns 5E 79 It is a reading that we **make** to understand the author message.
24 hor message. 5E 80 That's the we **make** to unterstand the author. 5E 81
25 obliged to read things that don't **make** us interested so that why many peo
26 know some good or bad critics, to **make** us understand where we are wrong

part

Left Collocates

1 ged to it, when I read I am always **part** of the story. 6F 88 Camões It's
2 can read the time I'm free and any **part** of the house. 7H;126 home; libra
3 02 dialogues Because is good to be **part** of the "scene" with my collegues.
4 72 5E 73 I´m very pleased to be **part** of these questionaire. And if I c
5 they don't have the most important **part** of the books A Day in the Life of
6 he is reading, it is an important **part** of the class because it helps the
7 ledge. Something that should make **part** of ours lifes like a spend time
8 2B15 everything Reading is make **part** of what we are reading. It's be f
9 han ours. 5E 74 Because it makes **part** of the program... 5E 75 In my op
10 H;121 Fernando Pessoa Because most **part** ot the time the books or text whic
11 6F 92 I only read poems if it's **part** of the syllabus. Because it requi
12 ure, to live a story like you were **part** of it. 1A2 everything Reading i

action

Left Collocates

1 s more than knowing the author and **action** of the story. 2B11 textbooks; sc
2 ; (manditory school texts) 4D41 **action**, suspense, and romance novels 4D
3 g a book for me is to enter in the **action** and play with the other characters

character/s

Left Collocates

1 certain space, maybe in a certain **character**. You move threw time you can see o
2 he story like if you were the main **character**. 9K;180 "easy texts" (e.g.: text
3 , analysis, we need the get in the **character**´s flesh, reading a book is more co

1 ntent and the relationship between **characters**. 4D44 They are useful to a bett
2 e different people with differents **characters** and some like to read and some don
3 the action and play with the other **characters**. 6G;100 Luís de Camões; Fernando
4 o read a book imaginiting what the **characters** are saying or doing. 5E 79 Beca

narrative

Right Collocates

1 rnt in class 4D29 plays; poetry; **narrative** and argumentative texts; texts rel
2 rehension; poetry 8J;173 poetry; **narrative**; drama 8J;174 texts in English,
3 mics literary texts romance novels **narrative** 8J;161 comics newspapers love st
4 informative texts; poetry; plays; **narrative** texts 4D28 texts from the textbo
5 ; dramatical texts; novels 5E 61 **narrative** texts 5E 62 literary texts; phil
6 poems; biographical texts 5E 68 **narrative** texts 5E 69 texts from novels
7 5E 69 texts from novels 5E 70 **narrative** texts 5E 71 narrative texts 5E
8 ls 5E 70 narrative texts 5E 71 **narrative** texts 5E 72 historical texts 5
9 etry 6F 85 novels; epics 6F 86 **narrative** texts 6F 87 historical texts; te
10 of reading 4D41 informative and **narrative** texts &because by doing that I can
11 only for intelegent people 4D33 **narrative** texts &because it's a way of I und
12 read book even in english. 4D33 **narrative** texts &because it's very important
13 ; texts from the textbook 6F 88 **narrative** texts; all kinds of texts 6F 89
14 texts; culture-based texts 6F 94 **narrative** texts; culture-based texts 6F 95
15 en from English literature 6F 93 **narrative** texts; culture-based texts 6F 94
16 terary texts; plays; etc. 8I;153 **narrative** texts; literary texts 8I;154 lit
17 texts; culture-based texts 5E 83 **narrative** texts; plays 6F 84 narrative tex
18 83 narrative texts; plays 6F 84 **narrative** texts; poetry 6F 85 novels; epic
19 texts; all kinds of texts 6F 89 **narrative** texts; poetry 6F 90 narrative te
20 89 narrative texts; poetry 6F 90 **narrative** texts; poetry 6F 91 literary tex
21 l 8I;150 literary texts 8I;151 **narrative** texts; romance novels; literary te
22 ; informative texts 6F 97 poems; **narrative** texts; song lyrics; comics 6G;98
23 sh, German and Portuguese 8J;175 **narrative** texts; textbooks 9K;176 texts re

theme

Left Collocates

1 teresting or not, depending on the **theme** and in the way of reading. 7H;11
2 well to be able to talk about the **theme** and to do a good sumative test.

3 important for me according to the theme that I am reading. 4D34 dialogu
4 ead a bood it's because I like the theme. 9K;192 Poemas, Fernando Pessoa

plot

Left Collocates

1 re too busy to get involved in the plot of a book, a good book, people hav
2 makes it better to understand the plot of the story. I don't remember &

story

Left Collocates

1 he title I always thought it was a story about Jews during the 2nd world wa
2 r the curiosity of understanding a story in all of its components and aspec
3 ntering in an adventure, to live a story like you were part of it. 1A2 ev
4 ial way, slowly, to understand all story. 5E 65 I can't remember. I read
5 s because sometimes we have a good story, and we can arange some point of v
6 l experience, we can live the hole story without a single image. 2B7 poem
7 ...) because it has an interesting story 7H;124 historical texts Readi
8 ce fiction; adventure stories Love Story; A Romana; Delta Women; A Minha Vi
9 a; Pulp Fiction; Titanic- The Love Story; O Diário de um Adolescente; Charl
10 ally feel impacient for the end of story 1A5 1A6 Luís de Camões, Os L
11 a completely different idea of the story 6G;103 But, they are useful.
12 ify myself in the situation of the story 8J;169 When I read a book I try
13 we have to feel we are inside the story 9K;179 Retrato Ardente, Eugénio
14 ause, I try to pay atention to the story and understand it the best way I c
15 ogue but only with the author, the story and us. 1A5 fictional books ...b
16 hers give some help telling us the story and when we read at home we most d
17 feel more far, so I understand the story faster. 7H;106 home I prefer rea
18 ;158 So I can have an idea how the story is interesting or boring. 8J;159
19 ge but, it is also boring when the story is not interesting. 5E 66 5E
20 Caídas Because I like to know the story it gives me a feeling of desaire t
21 e the first words and get into the story like if you were the main characte
22 interesting to see the life or the story of a person (...). Reading it is a
23 ple more entertaining to watch the story rather than imagine it. 7H;120 B
24 eneral content. 8J;158 Know the story without reading the book. 8J;15
25 d a book It's like if I was on the story, I stay very entusiasmate. 4D37
26 in a book almost can enter in the story, it is more dynamic. 9K;180 Flor
27 ead a book getting involved in the story, wheras in a textbook or in a text
28 useless because we know better the story. 2B16 2B17 David Morão Fer
29 l to a better comprehension of the story. 4D45 4D46 It is useful to
30 make me understand a bit more the story. 5E 60 Sometimes I really don't
31 at way you can almost enter in the story. 2B11 2B12 F. Pessoa; A Mens
32 owing the author and action of the story. 2B11 textbooks; scientific and
33 e, It is easiest to understand the story. 4D40 informative texts Sometim
34 rstand a book, its message and the story. 5E 77 Reading is and excelent
35 hen I read I am always part of the story. 6F 88 Camões It's different, b
36 us to understand the text and the story. 8I;149 Well, we read the text a
37 of our mind to concentrate on the story. 9K;196 Retrato Ardente, Eugénio
38 tter to understand the plot of the story. I don't remember 8J;173 before

literature

Left Collocates

1 out with friends; reading British literature sometimes 8I;152 reading; watch
2 erent poets; modern and classical literature 1A6 texts related to each subje
3 4D37 historical texts; texts on literature, philosophy, English history; tex
4 informative texts 4D44 4D45 literature 4D46 literature 4D47 literatu
5 4D44 4D45 literature 4D46 literature 4D47 literature 5E 48 5E 4
6 terature 4D46 literature 4D47 literature 5E 48 5E 49 informative text
7 6F 92 texts taken from English literature 6F 93 narrative texts; culture-
8 newspaper and magazine articles; literature for extensive reading 7H;130 hi
9 ts 8I;133 historical Portuguese literature 8I;134 literary texts 8I;135
10 se I must study and read books of literature. 8I;143 advertisements 8I;1
11 5E 55 No 5E 56 non-canonical literature; comics; textbooks It's a form o
12 ol and/ or parents estimulate for literature. Although, the school to oblige

literary

Left Collocates

2 8J;174 historical, political, and literary texts; texts based on society (.
3 vocabulary; cultural texts 2B11 literary texts 2B12 texts from textbooks
4 s 2B15 almost every kind 2B16 literary texts 2B17 historical texts, fo
5 ts 2B7 all kinds of texts 2B8 literary texts 2B9 literary texts 2B10
6 A Sibila 2B7 tragedies 2B8 literary texts O Cavaleiro da Dinamarca; H
7 texts 2B8 literary texts 2B9 literary texts 2B10 texts related to eac
8 ssical novels; criticisms; comics literary criticism; História da Literatura
9 sports magazines 8J;160 comics literary texts romance novels narrative

10 horror stories newspapers comics literary texts 8J;169 magazines newspape
11 K;178 magazines newspapers comics literary works; 9K;179 magazines newspa
12 K;179 magazines newspapers comics literary works (e.g.: Aparição) 9K;180 A
13 mor de Perdição newspapers comics literary works 9K;189 magazines Maio de
14 8I;155 romance novels; comics; literary texts; etc. 8I;156 literary tex
15 s 5E 61 narrative texts 5E 62 literary texts; philosophical and historic
16 5E 64 informative texts 5E 65 literary texts 5E 66 philosophical text
17 xts; texts from textbooks 5E 76 literary texts; commentaries; poems 5E 7
18 exts; commentaries; poems 5E 77 literary and descritptive texts 5E 78 li
19 ry and descritptive texts 5E 78 literary and descritptive texts 5E 79 li
20 ry and descritptive texts 5E 79 literary texts 5E 80 literary texts 5E
21 5E 79 comics; magazines 5E 80 literary texts Reading its one thing that
22 ts 5E 79 literary texts 5E 80 literary texts 5E 81 informative texts
23 0 narrative texts; poetry 6F 91 literary texts 6F 92 texts taken from En
24 texts from the textbooks 7H;107 literary texts 7H;108 7H;109 informat
25 inds of texts" (e.g.: historical; literary; informative; texts with varied t
26 al Portuguese literature 8I;134 literary texts 8I;135 historical texts;
27 I;138 all kinds of texts 8I;139 literary texts 8I;140 literary texts
28 8I;139 literary texts 8I;140 literary texts 8I;141 literary texts; p
29 8I;140 literary texts 8I;141 literary texts; poetry; romance novels 8
30 ; poetry; romance novels 8I;142 literary texts 8I;143 all kinds of texts
31 I;145 all kinds of texts 8I;146 literary texts 8I;147 literary texts 8
32 I;146 historical texts 8I;147 literary texts 8I;148 criticisms 8
33 8I;146 literary texts 8I;147 literary texts 8I;148 literary texts 8
34 8I;147 literary texts 8I;148 literary texts 8I;149 texts which are ma
35 are manditory for school 8I;150 literary texts 8I;151 narrative texts; r
36 e novels; literary texts 8I;152 literary texts; plays; etc. 8I;153 narra
37 sed on current affairs 8I;153 literary texts (...) because they used to
38 ve texts; literary texts 8I;154 literary texts; informative texts 8I;155
39 advertisements; fiction 8I;156 literary books; drama; love stories A Sib
40 cs; literary texts; etc. 8I;156 literary texts 8J;157 historical texts;
41 55 culture-based texts 8I;156 literary texts (...) because I think that
42 with teenagers´ problems 8J;160 literary texts 8J;161 historical texts;
43 in German and Portuguese 8J;163 literary texts; newspapers; magazines 8J
44 J;166 all kinds of texts 8J;167 literary texts 8J;168 literary texts 8
45 8J;167 literary texts 8J;168 literary texts 8J;169 informative texts;
46 books; historical texts 9K;179 literary texts; informative texts 9K;180
47 exts with varied themes) 9K;196 literary texts; informative texts; texts w
48 74 textbooks newspapers magazines literary texts 5E 75 Viagens Na Minha Te
49 ts 5E 53 texts from the manual; literary texts 5E 54 boring texts 5E 5
50 8J;162 texts dealing with music; literary texts (...) because they are very
51 narrative texts; romance novels; literary texts 8I;152 literary texts; pl
52 anonical fiction 8J;170 poems; literary texts; textbooks 8J;171 histori
53 62 historical texts; love stories literary texts scientific texts historical
54 lyrics; comics 6G;98 textbooks; literary books; books that are in the syll
55 llabus 7H;115 historical texts; literary texts; culture-based texts 7H;1
56 texts 5E 55 informative texts; literary texts, depending on the subject
57 zines 8J;164 informative texts; literary texts in Portuguese and other lan
58 ons 9K;196 informative texts; literary texts It's more interesting. 9
59 s; etc. 8I;153 narrative texts; literary texts 8I;154 literary texts; in
60 36 all kinds, from informative to literary texts 4D37 historical texts; te

books

Left Collocates

1 r and discut each opinions. No. 1A6 books ...this way we can, with the help of
2 gazines; computer magazines adventure books 4D39 magazines newspapers books boo
3 oa 8I;142 romance novels; adventure books Mensagem, Fernando Pessoa; A Sibila
4 Esquecimento; etc. 5E 61 adventure books; comics; newspapers Os Maias, Eça de
5 inha dos Canaviais 8I;143 adventure books; comics Os Maias, Eça de Queirós (c.
6 Rice 8I;153 love stories; adventure books; comics; fiction Fernando Capelo Gaiv
7 sh. 5E 66 romance novels; adventure books; comics; magazines; newspapers; etc.
8 e Queirós 8I;138 fiction; adventure books; magazines; comics Os Maias, Eça de Q
9 c. 8I;134 romance novels; adventure books; non-fiction; poems; books about curr
10 William Shakespeare 6F 84 adventure books; romance novels Os Maias, Eça de Quei
11 ; dramas 8I;140 fiction; adventure books; romance novels; love stories Inciden
12 idade, Richard Bach 5E 83 adventure books; romance novels; texts that "aren't b
13 ad often are boring, people think all books are boring. 7H;129 It is an activit
14 he stays with the impression that all books are boring, not useful, so he drops o
15 all of his books); Alice Vieira (all books); Le Silence de la Mer, Vercors; A Cr
16 read a book i must concrentre me, and books are more interesting thant texbooks o
17 ings I just read texts in manual and books that I study in classrom 2B17 histo
18 129 reading magazines, newspapers and books while listening to music yes 7H;130
19 Castelo Branco 7H;113 magazines and books with suggestive titles Os Maias, Eça
20 peare (c.r.) 7H;129 magazines and books with suggestive titles Eurico, o Pres
21 s; newspapers newspapers books 2B13 books; magazines newspapers; historical tex
22 ple the World War and the 60´s 2B18 books advised by the teachers to read 2B1

23 given by the teachers 2B20 2B21 books advised by the teachers to read, for
24 5E 82 romance novels; culture-based books Os Maias, Eça de Queirós; A Sibila, A
25 eading habits, in other cases because books are expensive sometimes and there are
26 e books in nowadays. 7H;111 Because books are to expensive. 7H;112 In my opin
27 re too tired and stress out. Besides books are seldom very expensive. 7H;127 P
28 es newspapers; historical texts books books 2B14 magazines newspapers books boo
29 oks 2B14 magazines newspapers books books 2B15 2B16 2B17 novels D
30 oks 4D39 magazines newspapers books books 4D40 I don't remember. Leonor Cunha
31 cartoons magazines; newspapers books books 7H;119 magazines historical and sci
32 cs 6G;98 textbooks; literary books; books that are in the syllabus 6G;99 hist
33 f school you're forced to read boring books 9K;193 There are other types of way
34 imes the teachers give us some boring books to read. 5E 58 home Because it is m
35 Droga 9K;184 fiction; non-canonical books (e.g.: Agatha Christie novels) Os Mai
36 ranco 9K;177 fiction; non-canonical books (e.g.: crime novels) Os Maias, Eça de
37 1A5 novels History of Portugal comic books 1A6 Como Água para Chocolate newsp
38 rja do Amor 7H;131 magazines; comic books Hamlet, William Shakespeare; O Velho
39 io Ferreira 7H;115 magazines; comic books Os Maias; Amor de Perdição ; As Pupil
40 f books, preferrably novels and comic books Sara Dane; The Heaven-Like Roof 1A6
41 l 4D39 novels; mystery books; comic books; magazines Camilo Castelo Branco, Amo
42 ts-related texts; newspapers; comical books; novels José Saramago (almost all of
43 TV Filmes; Nova; Notícias) compulsory books in the syllabus 7H;130 Os Maias Q
44 Petits Enfants du Siécle; compulsory books: A Sibila; Amor de Perdição; O Judeu;
45 newspapers 5E 49 legends; cultural books Lendas Portuguesas, Fernando Brazão;
46 o, Amor de Perdição; Os Bichos 4D43 books; magazines; plays Camilo Castelo Bran
47 ls textbooks; encyclopedias different books 8I;133 poems cultural texts a book
48 Gaivota; Paizagem de Mentiras; Disney books; 8J;171 romance novels; comics; ne
49 61 magazines newspapers documentaries books 5E 62 historical texts; love storie
50 rge possibility or variety of English books that I know. 8I;138 8I;139 cul
51 tionary because I rather read English books. 8I;133 8I;134 8I;135 8I;1
52 or, the story and us. 1A5 fictional books ...because is one think that we can d
53 texts; poetry 5E 58 excerpts from books studied in class because we can expan
54 ..) and besides there are really good books at there. 7H;127 home Because it's
55 ve Girl, Harriet Jacobs 8I;141 good books Os Maias; A Sibila, Augustina Bessa L
56 (informative; poetry; etc.) 7H;128 books; texts provided by teachers 7H;129
57 e into, and like Because I don't have books in English and if i had, I wouldn´t h
58 vels José Saramago (almost all of his books); Alice Vieira (all books); Le Silenc
59 ock Holmes; Agatha Christie); history books A Sibila, Augustina Bessa Luís; O Ju
60 and writing skills. 7H;120 history books Reading is a way to concentrate your
61 5E 68 magazines newspapers; history books my own poetry textbooks 5E 69
62 es; weeklies (eg.: Expresso); history books The Great Gatsby; The Pearl 8I;147
63 Shakespeare, Romeo and Juliet history books; dictionaries dictionaries Kant, Fund
64 Hamlet, Shakespeare 7H;111 history books; magazines Hamlet, Shakespeare; O V
65 ckens; Hamlet; (...) 7H;127 history books; magazines Amor de Perdição, Camilo C
66 Escola; etc. 7H;123 comics; horror books Diário de Anne Frank 7H;124 romance
67 o Presbítero 7H;107 comics; horror books O Matador do Babysitter; Amor de Perd
68 a Slave Girl, Harriet Jacobs 8I;133 books about current-affairs (e.g.: Filhos d
69 Mar; O Crime do Padre Amaro 8I;149 books about other cultures, religion, etc.
70 cias; Jornal da Madeira); informative books; novels Agustina Bessa Luís, A Sibila
71 prefer TV or radio and cinema instead books. 5E 65 It is ignored because it
72 F 90 Because there are no interesting books relative to a motivate subject 6F 9
73 Estômago; A Cidade e o Campo 9K;185 books; magazines; newspapers Os Maias, Eça
74 ecause they are not boring. 9K;190 books that the students are already familia
75 s; comics 6G;98 textbooks; literary books; books that are in the syllabus 6G;
76 tisements; fiction 8I;156 literary books; drama; love stories A Sibila, A. Be
77 de Saint-Exupery 7H;112 magazines; books Aparição, Virgílio Ferreira; Hamlet
78 iário de Adrian M 7H;128 magazines; books Amor de Perdição (c.r.); Os Maias, E
79 agazines it depends 3C27 magazines; books Diário de Notíocias books; magazines
80 , that are not pleasant; we have many books to read in a term; the parents have t
81 laces. 7H;124 home I prefer read my books at home because in home find pease.
82 e (e.g.: philosophy; diaries; mystery books) Camilo Castelo Branco, Amor de Perdi
83 Tempo no Canal 4D39 novels; mystery books; comic books; magazines Camilo Castel
84 ição magazines; newspapers newspapers books 2B13 books; magazines newspapers; h
85 oks books 2B14 magazines newspapers books books 2B15 2B16 2B17 no
86 omics; cartoons magazines; newspapers books books 7H;119 magazines historical a
87 ure books 4D39 magazines newspapers books books 4D40 I don't remember. Leonor
88 ext 6F 93 romance novels newspapers books on sports Diary of Anne Frank 6F 94
89 't have time. 4D32 Because, normaly books are too big. 4D33 Reading is freque
90 magazines; books Diário de Notíocias books; magazines 4D28 Memorial do Conven
91 , Hamlet; A Múmia 4D47 all kinds of books All My Sons (c. r.); Os Maias (c. r.
92 ão, Jane Austen 9K;197 all kinds of books (especially thrillers and love storie
93 akespeare, Hamlet 4D46 all kinds of books Arthur Miller, All My Sons; Eça de Qu
94 Harold Williams 9K;196 all kinds of books Os Maias, Eça de Queirós (c.r.); Amor
95 ilistics studies to see what kinds of books students prefere... 6G;98 Because t
96 r.) 9K;179 magazines; "all sorts of books" (except textbooks and comics) Os Mai
97 e, watching TV., reading all types of books, playing guitar yes 1A6 reading, wa
98 as; Hamlet (c. r.) 1A5 all kinds of books, preferrably novels and comic books S
99 and aspects to relate them with other books. 5E 50 Sonetos, Florbela Espanca; M

100 oems cultural texts a book philosophy **books** 8I;134 O Triângulo Jota Os Filhos d
101 70 Because the TV came to take place **books**. 5E 71 People say that they have no
102 adventure books; non-fiction; poems; **books** about current-affairs Incidents in th
103 no books 9K;182 all types of porno **books** 9K;183 O Crime do Padre Amaro, Eç
104 s; plays 9K;181 all types of porno **books** 9K;182 all types of porno books
105 ernardo Santareno 8I;152 psychology **books**; newspapers; comics; thrillers; scien
106 es, newspapers and recently published **books** Petit Nicolas (c. r.); Les Petits En
107 mes Douglas Morrison I am bad to read **books** by more personal and intimate reasons
108 ltures. Because I must study and read **books** of literature. 8I;143 advertisement
109 ideas. 7H;128 When we have to read **books** that are very difficult to understand
110 94 home/ library In a library I read **books** that I don't have at home, at home I
111 school. 8I;148 Because I like read **books**. 8I;149 A book is always a book an
112 because in Portugal we start reading **books** only in the secondary when it should
113 the only desire is eat and go sleep. **Books** don't have importance& 4D32 4D33
114 ing TV., listening to music yes, some **books** 3C25 reading, listening to music, p
115 asure in reading. 6F 86 'Cause some **books** aren't winteresting and if I say that
116 ter. 8I;151 home I can consult some **books** at the library and book the books I l
117 mes 4D38 magazines newspapers; some **books** game magazines; computer magazines ad
118 eida; Ulisses 4D38 magazines; some **books**; newspapers Shakespeare, Hamlet; Alme
119 ing TV. only the newspaper; sometimes **books** 2B9 playing on the computer sometim
120 llers; science-fiction; love stories; **books** about important events Hamlet, Willia
121 uments; novels 6G;103 the textbook; **books** that are in the syllabus 7H;104 mag
122 agazines newspapers; historical texts **books** books 2B14 magazines newspapers boo
123 cal texts 9K;177 informative texts; **books** 9K;178 informative texts; books; hi
124 ts; books 9K;178 informative texts; **books**; historical texts 9K;179 literary t
125 Sonetos Because text are smaller than **books**. 2B14 When we read a book we like
126 . Because people nowadays think that **books** are boring. They prefer sit on a cou
127 nding time. People have to see that **books** are very important. (...) 5E 57 Bec
128 , that give us images, something that **books** can not. 2B9 To read is to have tim
129 t have the most important part of the **books** A Day in the Life of a Slave Girl 8
130 set and to try to understand what the **books** about. 8I;152 historical texts; cul
131 le think it's a waste of time and the **books** are a little expensive. 5E 82 Becau
132 Because people think that most of the **books** are boring and because now there is t
133 we have to do with pacience (when the **books** are boring) but when the books are go
134 en the books are boring) but when the **books** are good, "Reading" is, I think more
135 azine that make sensation and not the **books** from writers as Vergílio Ferreira, Au
136 ill, which means I concentrate on the **books** I choose to read. 7H;109 Fernando P
137 ome books at the library and book the **books** I like and read them more carefully
138 n order cause it is the prices of the **books** in nowadays. 7H;111 Because books a
139 't winteresting and if I say that the **books** is boring my friend will believe it a
140 boring and the high pricessss of the **books** make people wand to not read, and als
141 soa Because most part ot the time the **books** or text which we study are boring, no
142 he student's inte 5E 61 Because the **books** sometimes are boring. 5E 62 Because
143 developed itself very much. And the **books** stay on the Bookshelf, people prefer,
144 ing alone 5E 80 Because I read the **books** that I must read to school, and somet
145 n front of the TV. The fact that the **books** we have to read often are boring, peo
146 che us about everything, but ruth the **books**, magazines, etc. 5E 67 "interesting
147 book. Nowadays computer replaced the **books**. 8I;149 Because there is no informa
148 y good way to see how people read the **books**. But in my sincerely opinion this is
149 on. Reading - is read so many things: **books**, magazines, texts. 5E 68 "easy" tex
150 of the same time reading two or three **books**. (...) 8I;147 Because people nowada
151 specially in Portuguese, they gave us **books** to read, that are not pleasant; we ha

romance

Right Collocates

1 ens na Minha Terra; A Sibila 1A2 **romance** and crime novels 1A3 magazines
2 ic texts comics magazines 8J;165 **romance** and crime novels newspapers comics
3 xts) 4D41 action, suspense, and **romance** novels 4D42 informative texts li
4 xts texts based on current affairs **romance** novels 7H;120 7H;121 music
5 8I;141 literary texts; poetry; **romance** novels 8I;142 literary texts 8
6 are; The Pearl, Steinbeck 6G;101 **romance** novels Treasure Island; Henry V,
7 and; Henry V, Shakespeare 6G;102 **romance** novels Treasure Island; Henry V,
8 papers; comics All My Sons 5E 79 **romance** novels All My Sons; Sherlock Holme
9 iam Shakespeare 5E 64 magazines; **romance** novels Julius Caeser; Hamlet; Henr
10 s Cardoso; etc. 5E 63 magazines; **romance** novels Julius Caeser; Hamlet; Henr
11 Gatsby 6G;99 novels; magazines; **romance** novels Lamb To The Slaughter, Roal
12 es 8J;160 comics literary texts **romance** novels narrative 8J;161 comics n
13 newspapers comics teletext 6F 93 **romance** novels newspapers books on sports
14 akespeare 6F 84 adventure books; **romance** novels Os Maias, Eça de Queirós; A
15 ção, Camilo Castelo Branco 5E 62 **romance** novels Os Maias, Eça de Queirós; A
16 e o Mar, Ernest Hemingway 8I;132 **romance** novels Robinson Crusoe, Daniel Def
17 rival 8J;158 magazines 8J;159 **romance** novels Romeo and Juliet, Shakespea
18 stelo Branco dictionary; magazines **romance** novels textbooks 6F 89 O Amor É
19 Maias Quo 7H;131 8I;132 **romance** novels textbooks; encyclopedias di
20 in. 7H;119 home We normally read **romance** novels, and we do have a variety o
21 crime, thrillers, science fiction, **romance** novels, it's very interesting and

22 rime do Padre Amaro: etc. 8I;134 *romance* novels; adventure books; non-ficti
23 Mensagem, Fernando Pessoa 8I;142 *romance* novels; adventure books Mensagem
24 ading any book in English. 5E 66 *romance* novels; adventure books; comics; m
25 ure Island 6F 93 horror stories; *romance* novels; adventure stories The Outs
26 de Sousa, Almeida Garrett 7H;108 *romance* novels; canonical fiction (eg.: Sh
27 ooks Diário de Anne Frank 7H;124 *romance* novels; canonical fiction (eg.: Sh
28 lave Girl, Harriet Jacobs 8I;137 *romance* novels; comics Frei Luís de Sousa,
29 ony, John Steinbeck 6F 97 poems; *romance* novels; comics; horror stories; ma
30 texts; informative texts 8I;155 *romance* novels; comics; literary texts; et
31 Mentiras; Disney books; 8J;171 *romance* novels; comics; newspapers Os Maia
32 de Queirós (c.r.) 7H;118 comics; *romance* novels; crime novels O Beijo de Ju
33 ós; Adrian Mole at 13/4, 5E 53 *romance* novels; crime novels; thrillers Al
34 osqueteiros; A Flecha Negra 5E 82 *romance* novels; culture-based books Os Mai
35 so of learning new things. 5E 57 *romance* novels; culture-based texts 5E
36 rrett; A Eneida, Virgílio 7H;121 *romance* novels; fiction Os Maias (c.r.); A
37 das; Autos de Gil Vicente 7H;105 *romance* novels; fiction Os Maias, Eça de Q
38 erreira: O Mundo da Droga 9K;188 *romance* novels; fiction; poetry (sometimes
39 o; Persuasão, Jane Austen 9K;195 *romance* novels; fiction; tragedies Hamlet,
40 exts; culture-based texts 7H;119 *romance* novels; historical texts 7H;120
41 a Woman´s Own 6F 96 6F 97 *romance* novels; horror stories; comics; fi
42 ry texts 8I;151 narrative texts; *romance* novels; literary texts 8I;152 li
43 8I;140 fiction; adventure books; *romance* novels; love stories Incidents in
44 (c.r.) 5E 57 comics; magazines; *romance* novels; mystery novels Amor de Pe
45 a Casa de Usher, E.P 8J;163 *romance* novels; non-fiction Vai Aonde Te L
46 and crime novels newspapers comics *romance* novels; poetry 8J;166 Record Di
47 lave Girl, Harriet Jacobs 8J;162 *romance* novels; poetry; biographies; newsp
48 161 comics newspapers love stories *romance* novels; poetry; etc. 8J;162 docu
49 irgílio Ferreira; A Pérola 5E 70 *romance* novels; science fiction; magazines
50 hing, William Shakespeare 6F 88 *romance* novels; science fiction; comics; p
51 hard Bach 5E 83 adventure books; *romance* novels; texts that "aren't boring"
52 All My Sons; O Último Cais 5E 71 *romance* novels; thrillers Os Maias, Eça de
53 reira; ABC da Mente Humana 5E 69 *romance* novels; thrillers Os Maias, Eça de
54 ning to music yes 8I;139 reading *romance* novels; watching TV. not much 8I

fiction

Left Collocates

1 magazines; comics; advertisements; *fiction* 8I;156 literary books; drama; l
2 formative texts; lyrics; canonical *fiction* 8J;170 poems; literary texts; t
3 9 comics; magazines; non-canonical *fiction* (eg.: novels; dramatical texts)
4 7H;124 romance novels; canonical *fiction* (eg.: Shakespeare); magazines 7
5 7H;108 romance novels; canonical *fiction* (eg.: Shakespeare); magazines Amor
6 peare (c.r.) 5E 58 non-canonical *fiction*; comics; newspapers; magazines Pa
7 iet Os Maias 5E 58 canonical *fiction*; comics newspapers; magazines; tex
8 s, Eça de Queirós 7H;117 comics; *fiction* Amor de Perdição, Camilo Castelo B
9 stories; adventure books; comics; *fiction* Fernando Capelo Gaivota, Richard B
10 ce novels; horror stories; comics; *fiction* magazines; newspapers; Ragazza; Di
11 also liked to read Hamlet. 4D29 *fiction* &because it's a good way to expand
12 5E 52 comics (sometimes); drama; *fiction* All My Sons, Arthur Miller; A Sibi
13 bout contemporary issues 5E 80 *fiction*-based texts Because I don't like
14 ing, like in the manuals. 5E 82 *fiction*-based texts; lyrics 5E 83 cult
15 ting texts and images. No. 5E 82 *fiction*; textbooks; lyrics ... because the
16 nferno, Gil Vicente (...) 6F 85 *fiction* Lamb to The Slaughter; Pride and P
17 ertainment and relaxation. 6F 90 *fiction*; non-canonical texts ...because I
18 peare 6G;103 magazines 7H;104 *fiction* A Cidade e as Serras; Os Lusíadas;
19 ; Amor de Perdição (c.r.) 7H;120 *fiction* Amor de Perdição, Camilo Castelo B
20 Os Maias, Eça de Queirós 8I;138 *fiction*; adventure books; magazines; comic
21 139 love stories; dramas 8I;140 *fiction*; adventure books; romance novels;
22 y will continue to do so 8J;166 *fiction*; canonical texts It's something t
23 e book that we're Reading 8J;169 *fiction* It's what I like. No. 8J;170 I
24 jo, Camilo Castelo Branco 9K;177 *fiction*; non-canonical books (e.g.: crime
25 a uma Filha que Se Droga 9K;184 *fiction*; non-canonical books (e.g.: Agatha
26 without missing any pages 9K;196 *fiction*; lyrics Because it's not boring an
27 eck 6F 86 magazines; newspapers; *fiction* Lamb to The Slaughter, Roal Dahl
28 160 general culture 8J;161 non-*fiction* 8J;162 texts dealing with musi
29 xts which refer to technology; non-*fiction* Reading is absorving the content
30 can't. 2B21 comics; lyrics; non-*fiction* Reading is knowing more things mo
31 de; heart or emotion. 8I;134 non-*fiction* (...) because it's good to know mo
32 as; Aparição; O Judeu 9K;187 non-*fiction* (e.g.: texts related to the role o
33 Bacantes; All My Sons 5E 50 non-*fiction* All My Sons, A. M. (c.r.); Tales o
34 d an enriching hobby. 7H;109 non-*fiction* it always brings information about
35 m Vampiro 8I;154 magazines; non-*fiction* newspapers magazines novels 8I;1
36 ne it, it's "reading" 8I;151 non-*fiction* texts (e. g.: biographies) (...) b
37 8J;163 romance novels; non-*fiction* Vai Aonde Te Leva o Coração, Susan
38 irl, Harriet Jacob) 8I;140 non-*fiction*; comics Because I know the kind of
39 eu 5E 56 newspapers; novels; non-*fiction*; etc. Amor de Perdição, Camilo Ca
40 mance novels; adventure books; non-*fiction*; poems; books about current-affair

41 Virgílio 7H;121 romance novels; **fiction** Os Maias (c.r.); Aparição, Virgíli
42 l Vicente 7H;105 romance novels; **fiction** Os Maias, Eça de Queirós; O Crime
43 da Droga 9K;188 romance novels; **fiction**; poetry (sometimes) Os Maias, Eça
44 ne Austen 9K;195 romance novels; **fiction**; tragedies Hamlet, William Shakesp
45 based on other people's opinions; **fiction**-based texts 7H;104 texts which
46 m o Lama; Os Filhos da Droga; Pulp **Fiction**; Titanic- The Love Story; O Diário
47 urrent events &not dramas, science **fiction** because it's much dramatic, like a
48 8 crime novels, thrillers, science **fiction** Shakespeare, Hamlet; Agustina B. L
49 to read crime, thrillers, science **fiction**, romance novels, it's very interes
50 es 7H;126 crime novels; science **fiction**; adventure stories Love Story; A R
51 iár 7H;110 crime novels; science **fiction**; adventure stories Hamlet, Shakesp
52 e 6F 88 romance novels; science **fiction**; comics; plays Lamb to The Slaugh
53 la 5E 70 romance novels; science **fiction**; magazines; newspapers Os Maias, E
54 s; Sherlock Holmes 5E 80 science-**fiction** All My Sons 5E 81 newspapers; mu
55 papers; comics; thrillers; science-**fiction**; love stories; books about importa
56 or that. 5E 56 historical texts; **fiction**; comical texts Because it's intere
57 in touch with reality and not with **fiction**. 6F 90 adventure stories; poetr

biographies

Left Collocates

1 ng some pleasure about that 2B22 **biographies** It's very important. 2B23 every
2 ovels; cientific texts biographies **biographies** "the ones teachers ask for" 5E 6
3 nt events (e.g.: the IRA) 4D29 **biographies** &because I find it fascinating lea
4 a de R 6F 91 magazines; diaries; **biographies**; comics Henry V, William Shakespe
5 because I like to laugh. 5E 75 **biographies** ...due to the previous (question´s
6 O Judeu; Amor de Perdição 5E 75 **biographies** about musicians All My Sons; Lamb
7 9K;197 classical novels; essays; **biographies** 1A1 texts about contemporary t
8 8I;151 non-fiction texts (e. g.: **biographies**) (...) because we can not only kno
9 n't have preferences. No. 8I;133 **biographies** Because it's very interesting to s
10 liet, William Shakespeare 8I;146 **biographies**; weeklies (eg.: Expresso); history
11 e Amaro; The Great Gatsby 8I;151 **biographies**; comics; classical novels; newspap
12 a more dynamic reading. 8J;165 **biographies** (...) because I find it interestin
13 cias love stories Cruzada 8J;167 **biographies**; James Douglas Morrison newspapers
14 irs and social problems 9K;178 **biographies** Because it is not as boring on the
15 9K;193 9K;194 9K;195 **biographies**; historical texts; texts dealing w
16 , Fernão Capelo Gaivota newspapers **biographies** (about: Mozart, Bach, Vivaldi, etc
17 aos Doming 8J;165 crime novels; **biographies**; classical novels Os Maias, Eça de
18 , Memorial do Conve 4D29 novels; **biographies**; thrillers; magazines Great Expect
19 s 8J;162 romance novels; poetry; **biographies**; newspapers; magazines O Processo,
20 Mónica) different kinds of texts **biographies**; "textos de apoio" 7H;123
21 60 plays; novels; cientific texts **biographies** biographies "the ones teachers ask

diary

Left Collocates

1 8I;153 O Meu Pé de Laranja Lima **Diary** of Anne Frank Intrevista com um V
2 ewspapers; encyclopedias comics my **diary** 6F 95 Romeo and Juliet Diário de
3 neida, Virgílio (c.r.); The Secret **Diary** of Laura Palmer; D. Quixote, Migue
4 neida, Virgílio (c.r.); The Secret **Diary** of Laura Palmer; O Diário de Adri
5 William Shakespeare; All My Sons; **Diary** of Anne Frank; Memories of Another
6 novels newspapers books on sports **Diary** of Anne Frank 6F 94 plays newspa
7 resbítero 6F 90 6F 91 The **Diary** of Anne Frank newspapers Fernão Ca
8 ; classical novels; newspapers The **Diary** of Anne Frank; Much Ado About Noth

diaries

Left Collocates

1 ustre Casa de R 6F 91 magazines; **diaries**; biographies; comics Henry V, Wil
2 interest to me (e.g.: philosophy; **diaries**; mystery books) Camilo Castelo Bra

life

Left Collocates

1 nment like TV; the adults have a busy **life** and don't have much time for reading
2 e 8J;169 Because people have a busy **life**, they don't have time to read, they h
3 interesting and useful for the daily **life** 7H;110 texts which deal with music
4 a waste of time, it's better to enjoy **life** than to read. 5E 74 In my opinion I
5 2B14 2B15 stories about everyday **life** 2B16 texts in manuals which give
6 1A4 contemporary texts about everyday **life** in English countries; canonical texts
7 ing better results in all fields. in **life** (academic, carrer, etc.). 7H;130
8 183 It can be justified by the way of **life** that everyone have today. 9K;184 Be
9 and different cultures and vision of **life**. 6F 88 informative texts on the to
10 . 5E 55 People had no time to read. **Life** is to occuped people had no time for
11 ignored because the rithm of people's **life** leaving to them a litle time to do wh
12 tell us what's going on in someone's **life**, it's interesting. 8I;154 criticis
13 fascinating learning about somebody's **life**. 4D30 texts about current events (
14 ovels; comics; magazines All My Sons; **Life** of a Slave Girl; Emma, Jane Austen; O

15 tin Caidin 8J;158 Incidents in the *Life* of a Slave Girl 8J;159 A Sibila, A
16 Bessa Luís 8J;160 Incidents in the *Life* of a Slave Girl 8J;161 A Sibila, A
17 Santareno 8J;169 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8J
18 Bessa Luís 8J;172 Incidents in the *Life* of a Slave Girl, Jacobs 8J;173 L'
19 , Bernardo Santareno Incidents in the *Life* of a Slave Girl; Harriet Jacobs 5E
20 ack Parker 8I;132 Incidents in the *Life* of a Slave Girl, Harriet Jacob 8I;
21 bout families (e.g.: Incidents in the *Life* of a Slave Girl, Harriet Jacob) 8
22 Bessa Luís 8I;144 Incidents in the *Life* of a Slave Girl, Harriet Jacob 8I;
23 45 Dracula 8I;146 Incidents in the *Life* of a Slave Girl, Harriet Jacob 8I;
24 riet Jacob 8I;147 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I
25 iet Jacobs 8I;148 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I
26 ahm Greene 8I;150 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I
27 el Sampaio 8I;154 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I
28 iet Jacobs 8I;155 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I
29 rusoe, Daniel Defoe; Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I;
30 bout current-affairs Incidents in the *Life* of a Slave Girl, Harriet Jacobs (c.r)
31 agazines; newspapers Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I;
32 novels; love stories Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8I;
33 eful and interesting Incidents in the *Life* of a Slave Girl; Garden Party 8I;14
34 Sawyer, Mark Twain; Incidents in the *Life* of a Slave Girl, Harriet Jacobs; O Ju
35 Bessa Luís (c.r.); Incidents in the *Life* of a Slave Girl, Harriet Jacobs (c.r.
36 bila, A. Bessa Luís; Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8J
37 rld, Michael Kriton; Incidents in the *Life* of a Slave Girl; Ghosts of the Air, M
38 A Eneida, Virgílio; Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8J;
39 The Scarlet Letter; Incidents in the *Life* of a Slave Girl, Harriet Jacobs; Aeso
40 es Douglas Morrison; Incidents in the *Life* of a Slave Girl 8J;168 crime novels
41 do Santareno (c.r.); Incidents in the *Life* of a Slave Girl (c.r.): Babysitter II
42 amilo Castelo Branco;Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8J;
43 s magazines; newspapers Facts in the *Life* of a Slave Girl 5E 77 Orgulho e Pre
44 u; Amor de Perdição; Incidents in the *Life* of a Slave Girl 8I;145 8I;146
45 Amigos; Arrow Comics Incidents in the *Life* of a Slave Girl 8I;149 Inventem-se
46 ntem-se Novos Pais Incidents in the *Life* of a Slave Girl 8I;150 Romeo and Ju
47 150 Romeo and Juliet Incidents in the *Life* of a Slave Girl Goof's Adventures A S
48 e the written tests. Incidents in the *Life* of a Slave Girl 8I;137 8I;138 I
49 hey are very useful. Incidents in the *Life* of a Slave Girl 8I;142 they ar
50 ortant part of the books A Day in the *Life* of a Slave Girl 8I;150 8I;151 T
51 ok then I'm studying it. A Day in the *Life* of a Slave Girl 8I;154 Before exami
52 iet Jacobs 8I;156 Incidents in the *Life* of a Slave Girl, Harriet Jacobs 8J
53 fact that they informe use about the *life* of the respective personality. 5E
54 ause it's very interesting to see the *life* or the story of a person (...). Readi
55 you can see other mentalities how the *life* was before and How can it be in the p
56 , like a movie that doesn't belong to *life*. Reading it's taking more cultures, k
57 8 Because the people have a turbulent *life* and don't have time for reading. 6G
58 fine by me. Reading is something with *life* and conscious; we have to like of wha
59 g is the "passport" to another world, *life* and adventure where everything is new

lives

Left Collocates

1 of time school occupies in our daily *lives* also contributes for the lack of leis
2 91 There are other priorities in our *lives*, actually reading it is not the most
3 t things that happened, about peoples *lives*. 8J;166 adventure stories 8J;1
4 about a person but also how was their *lives* in a certain age. for me, reading is

comprehension

Left Collocates

4 rom it. 6G;98 it's good for *comprehension* of text's. 6G;99 6G;100
5 115 Because its important for *comprehension*. 7H;116 Because I have my o
6 Because it contrubuted to my *comprehension*. 7H;112 Because it's import
7 evaluation on the ability of *comprehension* or interpretation devoleping
8 . 5E 69 It's better for our *comprehension*. 5E 70 5E 71 5E 72
9 When we are studying, to our *comprehension*. 7H;124 they are useful wh
10 5E 68 It's better for our *comprehension*. 5E 69 It's better for our
11 of the text 5E 59 A reading *comprehension* activity is a way to people u
12 60 I don't like to do reading *comprehension* activities at school 5E 61
13 8J;172 texts used for reading *comprehension* (...) to learn and discover m
14 nt of view. 6F 85 A reading *comprehension* activity is about evaluation
15 8J;158 texts used for reading *comprehension* 8J;159 texts based on curre
16 7H;110 7H;111 A reading *comprehension* activity is an intelectual ex
17 2 I think that with a reading *comprehension* activity we learn and underst
18 understand. 7H;115 Reading *comprehension* activity is a way to developi
19 attention. 7H;124 A reading *comprehension* activity is when he read and
20 27 I would say that a reading *comprehension* activity is educated and info
21 the text. 8I;138 A reading *comprehension* activity help me a understand
22 f the text 8I;150 A reading *comprehension* in some situations helps a st
23 e reading. 8I;153 A reading *comprehension* activity is a exercise to che
24 4D34 I think that a reading *comprehension* activity it's a way of learni

25 nd the text. 4D36 A reading comprehension activity is that we read, und
26 k. 4D38 For me in a reading comprehension activity we need to read care
27 40 I would describe a reading comprehension activity as making and answer
28 8J;172 texts used for reading comprehension; poetry 8J;173 poetry; narr
29 Very Boring. 4D46 A reading comprehension activity is enlightening. 4
30 9K;190 Useful for the text's comprehension. 9K;191 9K;192 It depend
31 ns can be useful for our text comprehension. 5E 79 5E 80 5E 81 Be
32 to technology Reading is the comprehension of the text content. 9K;183
33 ls are very important for the comprehension of a text/ book. The Pearl
34 pinions are important for the comprehension of a text 9K;193 Because it
35 5E 53 It's an understanding/ comprehension of the text. 5E 54 Annoying

understand

Left Collocates

1 g comprehension activity help me a understand the text or book. 8I;139 8I;1
2 ng. That way you can really get an understand the things you're learning 2B11
3 Sometimes boring. 4D32 Read and understand 4D33 I think it's very important
4 absorve the ideas of the book and understand him. 1A3 Because if I read a bo
5 y to pay atention to the story and understand it the best way I can. 5E 66 Fer
6 ok with the purpose to know it and understand it. 4D38 easy texts; summaries o
7 her words 5E 72 When we read and understand most of the vocabulary in the text
8 omprehension activity we learn and understand much more the foreign language.
9 can feel som pleasure with it and understand the author's message. 8J;174 By
10 ve a text in front of the eyes and understand the message that it contains. 8I
11 s. 5E 57 when we read, enjoy and understand the text 5E 58 Useful to underst
12 9K;178 We must read atentivly and understand the text that is given 9K;179 We
13 ies; comics Is a way to learn and understand the world and culture. 2B13 text
14 hole book, and they help to better understand the book O Livro do Riso e do Esqu
15 can't remember. 7H;118 To better understand the novel, especially to prepare m
16 For me it's a activity that we can understand better what we are working. 8J;1
17 me to read the book because we can understand it better Mau Tempo no Canal 4D3
18 get and idea of the book, and can understand it better. 9K;188 It is useful
19 with other's interpretations I can understand some parts that I have doubts. 6
20 ts of view 7H;123 Because we can understand things that we haven't much attent
21 n activity where the student could understand the text or book. 4D38 For me in
22 ant cause we (students) can easily understand the subjects. 6G;102 I think tha
23 t we read. 8J;162 A way to fully understand a text and receive adequate inform
24 1 they able us to better and fully understand the texts. 9K;182 9K;183 A
25 when I read a book I like to fully understand what I am reading 9K;183 Florbel
26 3C27 4D28 They are useful to I understand the book. Because sometimes the bo
27 fortable and I feel more far, so I understand the story faster. 7H;106 home I
28 ive texts &because it's a way of I understand what I am reading and it help's me
29 confortable, and I think better, I understand what I´m reading because I have mo
30 like scientific texts Reading is understand on autor's feeling is a wayof dist
31 because I've to Therefore, I just understand the teoric, do the text and waste
32 a, A. B. Luís 5E 59 They make me understand a bit more the story. 5E 60 Som
33 an examen or a test. They help me understand the book, when I don't. 9K;197
34 . 4D40 4D41 Because I may not understand what the text means. 4D42 Becaus
35 ension activity is a way to people understand and summarise the texts. 5E 60 I
36 ehension activity is that we read, understand and answer to the questions that a
37 ause when we read a book we should understand something and for that we should t
38 n and interpretations to sometimes understand better the message. 4D44 4D45
39 upplies me the information I don't understand during the reading of the book. La
40 of a book. 6F 92 Because I can't understand everything on my own 6F 93 When
41 feel. [&] 4D41 4D42 I didn't understand some words in this question. 4D4
42 4D34 They are useful when we don't understand the meaning of the book and when w
43 the teacher help us when we don't understand the meaning of some subjects. Redi
44 en we don't have the time or don't understand the meaning of that book. 1A6
45 students in parts where he doesn't understand. 1A6 It's we read and make some
46 they explain come parts you don't understand. And if you don't read the book it
47 cessary. 5E 78 We read the text, understand it and we do some interpretation q
48 5E 76 Shakespeare's plays Is to understand a book, its message and the story.
49 r less) lern; 4D28 textbooks &to understand a little of the subject but I had
50 's something that we have to do to understand a text. 7H;106 7H;107 7H;1
51 earn. 7H;113 Reading is try to understand a text then take the mane ideas of
52 read in a special way, slowly, to understand all story. 5E 65 I can't remembe
53 rt texts ...because it's easier to understand and I don't get lost. 7H;106
54 argins of the manuals helps us to understand better the subject 1A3 historic
55 5E 57 Because it's important to understand better 5E 58 5E 59 5E 60 I
56 F 84 When I study for texts and to understand better the content 6F 85 The us
57 ords and we learn them. 4D43 To understand better the general content and the
58 re usefull because they help us to understand better the novel. Aparição 9K;19
59 en I read I have 100% attention to understand better the message, the content of
60 Maias; Eça de Queirós 8I;155 To understand better the general content of the
61 . 6F 94 I put my opinion; try to understand his kind of interpretation; also
62 ts that would be more difficult to understand if read alone Reading is an activ

63 9K;179 We read the text, try to understand it and answer some questions, its
64 After reading the text, you try to understand it answering questions 8J;166 It
65 nderstand the summaries help us to understand it better. 7H;129 They help to
66 book I read it calmly in other to understand it better. 9K;186 In this case,
67 which we read the text and try to understand it by exploring it. 8I;133 Borin
68 we are not wory if we are going to understand it or not. 2B15 Because it's di
69 a textbook I try to "decompose" to understand it throughly 5E 51 I read a boo
70 ead and make some questionaries to understand it's meaning. 2B7 2B8 2B9
71 J;169 When I read a book I try to understand it, and I really pay attention to
72 th no memos o notes to be done, to understand it. 8J;158 A textbook or a text
73 cause, when I read a book I try to understand it. 6F 97 Fernando Pessoa Becau
74 nterpreted the text well enough to understand it. 8J;173 8J;174 8J;175
75 or all the information in order to understand it. 8J;165 After reading the tex
76 we have doubts. 4D35 Help us to understand more easyer 4D36 When I want to
77 at is very useful and important to understand some facts. 7H;110 informative
78 Sometimes it's very difficult to understand some words, and I spend too much t
79 erstand the text 5E 58 Useful to understand teh general message of the text
80 79 It is a reading that we make to understand the author message. 5E 80 That's
81 es give us pleasure when we try to understand the content of the written message
82 have to give more atention and to understand the facts that are important to un
83 ling. 8J;157 They are useful to understand the general content. 8J;158 Kno
84 ause I must read. 2B21 I try to understand the general message of the book
85 nd the facts that are important to understand the holle book. 5E 77 Fernando P
86 . 4D45 4D46 It is useful to understand the meaning, message of the book.
87 . 5E 77 Because its important to understand the meaning that we read all that
88 xtbook. 5E 81 Because i like to understand the meaning of the whole text. 5
89 it better. 7H;129 They help to understand the more pertinent aspects of the
90 more easyer 4D36 When I want to understand the novel or when I had any dought
91 the novels. 4D30 It's useful to understand the novels and when finishing read
92 is too long, it makes it better to understand the plot of the story. I don't rem
93 it's related facts that help us to understand the present 7H;126 interesting
94 refer portuguese, It is easiest to understand the story. 4D40 informative text
95 d books that are very difficult to understand the summaries help us to understan
96 uestions and so one 5E 76 Its to understand the text. 5E 77 Necessary. 5E
97 cial because it helps a student to understand the text he is reading, it is an i
98 6F 93 I think it is important to understand the text, in order to do the tasks
99 l for us, because it teaches us to understand the texts, so that we can answer t
100 capacities- 8J;167 necessary to understand the text 8J;168 Is a little bori
101 ittle boring but it's necessary to understand the texts 8J;169 Sometimes borin
102 opinion is a better way for us to understand the texts. 6G;103 I don't know.
103 47 It's something that helps us to understand the text and learn new things. 8
104 48 It's something that Helps us to understand the text and the story. 8I;149 W
105 t writters should help the read to understand their ideologies, reasons.. with g
106 class's look at sentences, try to understand them and take some pleasure on doi
107 some situations helps a student to understand what he is reading. 8I;151 It's
108 read the a book it's essencial to understand what is the message 8I;132 I re
109 y're useful because it helps me to understand what I have read and to remember m
110 of our head a TV set and to try to understand what the books about. 8I;152 his
111 the author. 5E 81 To read and to understand what the text show us. 5E 82 Is
112 68 For studie for our test, and to understand what we´ve read. 5E 69 To help
113 The teacher can always help us to understand what we find more difficult. No.
114 tbooks It's read with careful to understand what you are reading. 5E 70
115 two kinds of reading. Reading to understand, study something. And reading to
116 e or a text, it makes it easier to understand. 7H;115 In the text and other w
117 at are made, but most of all is to understand. 4D37 It's an activity where the
118 ause, his/her opinion is easier to understand. 4D38 Because it's necessary we
119 in terms of write is difficult to understand. 6G;100 6G;101 texts about
120 ometimes the questions are hard to understand. 7H;115 Reading comprehension ac
121 with somebody who will help us to understand. 7H;105 Because it would help me
122 etc. Because I have to analise to understand. I have to read carefully. 5E 6
123 hey are useful because it makes us understand better the text that we are readin
124 cult language. 4D29 The help us understand ceetain aspects of the novels.
125 5E 48 5E 49 They can help us understand some difficult texts better. A Sib
126 en I don't. 9K;197 They help us understand the main ideas Manhã Submersa, Ver
127 they are more prepared to makes us understand the subjects. I think that reading
128 me good or bad critics, to make us understand where we are wrong 6G;103 7H;
129 ing or boring. 8J;159 Because we understand another way to make a interpretati
130 the book. 4D47 By using them we understand more clearly what are we reading
131 book and by following the lines we understand the message that the author gives
132 y we need to read carefully for we understand the text. 4D39 It is a thing tha
133 3 2B14 2B15 The student will understand better. 2B16 2B17 Sometimes i
134 u make a questionary to see if you understand it or no 1A2 It way of learning.

understood

Left Collocates

1 8J;158 The text has to be read and understood 8J;159 When I understanding the

2 y scanned through to be able to be **understood**, not like a normal book. 8J;173
3 he end of the book or text, having **understood** the message. 7H;122 I don't like
4 ity which enables one to see if he **understood** everything. 9K;194 I don't need
5 cause it would make me feel that I **understood** or not. 9K;195 9K;196 Because
6 28 It is to evaluate how a student **understood** the text and the capacity to write
7 resting 6F 84 see if the student **understood** the text learn new words and struc
8 tudents because it's a way of they **understood** the text. 4D34 I think that a re
9 global idea of a text, and that we **understood** it. 8J;164 It's scanning and ski
10 eful, because it's a prove that we **understood** what we wrote. 5E 79 It is usef

fully

Left Collocates

1 9K;181 they able us to better and **fully** understand the texts. 9K;182
2 ecause I don't usually read a book **fully** so I read it's summaries, this way
3 cause when I read a book I like to **fully** understand what I am reading 9K;
4 he text we read. 8J;162 A way to **fully** understand a text and receive adeq

complete

Left Collocates

1 6F 91 Because I need help for a **complete** and good interpretation of a book.
2 ey have more information about and **complete**. 7H;121 the ones that deal wit
3 everal issues and then you have to **complete** or answer them 8J;171 8J;172

completely

Left Collocates

1 earned well how to do it. I made a **completely** different idea of the story 6G;1
2 the interest. 6G;102 I think is **completely** different, Because in the book we'
3 home Because there's no noisy I'm **completely** relax and nobody disturb me. 7H;

meaning

Left Collocates

1 e questionaries to understand it's **meaning**. 2B7 2B8 2B9 Good. 2B10
2 lp us when we don't understand the **meaning** of some subjects. Reding is a comp
3 e the time or don't understand the **meaning** of that book. 1A6 2B7 I thi
4 seful when we don't understand the **meaning** of the book and when we have doubt
5 hool we learn how to compreend the **meaning** of the texts, this will help to th
6 Because i like to understand the **meaning** of the whole text. 5E 82 Fernand
7 se its important to understand the **meaning** that we read all that is relative
8 D46 It is useful to understand the **meaning**, message of the book. 4D47 By u
9 cribe the name itself explains the **meaning**. In my opinion is a better way fo

message

Left Collocates

1 t we make to understand the author **message**. 5E 80 That's the we make to unt
2 8 Useful to understand teh general **message** of the text 5E 59 A reading comp
3 1 I try to understand the general **message** of the book 2B22 2B23 F. Pes
4 lays Is to understand a book, its **message** and the story. 5E 77 Reading i
5 useful to understand the meaning, **message** of the book. 4D47 By using them
6 ith it and understand the author's **message**. 8J;174 By reading texts or manu
7 ssencial to understand what is the **message** 8I;132 I read it more carefully
8 use everything read is to keep the **message** ...so I read it atentively. 8I;1
9 rning is to able to comprehend the **message** given to us. 5E 50 Interpretin
10 ont of the eyes and understand the **message** that it contains. 8I;141 texts w
11 lowing the lines we understand the **message** that the author gives us. 5E 55
12 a process which we can decode the **message** written, it is comprehending the c
13 attention to understand better the **message**, the content of the book 6F 85
14 to sometimes understand better the **message**. 4D44 4D45 4D46 Because it
15 ook or text, having understood the **message**. 7H;122 I don't like reading in
16 erstand the content of the written **message**. It can also be the effort to kee

see

Left Collocates

1 g. They prefer sit on a couch and **see** a great movie than sit on a couch
2 we can compare interpretations and **see** which one's best. 8J;166 8J;1
3 Because of TVs influence. We can **see** and hear without making an effort.
4 t us more boring to read if we can **see** in TV. ... 5E 69 I think that pe
5 acter. You move threw time you can **see** other mentalities how the life was
6 wadays the cience evolved. We can **see** television, listen in radio etc.
7 book reviews (...) because we can **see** there many things that we canot se
8 8J;160 Because of the TV. we can **see** true images and we can not. 8J;1
9 doing this questionary, as you can **see**, our schools specially our own tea
10 ee there many things that we canot **see** directly on the book Because is mo

11 text has to be interesting 6F 84 *see* if the student understood the text
12 rpretations 8J;160 Yes because I *see* if I now how to entrepretate a tex
13 2 everything Reading is an act of *see* or watch the feelings that is in t
14 ke to know a second impression, to *see* and compare with mine. 9K;186 I
15 uestionnaire is a very good way to *see* how people read the books. But in
16 s an activity which enables one to *see* if he understood everything. 9K;
17 that she liked the book I read to *see* if it is really good as the other
18 89 I need the teacher's opinion to *see* if it is similar to mine 9K;190
19 opinion and then listen other, to *see* if we have the same point of view.
20 and then you make a questionary to *see* if you understand it or no 1A2 I
21 Because I think it's important to *see* others opinions. 5E 57 Because i
22 eacher help us. 5E 62 Usefull to *see* our knowledge and comprehension of
23 are more interesting. Read is to *see* something written in a page, etc.
24 le spending time. People have to *see* that books are very important. (..
25 eading" is taking a book, start to *see* the first words and get into the s
26 s Because it's very interesting to *see* the life or the story of a person
27 Reading is a way to travel and to *see* things Know someone elses mind.
28 no time. It's more confortable to *see* TV than think too much reading a b
29 to the person that is used just to *see* what is shown in th TV and then...
30 uld make probabilistics studies to *see* what kinds of books students prefe
31 doing the questionaire and hope to *see* you next year! 6F 94 I liked doi

better

Left Collocates

1 racters. 4D44 They are useful to a *better* comprehension of the story. 4D45
2 cause there are no niose and I have a *better* concentration and at school because I
3 ally what I want. 5E 54 home It's a *better* environment. I can read more comforta
4 They are useful because I can have a *better* idea about the novel and they are imp
5 n't concentrate and I can't imagine a *better* place to find that. than my house.
6 answer some questions, its good for a *better* understanding of the language. 9K;1
7 t and context 5E 51 textbooks for a *better* understanding of the... 5E 52
8 od. 2B10 As something you need to a *better* understanding. That way you can reall
9 what's the novel about and to have a *better* view about the novel. A Sibila 8I;1
10 ains the meaning. In my opinion is a *better* way for us to understand the texts.
11 at are we reading. 4D31 It's always *better* to have more than one opinion 4D32
12 ome because it's more comfortable and *better* 8J;175 home because I like reading
13 o do it. 7H;107 home It's calme and *better*. 7H;108 home Because at home, I am
14 silence, and where I can concentrate *better* 7H;111 home Because in my house it
15 uiet. 8J;157 home I can concentrate *better*. 8J;158 home It's easier to concent
16 ning of the foreign language. 5E 50 *better* understanding a text 5E 51 Interest
17 can learn a little and get my English *better*. Reading is something that we have to
18 's more confortable for me and I feel *better* when I am at home. 4D37 home I pref
19 ading is an excellent form of getting *better* results in all fields. in life (acad
20 resting. 8J;164 Because people have *better* things to do, or, there are the ones
21 5E 67 "interesting" texts Because is *better* and I pay more attention. Reading - i
22 prefer reading at home because it is *better* for me, because I can read aloud. 3
23 the book because we can understand it *better* Mau Tempo no Canal 4D33 When I need
24 when a novel is too long, it makes it *better* to understand the plot of the story.
25 he summaries help us to understand it *better*. 7H;129 They help to understand th
26 ea of the book, and can understand it *better*. 9K;188 It is useful to study for
27 d it calmly in other to understand it *better*. 9K;186 In this case, it is when i
28 2B15 They are useless because we know *better* the story. 2B16 2B17 David Mo
29 ..because that way I will get to know *better* the things we study. It's a way of bu
30 at. 4D31 Very useful, we can learn *better* the book 4D32 They are very useful
31 . 6G;99 Because we have things more *better* than a book or we think we have. 6G
32 Because there I can concentrate much *better* than in the other places. 7H;124 ho
33 nd therefore I can concentrate myself *better* 4D45 home Because at home I can con
34 6F 97 comics ...because it's a way of *better* teaching and easier learning since yo
35 6 library Because in the library it's *better* because I can't concentrate myself.
36 r for our comprehension. 5E 69 It's *better* for our comprehension. 5E 70 5E
37 ok up. 5E 66 5E 67 5E 68 It's *better* for our comprehension. 5E 69 It's b
38 o Riso e do Esquecimento 5E 61 It's *better* for study to do the tests. O Plano In
39 2 home I have my own privacy and it's *better* to concentrate 8J;173 Sometimes I
40 to read 6G;101 library Because it's *better* to concentrait and at home I usually
41 o do. And it's a waste of time, it's *better* to enjoy life than to read. 5E 74 I
42 e it a waste of time, they think it's *better* to go out with the friends or watchin
43 ing the afternoons I'm alone, so it's *better*. 5E 67 I prefer read in the school
44 based on society (...) because it se *better* for any study needs 8J;175 texts w
45 ore quiet and I can consetrat my self *better* 5E 56 home Because I enjoy reading
46 lp us understand some difficult texts *better*. A Sibila 5E 50 in comprehending se
47 ng. 8I;153 because I think it's the *better* way 8I;154 The teacher's opinion is
48 I feel more confortable, and I think *better*, I understand what I´m reading becaus
49 housework. 9K;181 they able us to *better* and fully understand the texts. 9K
50 read the whole book, and they help to *better* understand the book O Livro do Riso e
51 texts. I can't remember. 7H;118 To *better* understand the novel, especially to p
52 Because it's important to understand *better* 5E 58 5E 59 5E 60 I read a bo

53 useful because it makes us understand better the text that we are reading. I can't
54 d I have 100% attention to understand better the message, the content of the book
55 terpretations to sometimes understand better the message. 4D44 4D45 4D46 B
56 Eça de Queirós 8I;155 To understand better the general content of the text and a
57 n I study for texts and to understand better the content 6F 85 The use of summa
58 f the manuals helps us to understand better the subject 1A3 historical texts
59 we learn them. 4D43 To understand better the general content and the relations
60 ll because they help us to understand better the novel. Aparição 9K;190 I have n
61 t's a activity that we can understand better what we are working. 8J;157 We read
62 4 2B15 The student will understand better. 2B16 2B17 Sometimes it is borin

know

Left Collocates

1 hing that We do to be more informe an Know more and more. 8J;167 8J;168 a
2 ing we have more information give and know what happened in the world and proble
3 5E 83 the vocabulary has to be easy. Know by everyone the person who reads has
4 hink it's because the yong people had know other things to do that they don't wa
5 ke because it's all about history. I know that is good for knowledge but nevert
6 8I;140 non-fiction; comics Because I know the kind of person am I dealing with
7 21 home Because that's a place that I know, and I fell confortable, and more rel
8 ome It is the most quiet place that I know. 5E 76 home; library Because I'm mo
9 ty or variety of English books that I know. 8I;138 8I;139 culture-based t
10 rstand the general content. 8J;158 Know the story without reading the book.
11 teresting; sometimes... It's a way of know a new world, to discover something...
12 some and pointless. 7H;130 A way of know even more. 7H;131 Essencial to unde
13 aphies) (...) because we can not only know something about a person but also how
14 perhaps sports texts 2B19 I don't know 2B20 No, I can't. 2B21 comics
15 orget all my problems. 3C25 I don't know 3C26 I don't know 3C27 It could b
16 s. 3C25 I don't know 3C26 I don't know 3C27 It could be influence of the n
17 ís Camões the school textbook I don't know 5E 64 Romeo and Juliet Luís Camões
18 ís Camões the school textbook I don't know 5E 65 Os Maias Diário de Notícias m
19 tinuing learning and speaking I don't know 8J;171 8J;172 texts used for r
20 t's what I like. No. 8J;170 I don't know I think reading is an art and a gift
21 veral subjects 5E 51 When we don't know a word or when we don't read the book
22 and mainly the computer 1A4 I don't know but maybe of television and computer'
23 ple and countries through it. I don't know define "Reading". 8I;149 nothing in
24 ecause in Portugal the people doesn't know how important reading is. 7H;105 Be
25 well done but some questions I didn't know how to answer and when I don't know I
26 ry or about it's culture. No, I don't know how to define it, it's "reading" 8I
27 lots of thing through it. No, I don't know how to define it. 8I;148 textbooks
28 earn and comprehend. 9K;197 I don't know how to describe it 1A1 1A2
29 Augustina Bessa Luís 5E 54 I don't know I can't remember 5E 55 A Mãe 5E
30 eading is a pleasure 8I;132 I don't know I don't have preferences. No. 8I;13
31 t know how to answer and when I don't know I must to put an thing that I don't f
32 sometimes tell me things that I don't know or forgot to look up. 5E 66 5E 6
33 ozes e Ruídos; O Independente I don't know Tentação 8I;153 O Meu Pé de Laranja
34 2B15 2B16 2B17 2B18 I don't know!! 2B19 2B20 2B21 2B22 2
35 ecause it's more interesting. I don't know, but I think that , reading it's a wa
36 s, activities, works. 5E 67 I don't know, but read is very good for us, it hel
37 but like a textbook. 4D34 I don't know. 4D35 If I like the book, so I wil
38 help of the teacher. 5E 74 I don't know. 5E 75 Someone tell you to read a t
39 nderstand the texts. 6G;103 I don't know. 7H;104 Sometime very difficult.
40 o do with the book 6F 89 I wouldn't know. I never thought that O Judeu would b
41 e learning about it from persons that know much more about it. 6G;98 6G;99
42 is a way to travel and to see things Know someone elses mind. 9K;185 lyrics;
43 which is studid an school, I have to know 7H;126 Mensagem, Fernando Pessoa Of
44 pretation. 9K;185 Because I like to know a second impression, to see and compa
45 5E 50 5E 51 Because it's good to know about others opinions. 5E 52 5E
46 reference To learn new things and to know answer what about it speaks. 3C25 e
47 ass ...because that way I will get to know better the things we study. It's a wa
48 the book 8I;156 8J;157 I like to know diferent opinions, so I can suit the
49 cal and culture-based texts I like to know different cultures and or historys.
50 historical texts &because it good to know histories from the passed and helps u
51 re interesse to read Till the end, to know how they end. 5E 69 Luís de Camões
52 in a text or book with the purpose to know it and understand it. 4D38 easy tex
53 e-based texts (...) because I like to know more about different places around th
54 on-fiction (...) because it's good to know more about somebody or something Read
55 mple about the environment we stay to know more about what around us. 8I;135
56 od to we know more vocabulary, and to know more culture. 8I;135 It is reading
57 ting in the way that makes us want to know more. 2B11 love stories 2B12 i
58 hing interesting Reading is a way to know other things, sometimes interesting t
59 6G;101 6G;102 Because it's good to know some good or bad critics, to make us
60 9K;193 Because it's always good to know someone else's opinion. 9K;194 Beca
61 y it gives me a feeling of desaire to know the end of it and because in this way
62 important (and it is more boring) to know the events, the things that hapen in
63 ortant 1A4 Because I always like to know the other's opinion so we can discuss

64 rett, Folhas Caídas Because I like to know the story it gives me a feeling of de
65 i might be wrong. 5E 82 5E 83 to know the subject is interesting and if we
66 153 Because we don't need to write to know the things that are happening around
67 use I think that it is interesting to know what happened, what they thought, wha
68 ebody or something Reading is stay to know what is something (text, article...)
69 issues [&] because it is important to know what other people think 4D47 inter
70 7H;131 8I;132 Sometimes I like to know what the others think about it. 8I;
71 en I start reading a book 7H;128 To know what their opinion is about the book.
72 45 4D46 Because it is important to know what were the interpretation of the o
73 ent-affairs Because it's important to know what's happen to prevent future probl
74 rmative texts (...) because we get to know, lots of things about many topics.
75 is way I can memorise if necessary to know. 4D44 4D45 Fernando Pessoa Beca
76 le's opinions are very interesting to know. 8I;137 Wen I read something I not
77 . 5E 68 the help of our teacher, To know/ learn the more difficult words. 5E
78 2B15 They are useless because we know better the story. 2B16 2B17 D
79 t important. 8I;134 Very good to we know more vocabulary, and to know more cul
80 ay of finish certainly the book. You know I have an objective and I have to get
81 od to hear other opinions even if you know you're right. 9K;180 9K;181 Beca

knowledge

Left Collocates

1 ts me. It is a good way to achieve knowledge and and to improve languae manipul
2 sleep. Reading is a way to achieve knowledge through texts, images, it is aisc
3 ng I think it's a way of acquiring knowledge, knowing new things. It is a way
4 t-boring! 7H;123 It's to adquire knowledge about the facts that we didn't giv
5 because it's good for my cultural knowledge Os Maias, Eça de Queirós; Hamlet,
6 Reading it's taking more cultures, knowledge. Something that should make part
7 history. I know that is good for knowledge but nevertheless it's really borin
8 exts in manuals which give general knowledge of things I just read texts in ma
9 earning, serves to spend time, get knowledge about an interesting subject. 6F
10 s a means by which man expands his knowledge, reading can also be considered an
11 rs opinions. It will provide more knowledge about facts. 5E 76 Because I nee
12 age Reading it's a way to got more knowledge and to spend the free hour 7H;12
13) because it's a way to improve my knowledge 8I;132 culture-based texts (...
14 ..because it helps me to expand my knowledge. I don't really like texts related
15 he reading. A way of improving our knowledge 5E 48 I like reading that becau
16 in class because we can expand our knowledge about certain matters. 5E 59 ma
17 elp us. 5E 62 Usefull to see our knowledge and comprehension of the texts.
18 e mind (eyes) absorbs enriches our knowledge and culture. It is a very pleasant
19 s Reading is a way to develop our knowledge and to be prepared for tomorrow.
20 4 5E 65 Reading is good for our knowledge but, it is also boring when the st
21 t is very important to improve our knowledge. 2B8 magazines; newspapers &is a
22 apacity. 5E 70 It's good for our knowledge. 5E 71 We learn other words 5E
23 xts (...) because it increases our knowledge. Because I rather like to reed in
24 the sumative texts and for our own knowledge. 5E 65 When I read them it's us
25 n form ever invented and a door to Knowledge, pleasure and discovery. 8J;163
26 rcise to the mind that provides us knowledge. 5E 78 descriptive texts "Readi
27 re other ways to get in touch with knowledge and culture, ways which are much m
28 ng, when you interpretate for your knowledge 9K;195 texts which deal with cur
29 K;193 It is when you enrich your knowledge and expand your learning capacity

learn

Left Collocates

1 ; canonical texts ...because I always learn something with them The act of enlarg
2 t helps us to understand the text and learn new things. 8I;148 It's something t
3 exts ...because is one way that I can learn a little and get my English better. R
4 out that. 4D31 Very useful, we can learn better the book 4D32 They are very
5 ng. 8I;143 textbooks Because we can learn contents with reading that No. 8I;1
6 8I;147 textbooks (...) because we can learn lots of thing through it. No, I don't
7 8I;148 textbooks (...) because we can learn lots of thinks, such as: the history,
8 lture-based texts (...) because I can learn much things about the other's people
9 en he read and had to "prove" what he learn about it. 7H;125 Sometimes is diffi
10 ng 8I;150 textbooks (...) because I learn something about the history of the co
11 eans "learning" because when I read I learn. 7H;113 Reading is try to underst
12 er abandon you. 9K;191 Reading is learn, to have more culture 9K;192 lyrics
13 68 the help of our teacher, To know/ learn the more difficult words. 5E 69 It
14 ee if the student understood the text learn new words and structures, personae po
15 al texts (...) because it is a way to learn about a centry. Reading is a way to t
16 it lacks time. 9K;196 Necessary to learn and comprehend. 9K;197 I don't know
17 ed for reading comprehension (...) to learn and discover more vocabulary. 8J;1
18 B12 love stories; comics Is a way to learn and understand the world and culture.
19 4D35 historical texts &it's a form to learn it. No 4D36 comics &because they ar
20 it is a way to accomplish my work, to learn more words. 9K;186 comics are mor
21 cial to us all because we are able to learn new things and to be in contact with
22 arrator mind 3C24 no preference To learn new things and to know answer what ab

23 he is reading. 8I;151 It's a way to learn some lexical structures and a way to
24 need all the silence that listen to learn something for my words in writing and
25 Maybe. I think that "reading" is to learn something more than read. 7H;117 no
26 uce enowledgements for pleasure or to learn something. 8I;143 textbooks Because
27 g because I think it is a good way to learn to talk and speak more approprieted,
28 ng) Reading is like and estrategy to learn, because through reading we learn man
29 arn about other countries. Read is to learn. 2B9 culture-based texts Yes. It i
30 communicate and give us the chance to learn. 4D43 texts about tennagers' proble
31 cause they like reading, They like to learn. 8I;136 informative texts In my op
32 rs &is a good cultural thing where we learn about other countries. Read is to lea
33 77 culture-based texts ...because we learn about their traditions. 5E 78 cult
34 h a reading comprehension activity we learn and understand much more the foreign
35 hool. 8I;155 Because, in school we learn how to compreend the meaning of the t
36 to learn, because through reading we learn many things. 7H;128 texts based on
37 's good for our knowledge. 5E 71 We learn other words 5E 72 When we read and
38 culture-based texts (...) because we learn something more about peuing cultures.
39 4D42 historical texts &because we learn that it is the same for all of us and
40 we don't have the right words and we learn them. 4D43 To understand better th
41 6F 88 critical texts ...because we learn with them and it's much easy to read.
42 ans read something, and if we read we learn. 7H;107 comics Maybe the class will
43 people who are going to read it will learn more about teenagers. 9K;182 In my

learning

Left Collocates

1 teacher´s questions. 6F 94 As a learning grammar structures and developing
2 . Reading is equal to learning and learning is to able to comprehend the messa
3 It's a way of knowing the text and learning things about from it. 6G;98 it's
4 42 Because my fellow student's are learning with me and the teachers say that
5 ead is a way of learning, is being learning the out side world and it's a way
6 nt to keep the basis to continuing learning and speaking I don't know 8J;171
7 way of better teaching and easier learning since you put learning and amuseme
8 ies &because I find it fascinating learning about somebody's life. 4D30 tex
9 nothing in particular Reading is learning 8I;150 textbooks (...) because I
10 class: it's too noisy. Reading is learning information, getting answers for q
11 ollowing my on opinion, but I like learning about it from persons that know mu
12 sh In my opinion "Reading" means "learning" because when I read I learn. 7H
13 it's very emotional. It's a way of learning and become cult. 7H;131 informat
14 ur on way. 6F 95 It's a way of learning and expanding our vocabulary. 6F
15 A1 textbooks Because it's a way of learning and understanding the book with ou
16 mprehension activity it's a way of learning and understanding. 4D35 It is th
17 62 comics it's a different form of learning English, with entertainment. No.
18 4D33 Yes. Because it's a way of learning new things William Shakespeare, H
19 form of spending time and also of learning new things. 5E 57 romance novels
20 It way of learning. 1A3 a way of learning something 1A4 It's very useful t
21 wadays their is some other ways of learning such as listening (a tape). 5E 5
22 n important and intelligent way of learning, and developed our mind and acultu
23 d children) Reading is synonim of learning, but is synonim too of entertainme
24 usement together. Read is a way of learning, is being learning the out side wo
25 exciting sometimes. It's a way of learning, serves to spend time, get knowled
26 nderstand it or no 1A2 It way of learning. 1A3 a way of learning something
27 ur vocabulary, enjoying ourselves, learning something. A kind of dialogue but
28 and easier learning since you put learning and amusement together. Read is a
29 et an understand the things you're learning 2B11 2B12 2B13 2B14
30 seful and an important tool in the learning of the foreign language. 5E 50 b
31 y and culture. Reading is equal to learning and learning is to able to compreh
32 ich your knowledge and expand your learning capacity 9K;194 poetry (...) bec

skills

Left Collocates

1 ates the reading and comprehensive skills should be delt with. 7H;120 7
2 bout evaluation our interpretative skills. 6F 86 I would describe it as la
3 ut the characteristics and writing skills of certain writers. 5E 59 It
4 s a persons vocabulary and writing skills. 7H;120 history books Reading I

language

Left Collocates

1 e I like and with an accessibility language and in school I read the texts the
2 e I like and with an accessibility language and in school I read the texts the
3 od way of improving vocabulary and language form. 8J;173 A reading in a way
4 ls. 6F 86 I would describe it as language improvement. 6F 87 We have to re
5 9K;180 texts written in colloquial language 9K;181 lyrics 9K;182
6 ometimes the book have a difficult language. 4D29 The help us understand ce
7 ant and sometimes with a dificulty language. 9K;177 Mário Sá-Carneiro As I r
8 ant and sometimes with a dificulty language. 5E 62 5E 63 Fernando Pessoa
9 ool in the learning of the foreign language. 5E 50 better understanding a te

10 d understand much more the foreign **language**. 7H;113 7H;114 Sometimes the
11 deologies, reasons.. with guidance **language** or opinions. 6G;98 6G;99 We h
12 o reed in portuguese than in other **Language**. 9K;186 texts dealing with sport
13 8I;155 It's a way of improving our **language** and also a way of describing the o
14 se it only helps us to improve our **language**, and it's something that takes up
15 comfortable to read in our proper **language**. 8J;174 historical, political, a
16 esting and more comphreensivel the **language** Reading it's a way to got more kno
17 her texts usualy used. Because the **language** sometimes is a bit difficult 9K;
18 l because it was a summary and the **language** was easy. 4D39 4D40 They ar
19 o ready in English, because of the **language**. 5E 63 historical texts ...becau
20 for a better understanding of the **language**. 9K;180 It's a activity to devel
21 d with pleasure, not to avalue the **language**& 3C24 Luís de Camões, Os Lusíada
22 simplified and the contributed to **language** development. Eurico, O Presbítero

activities

Left Collocates

1 t like to do reading comprehension **activities** at school 5E 61 The teacher help
2 reading and other extra-curricular **activities**. it's a pity that our school syst
3 these educational extra-curricular **activities** and selfintentional readings. 5E
4 teacher don't provide us different **activities**, our class is so boring, you can't
5 ontributes for the lack of leisure **activities**. 7H;130 Because people don't hav
6 ey feel they are always busy. New **activities** and ways to spend the free time.
7 nd they look for more and more new **activities**, such as the modern INTERNET 9K;
8 t of the people find other kind of **activities**, like computer or television more
9 7H;125 because people have other **activities**. For e.g. in past women could rea
10 gnored because people prefer other **activities**: to have fun and reading (so they
11 of them has different programmes, **activities**, works. 5E 67 I don't know, but

exercises

Left Collocates

1 88 Sometimes it's repetitive but **exercises** are easy 6F 89 As a way to help
2 C25 It is reading a text and doing **exercises** 3C26 It is very important 3C27
3 J;169 none Their boring. 8J;170 **exercises** used in school (...) because I thi

vocabulary

Left Collocates

1 cause you like it and you adquored **vocabulary** sometimes. I think I should read
2 ure-based texts; texts that enrich **vocabulary** 6F 95 texts that deal with mus
3 8J;172 A good way of improving **vocabulary** and language form. 8J;173 A read
4 ted to each subject; texts rich in **vocabulary**; cultural texts 2B11 literary te
5 e by doing that I can acquire more **vocabulary** and more knoleges. 4D42 histori
6 8I;134 Very good to we know more **vocabulary**, and to know more culture. 8I;13
7 n (...) to learn and discover more **vocabulary**. 8J;173 book reviews (...) beca
8 ative texts because it enlarges my **vocabulary** and culture. Reading is equal to l
9 he text. 6F 90 It developpes new **vocabulary** and knoledge 6F 91 very, very bo
10 ovels The best way to enlarge our **vocabulary** and it is also a way to enjoy our
11 in the topic A way to improve our **vocabulary**, but more important: reading is a
12 with them The act of enlarging our **vocabulary**, enjoying ourselves, learning some
13 to expand our imagination and our **vocabulary**. 4D30 texts about current event
14 way of learning and expanding our **vocabulary**. 6F 96 nothing It's pick up a b
15 is a way to enlarge one's passive **vocabulary** 8J;172 stories based on school s
16 rmation, but it improves a persons **vocabulary** and writing skills. 7H;120 histo
17 ;175 texts which can enlarge one's **vocabulary** 9K;176 9K;177 texts deali
18 way of knowling and enlarge one's **vocabulary**. 6G;98 the textbook Because it'
19 y to synthesise ideas. 5E 83 the **vocabulary** has to be easy. Know by everyone
20 ink it's necessary to practice the **vocabulary** if we want to keep the basis to co
21 we read and understand most of the **vocabulary** in the text. 5E 73 It a text tha
22 ing" is the best way to enrich the **vocabulary**, culture, and criate a great capac

informative

Right Collocates

1 ime in that kind of reading 4D41 **informative** and narrative texts &because by do
2 o de Notícias; Jornal da Madeira); **informative** books; novels Agustina Bessa Luís,
3 rehension activity is educated and **informative**. 7H;128 It is to evaluate how a
4 ead a little more it's, sometimes, **informative**. 8I;151 8I;152 8I;153 8
5 onal research 7H;127 many kinds (**informative**; poetry; etc.) 7H;128 books; tex
6 7 textbooks &because they are very **informative**. Reading is the act of "entering"
7 ore. 2B11 love stories 2B12 **informative** texts 2B13 2B14 2B15
8 t I am reading. 4D34 dialogues; **informative** texts 4D35 culture-related tex
9 texts that I believe to be "good" **informative** texts 7H;105 A Cidade e as Ser
10 o themes discussed in class 4D43 **informative** texts 4D44 4D45 literature
11 texts; descriptive texts 8I;136 **informative** texts 8I;137 all kinds of texts
12 exts about everything 1A3 poems; **informative** texts 1A4 poems; drama texts; di
13 many others 5E 50 novels; plays; **informative** texts 5E 51 textbooks 5E 52 no

14 5E 51 textbooks 5E 52 novels; *informative* texts 5E 53 texts from the manua
15 hical and historical texts 5E 63 *informative* texts 5E 64 informative texts
16 5E 63 informative texts 5E 64 *informative* texts 5E 65 literary texts 5E
17 xts 5E 80 literary texts 5E 81 *informative* texts 5E 82 informative texts; c
18 of texts 6F 96 historical texts; *informative* texts 6F 97 poems; narrative tex
19 syllabus 6G;99 historical texts; *informative* texts 6G;100 all kinds of differ
20 literary texts 7H;108 7H;109 *informative* texts 7H;110 informative texts
21 7H;109 informative texts 7H;110 *informative* texts 7H;111 historcal texts; po
22 guese, French and English 7H;113 *informative* texts 7H;114 texts mentioned in
23 ary texts 8I;154 literary texts; *informative* texts 8I;155 romance novels; com
24 cal texts 9K;179 literary texts; *informative* texts 9K;180 historical texts; g
25 (e.g.: O Judeu; Aparição) 9K;185 *informative* texts 9K;186 comics 9K;187 tex
26 ish and American history) 9K;191 *informative* texts 9K;192 historical texts
27 2B19 historical texts 2B20 *informative* texts I don't like english. 2B2
28 ding, They like to learn. 8I;136 *informative* texts In my opinion reading is th
29 metimes interesting things. 4D40 *informative* texts Reading is to read attentiv
30 st to understand the story. 4D40 *informative* texts Sometimes it's very difficu
31 it is more interesting. 9K;189 *informative* texts (...) because they teach us
32 H;126 interesting texts 7H;127 *informative* texts (...) because we get to know
33 , our I could imagine... 8I;136 *informative* texts (...) because it gives a lot
34 use they are interesting 9K;185 *informative* texts (...) because it increases o
35 learning and become cult. 7H;131 *informative* texts (...) I prefer reading infor
36 hen the book was written. 7H;104 *informative* texts ...because is one way that I
37 o understand some facts. 7H;110 *informative* texts ...because it's an area that
38 9K;187 textbooks; plays 9K;188 *informative* texts about literary novels 9K;1
39 s that happend in England 5E 49 *informative* texts because it enlarges my vocab
40 places around the world. 8I;133 *informative* texts Because it is important (and
41 culano, Eurico O Presbítero 2B20 *informative* texts I don't remember 2B21 a li
42 in (e.g.: Virgílio; Cicero) 4D39 *informative* texts linked to themes discussed i
43 uspense, and romance novels 4D42 *informative* texts linked to themes discussed i
44 a subject very interesting 1A6 *informative* texts on other countries and cultu
45 tures and vision of life. 6F 88 *informative* texts on the topic to be studied i
46 he writer's point of view. 6F 86 *informative* texts on the topic to be studied i
47 kes: music; movies; etc. 5E 55 *informative* texts they are easier to examine.
48 exts" (e.g.: historical; literary; *informative*; texts with varied themes) 9K;19
49 I like very much History. 3C24 *informative* texts &because give me information
50 related to current events 4D37 *informative* texts &because I get more and more
51 24 informative texts; plays 3C25 *informative* texts; bibliographies; Shakespeare
52 studied; historical texts 9K;177 *informative* texts; books 9K;178 informative
53 informative texts; books 9K;178 *informative* texts; books; historical texts 9
54 hey are more interesting. 5E 52 *informative* texts; comics 5E 53 texts whic
55 I don't like many english. 5E 81 *informative* texts; comics ...because that's th
56 5E 81 informative texts 5E 82 *informative* texts; culture-based texts 5E 83
57 texts discussed in class 7H;118 *informative* texts; culture-based texts 7H;11
58 s which deal with music 7H;111 *informative* texts; historical texts Because I
59 rnational organizations 9K;196 *informative* texts; literary texts It's more in
60 texts 5E 54 boring texts 5E 55 *informative* texts; literary texts, depending o
61 ts; newspapers; magazines 8J;164 *informative* texts; literary texts in Portugues
62 boring 9K;187 stories 9K;188 *informative* texts; lyrics (...) because it is
63 s 8J;168 literary texts 8J;169 *informative* texts; lyrics; canonical fiction
64 h as A Sibila and Os Maias 5E 59 *informative* texts; magazines 5E 60 poetry; d
65 ything, if it's interesting 3C24 *informative* texts; plays 3C25 informative te
66 Because it's interessant. 5E 57 *informative* texts; poetry 5E 58 excerpts f
67 re's plays 3C26 textbooks 3C27 *informative* texts; poetry; plays; narrative te
68 4D47 literature 5E 48 5E 49 *informative* texts; stories and many others 5
69 xts about literary novels 9K;189 *informative* texts; textbooks 9K;190 historic
70 8I;143 all kinds of texts 8I;144 *informative* texts; texts for "extra reading"
71 sed by the teachers to read 2B19 *informative* texts; texts given by the teachers
72 on personal expericences 6F 93 *informative* texts; texts that deal with intern
73 d themes) 9K;196 literary texts; *informative* texts; texts which are useful to m
74 rical texts 4D36 all kinds, from *informative* to literary texts 4D37 historica

information

Left Collocates

1 rstand a text and receive adequate *information*. 8J;163 An activity in which we
2 way of providing pleasure and also *information* about several subjects 5E 59 The
3 ngs. 1A3 ...because we have also *information* in the TV., radio and mainly the c
4 texts) 4D31 poetry; background *information* 4D32 texts about current event
5 eful. They provide was background *information* important to the work we have to d
6 H;109 non-fiction it always brings *information* about the people that we are studi
7 nterpretation or else take correct *information* from experts in reading. 8I;153
8 ... because they give us cultural *information* and they tell us some thing of the
9 ol because that way I can exchange *information* with my friends. 7H;118 home Bec
10 E 76 Because they give us explicit *information* that sometimes we can't identified
11 f the text. 9K;189 Important for *information*. 9K;190 Useful for the text's co
12 efull because they give us further *information* 1A5 When we don't have the time

13 useful because I use it to further *information* sports 8I;141 When I have to stu
14 day we have more facilities to get *information*, television, computers, rádio, etc
15 ith the texts, and are back-ground *information*. A Sibila, Augustina Bessa Luís
16 rent-affairs 7H;129 historical *information* about a particular text 7H;130
17 all texts which contain "important *information*" 9K;188 lyrics (...) because t
18 's too noisy. Reading is learning *information*, getting answers for questions tha
19 4 textbooks A way of acquire more *information* 4D45 nothing [&] because reading
20 s; poetry because we can have more *information* about the characteristics and writ
21 ting. It's a way of adquiring more *information* about something, it can be interes
22 because it's where they have more *information* about and complete. 7H;121 the
23 think when we reading we have more *information* give and know what happened in the
24 ooks. 8I;149 Because there is no *information* about what is reading, and people
25 brary Because we can find a lot of *information* and it is a quite place. 7H;104
26 ts (...) because it gives a lot of *information*. 8I;137 news articles (...) bec
27 e usefull, taking in count the pre-*information* they give us, before reading Viage
28 of other means which also provide *information* and pleasur without requiring extr
29 ative texts (...) I prefer reading *information* texts about all events, with more
30 are other types of ways to receive *information* without reading ex: the television
31 r, and people don't bory to search *information* and culture in reading but on the
32 hool you have to look for specific *information*. 9K;181 the textbook and the te
33 re useful since it supplies me the *information* I don't understand during the read
34 skimming too the text for all the *information* in order to understand it. 8J;16
35 8 It is reading and explaining the *information* of the text. 9K;189 Important fo
36 7H;118 It's a way of evaluate the *information* we all have. 7H;119 As the title
37 ger have to read to have access to *information*. All they have to do is watch som
38 that a person not only gathers up *information*, but it improves a persons vocabul

texts-based

Left Collocates

1 d it's much easy to read. 6F 89 *texts based* on personal expericences Because t
2 dventure stories; poetry 6F 91 *texts based* on personal expericences 6F 9
3 on personal expericences 6F 92 *texts based* on personal expericences 6F 93
4 shion, films, war, etc. 6G;103 *texts based* on other people's opinions; fictio
5 texts from the textbook 6G;98 *texts based* on other students´ opinions; canon
6 nd in the way of reading. 7H;119 *texts based* on current and future events I th
7 ing we learn many things. 7H;128 *texts based* on current-affairs 7H;129 text
8 cisms; historical texts 8I;151 *texts based* on current affairs (...) because w
9 scarce of knowlegement. 8I;152 *texts based* on current affairs 8I;153 lite
10 for reading comprehension 8J;159 *texts based* on current-affairs; texts dealing
11 es historical and scientific texts *texts based* on current affairs romance novels
12 l development sports-related texts *texts based* on themes discussed in class 9K;
13 al, political, and literary texts; *texts based* on society (...) because it se be

based-texts

Left Collocates

1 5E 82 informative texts; culture-*based texts* 5E 83 narrative texts; plays 6
2 e 6F 93 narrative texts; culture-*based texts* 6F 94 narrative texts; culture-b
3 s 6F 94 narrative texts; culture-*based texts* 6F 95 all kinds of texts 6F 96
4 cal texts; literary texts; culture-*based texts* 7H;116 culture-based texts 7H;
5 lture-based texts 7H;116 culture-*based texts* 7H;117 texts discussed in class
6 7H;118 informative texts; culture-*based texts* 7H;119 romance novels; historica
7 s 5E 60 historical and culture-*based texts* I like to know different cultures
8 tive personality. 5E 76 culture-*based texts* 5E 77 culture-based texts ...b
9 ture-based texts 5E 77 culture-*based texts* ...because we learn about their tr
10 their traditions. 5E 78 culture-*based texts* 5E 79 texts about contemporary
11 ed texts; lyrics 5E 83 culture-*based texts* 6F 84 adventure stories 6F
12 6 critical texts 6F 87 culture-*based texts* I prefer reading in Portuguese, b
13 ted to politics. 7H;109 culture-*based texts* ...most of it are very interesting
14 that are useful. 7H;112 culture-*based texts* 7H;113 texts which deal with
15 me for the test 7H;115 culture-*based texts* 7H;116 everything 7H;117 I
16 7H;131 historical texts; culture-*based texts* (...) because it's a way to improv
17 ove my knowledge 8I;132 culture-*based texts* (...) because I like to know more
18 know. 8I;138 8I;139 culture-*based texts* because it's more interesting 8
19 t's interesting. 8I;141 culture-*based texts* (...) because I can learn much thi
20 people customs. 8I;142 culture-*based texts* (...) because we learn something m
21 ;154 criticisms 8I;155 culture-*based texts* 8I;156 literary texts (...) be
22 8J;158 8J;159 English culture-*based texts* 8J;160 general culture 8J
23 s. Read is to learn. 2B9 culture-*based texts* Yes. It is a way of getting smart
24 s. 5E 57 romance novels; culture-*based texts* 5E 58 novels; poetry because w
25 red for tomorrow. 7H;112 culture-*based texts* about the English In my opinion "
26 hat I now a bit. 8I;142 culture-*based texts* For me "reading" is introduce eno
27 b to the Slaughter 5E 76 culture-*based texts* Os Maias, Eça de Queirós; A Sibila
28 Diário de Notícias comics culture-*based texts* 6G;98 magazines newspapers adver
29 nteresting Euro 9K;195 culture-*based texts* texts dealing with social developm
30 ternational news 6F 94 culture-*based texts*; texts that enrich vocabulary

31 more interesting 8I;140 culture-*based texts*; texts on the environment and spor
32 8I;152 historical texts; culture-*based texts*; comical texts (...) they are very
33 n other people's opinions; fiction-*based texts* 7H;104 texts which are not wri
34 temporary issues 5E 80 fiction-*based texts* Because I don't like many english
35 e in the manuals. 5E 82 fiction-*based texts*; lyrics 5E 83 culture-based te
36 rror-based texts newspapers horror-*based texts* 7H;108 magazines magazines tex
37 7H;106 7H;107 comics; horror-*based texts* newspapers horror-based texts 7

related

Left Collocates

1 ree hour 7H;126 Hamlet; anything *related* to Northern Ireland Hamlet was a t
2 informative texts 4D35 culture-*related* texts &because it's interesting.
3 cultures 2B7 2B8 culture-*related* texts 2B9 funny texts Because
4 istorical texts (...) because it's *related* facts that help us to understand t
5 Bernardo Santareno 5E 54 sports-*related* texts; newspapers; comical books;
6 ing with social development sports-*related* texts texts based on themes discus
7 se it's interesting. 4D36 texts *related* to current events 4D37 informa
8 d classical literature 1A6 texts *related* to each subject; poetry or any oth
9 2B9 literary texts 2B10 texts *related* to each subject; texts rich in voc
10 eel more comfortable 1A1 texts *related* to each subject 1A2 texts about
11 owledge. I don't really like texts *related* to politics. 7H;109 culture-bas
12 ive and argumentative texts; texts *related* to the subject 4D30 tragedies
13 ve texts; textbooks 9K;176 texts *related* to the subject studied; historical
14 l texts; geographical texts; texts *related* to the "family" 9K;181 texts rel
15 9K;187 non-fiction (e.g.: texts *related* to the role of women in today's so
16 ted to the "family" 9K;181 texts *related* to the subject studied 9K;182

cultural

Right Collocates

1 ines; newspapers 5E 49 legends; *cultural* books Lendas Portuguesas, Fernando
2 de yourself more "inteligence" and *cultural*. 7H;121 lyrics; magazines Becaus
3 s; lyrics ... because they give us *cultural* information and they tell us some
4 7H;114 because it's good for my *cultural* knowledge Os Maias, Eça de Queirós
5 eading is specially increasing our *cultural* level but any answer could be comp
6 texts or manuals for the needs and *cultural* of the students. 8J;175 good.
7 subject; texts rich in vocabulary; *cultural* texts 2B11 literary texts 2B12
8 as different books 8I;133 poems *cultural* texts a book philosophy books 8I
9 8 magazines; newspapers &is a good *cultural* thing where we learn about other c
10 find interestings things, such as: *cultural*, traditions etc. 5E 64 the Engli

culture

Left Collocates

1 n't bory to search information and *culture* in reading but on the computers.
2 to get in touch with knowledge and *culture*, ways which are much more quicker
3 magazines 5E 60 historical and *culture*-based texts I like to know differe
4 learn and understand the world and *culture*. 2B13 textbooks &because they ar
5 absorbs enriches our knowledge and *culture*. It is a very pleasant exercise.
6 ause it enlarges my vocabulary and *culture*. Reading is equal to learning and
7 ries and cultures 2B7 2B8 *culture*-related texts 2B9 funny texts
8 countries. Read is to learn. 2B9 *culture*-based texts Yes. It is a way of g
9 Ragazza; Diário de Notícias comics *culture*-based texts 6G;98 magazines news
10 logues; informative texts 4D35 *culture*-related texts &because it's inter
11 ons; Lamb to the Slaughter 5E 76 *culture*-based texts Os Maias, Eça de Queir
12 e respective personality. 5E 76 *culture*-based texts 5E 77 culture-base
13 E 76 culture-based texts 5E 77 *culture*-based texts ...because we learn ab
14 n about their traditions. 5E 78 *culture*-based texts 5E 79 texts about
15 tion-based texts; lyrics 5E 83 *culture*-based texts 6F 84 adventure st
16 nt) 8J;158 8J;159 English *culture*-based texts 8J;160 general cu
17 us to be more informed on English *culture*. 4D44 dialogues Because it's n
18 6F 86 critical texts 6F 87 *culture*-based texts I prefer reading in P
19 with international news 6F 94 *culture*-based texts; texts that enrich voc
20 re-based texts 8J;160 general *culture* 8J;161 non-fiction 8J;162
21 s knowing more things more general *culture* and feeling some pleasure about th
22 very interesting and provide great *culture* 8J;163 texts dealing with teen
23 xts related to politics. 7H;109 *culture*-based texts ...most of it are very
24 be prepared for tomorrow. 7H;112 *culture*-based texts about the English In
25 e texts that are useful. 7H;112 *culture*-based texts 7H;113 texts whic
26 prepare me for the test 7H;115 *culture*-based texts 7H;116 everything
27 exts; culture-based texts 7H;116 *culture*-based texts 7H;117 texts discuss
28 to improve my knowledge 8I;132 *culture*-based texts (...) because I like t
29 that I know. 8I;138 8I;139 *culture*-based texts because it's more inte
30 se it's more interesting 8I;140 *culture*-based texts; texts on the environm
31 sports It's interesting. 8I;141 *culture*-based texts (...) because I can le
32 other's people customs. 8I;142 *culture*-based texts (...) because we learn

33 things that I now a bit. 8I;142 culture-based texts For me "reading" is i
34 g. 8I;154 criticisms 8I;155 culture-based texts 8I;156 literary te
35 tle is interesting Euro 9K;195 culture-based texts texts dealing with soc
36 30 Like a good form of taking more culture 4D31 Sometimes boring. 4D32 Re
37 1 Reading is learn, to have more culture 9K;192 lyrics Simple, it has to
38 asy" texts It's a way to get more culture about anythink, to be informed abo
39 more vocabulary, and to know more culture. 8I;135 It is reading and andest
40 ew things. 5E 57 romance novels; culture-based texts 5E 58 novels; poet
41 echa Negra 5E 82 romance novels; culture-based books Os Maias, Eça de Queir
42 cause also because of the lacke of culture awareness. 8J;162 Because there
43 Reading is a way to enlarge our culture, our horizonts, giving ous new exp
44 and, as a consequence enlarge our culture. 9K;177 crime novels; lyrics Fir
45 story of the country or about it's culture. No, I don't know how to define it
46 e texts 5E 82 informative texts; culture-based texts 5E 83 narrative text
47 class 7H;118 informative texts; culture-based texts 7H;119 romance novel
48 about. 8I;152 historical texts; culture-based texts; comical texts (...) t
49 iterature 6F 93 narrative texts; culture-based texts 6F 94 narrative text
50 sed texts 6F 94 narrative texts; culture-based texts 6F 95 all kinds of t
51 historical texts; literary texts; culture-based texts 7H;116 culture-based
52 blems. 7H;131 historical texts; culture-based texts (...) because it's a w
53 nternet Reading is an away of the culture and a "mental exercise" 8I;147 t
54 thinks, such as: the history, the culture and the way of be of many people a
55 best way to enrich the vocabulary, culture, and criate a great capacity of mi

history

Left Collocates

1 7H;120 Because in a book have a history to count, and not a statement to r
2 to dislike because it's all about history. I know that is good for knowledg
3 texts (e.g.: British and American history) 9K;191 informative texts 9K;1
4 Sherlock Holmes; Agatha Christie); history books A Sibila, Augustina Bessa L
5 John Steinbeck texts about English history 8J;167 Abismos, James Douglas Mo
6 D32 poetry 4D33 texts on English history (e.g.: Hamlet; the Tudors; Margare
7 s in Latin 4D38 texts on English history; texts in Latin (e.g.: Virgílio; C
8 on literature, philosophy, English history; texts in Latin 4D38 texts on En
9 raphies; weeklies (eg.: Expresso); history books The Great Gatsby; The Pearl
10 ories Hamlet, Shakespeare 7H;111 history books; magazines Hamlet, Shakespe
11 ulary and writing skills. 7H;120 history books Reading is a way to concent
12 es Dickens; Hamlet; (...) 7H;127 history books; magazines Amor de Perdição,
13 hen I read a book I read it by its history, I don't mind, I don't care with t
14 4D37 Shakespeare, Romeo and Juliet history books; dictionaries dictionaries K
15 ause it's History and I don't like History. 7H;108 all sorts of texts (exc
16 dy are boring, now English is like history. 7H;122 Fernando Pessoa Because,
17 cal texts Because I like very much History. 3C24 informative texts &becaus
18 5E 68 magazines newspapers; history books my own poetry textbooks 5E
19 para Chocolate Hamlet 1A5 novels History of Portugal comic books 1A6 Com
20 ou can find music in every fase of history 9K;193 9K;194 9K;195
21 texts because I like very much of history and is a subject very interesting
22 've not a very good appreciater of history. 7H;122 7H;123 7H;124 7
23 7H;107 none of them Because it's History and I don't like History. 7H;10
24 ecause I learn something about the history of the country or about it's cultu
25 r pleasure, so I´m interest in the history, in what happen etc. It's differe
26 learn lots of thinks, such as: the history, the culture and the way of be of
27 torical texts that deal with Tudor history (...) because I think that it is i

historical

Left Collocates

1 derstand better the subject 1A3 historical texts 1A4 texts about contempo
2 untries because it's actual 1A5 historical texts because I like very much of
3 literary texts; philosophical and historical texts 5E 63 informative texts
4 kind 2B16 literary texts 2B17 historical texts, for example the World War a
5 ks that I study in classrom 2B17 historical texts Because have true facts 2
6 ts that are useful for me 2B17 historical texts Not 2B18 perhaps sports t
7 exts about current themes 2B19 historical texts 2B20 informative texts
8 stories I don't have time 2B22 historical texts 2B23 historical texts Be
9 e 2B22 historical texts 2B23 historical texts Because I like very much His
10 9K;194 9K;195 biographies; historical texts; texts dealing with politics
11 9K;178 informative texts; books; historical texts 9K;179 literary texts; inf
12 particular 8I;150 criticisms; historical texts 8I;151 texts based on cu
13 4D34 narratives; dialogues 4D35 historical texts 4D36 all kinds, from infor
14 of practising the lecture. 4D35 historical texts &it's a form to learn it. No
15 formative to literary texts 4D37 historical texts; texts on literature, philos
16 abulary and more knoleges. 4D42 historical texts &because we learn that it is
17 ng which knowlodges we have 4D42 historical texts &because I like of nowing so
18 is a curious thing to read 4D43 historical texts &because it good to know his
19 based on fact 5E 50 5E 51 historical texts because they talk about prob

20 't feel tautched for that. 5E 56 historical texts; fiction; comical texts Beca
21 , depending on the subject 5E 56 historical texts; texts about current events;
22 ry; historical texts; etc. 5E 58 historical texts; novels, such as A Sibila an
23 ters. 5E 59 magazines 5E 60 historical and culture-based texts I like to
24 d or historys. 5E 61 5E 62 historical texts Because to me it's more dif
25 papers documentaries books 5E 62 historical texts; love stories literary texts
26 , because of the language. 5E 63 historical texts ...because it's something th
27 ething that belong to us. 5E 64 historical texts ...because it belongs to us.
28 ts 5E 71 narrative texts 5E 72 historical texts 5E 73 texts from textbooks
29 ny a text I have no time. 5E 72 historical texts (about England) 5E 73 te
30 cs 6F 86 narrative texts 6F 87 historical texts; texts from the textbook 6
31 ts that you like and read 6F 89 historical texts Because it's interesting, ve
32 6F 95 all kinds of texts 6F 96 historical texts; informative texts 6F 97 p
33 texts about current events (e.g.: historical texts) 4D31 poetry; background
34 9K;195 "all kinds of texts" (e.g.: historical; literary; informative; texts with
35 s that are in the syllabus 6G;99 historical texts; informative texts 6G;100
36 ppy" in still boring. No. 7H;108 historical texts; plays (e.g.: Shakespeare's)
37 mentioned in the syllabus 7H;115 historical texts; literary texts; culture-bas
38 novels; historical texts 7H;120 historical texts 7H;121 Portuguese novels
39 .: music; sports; etc.) 7H;122 historical texts that deal with Tudor history
40 7H;122 all kinds of texts 7H;123 historical texts in English and Portuguese
41 has an interesting story 7H;124 historical texts Reading is something that
42 7H;123 book excerpts 7H;124 historical texts (...) because it chow-me dif
43 because he work together. 7H;125 historical texts (...) because it's related f
44 al with current-affairs 7H;129 historical information about a particular tex
45 about a particular text 7H;130 historical texts; texts which deal with curre
46 ure for extensive reading 7H;130 historical texts 7H;131 8I;132 all kinds
47 prevent future problems. 7H;131 historical texts; culture-based texts (...) b
48 8I;132 all kinds of texts 8I;133 historical Portuguese literature 8I;134 lit
49 8I;134 literary texts 8I;135 historical texts; descriptive texts 8I;136
50 nts with reading that No. 8I;144 historical and scientific texts Reading is t
51 ith science 8I;145 8I;146 historical texts 8I;147 literary texts
52 and what the books about. 8I;152 historical texts; culture-based texts; comica
53 liet 2B12 love stories; facts in historical texts Shakespeare, Hamlet 2B13 l
54 . 8I;156 literary texts 8J;157 historical texts; poems 8J;158 texts used f
55 8J;160 literary texts 8J;161 historical texts; novels; poems 8J;162 hist
56 ical texts; novels; poems 8J;162 historical texts; psychology texts; texts in
57 way to enjoy our selves. 8J;162 historical texts; biographical texts Reading
58 guese and other languages 8J;165 historical texts; novels; poems 8J;166 all
59 literary texts; textbooks 8J;171 historical texts; novels; poems 8J;172 text
60 d in our proper language. 8J;174 historical, political, and literary texts; te
61 texts; informative texts 9K;180 historical texts; geographical texts; texts r
62 plays; stories; comics 9K;184 historical texts (...) because they are inter
63 text content. 9K;183 9K;184 historical texts (...) because it is a way to
64 ormative texts; textbooks 9K;190 historical texts (e.g.: British and American
65 9K;191 informative texts 9K;192 historical texts 9K;193 plays; texts from t
66 ; texts from the textbook 9K;194 historical texts 9K;195 "all kinds of texts
67 exts from textbooks 2B13 lyrics; historical texts 2B14 lyrics; historical te
68 s; historical texts 2B14 lyrics; historical texts 2B15 almost every kind 2
69 ers books books 7H;119 magazines historical and scientific texts texts based o
70 e Perdição; etc. 2B19 magazines, historical texts Shakespeare, Hamlet; A.B. Lu
71 2B13 books; magazines newspapers; historical texts books books 2B14 magazines
72 6F 87 novels; political novels; historical documents; magazines; newspapers
73 sed texts 7H;119 romance novels; historical texts 7H;120 historical texts
74 Sampaio 5E 55 Fernando Pessoa historical texts 5E 56 texts about singer
75 162 documentaries newspapers poems historical texts 8J;163 8J;164 comics
76 rrent events; etc. 5E 57 poetry; historical texts; etc. 5E 58 historical tex
77 ts related to the subject studied; historical texts 9K;177 informative texts;
78 es literary texts scientific texts historical texts 5E 63 Romeo and Juliet Luí
79 usic 7H;111 informative texts; historical texts Because I like to read the t
80 y of material work, dating back to historical times. 7H;120 home Because it's

teacher/s

Left Collocates

1 mething like the helping give by a teacher to a students in parts where he do
2 s. 6G;98 6G;99 We have a good teacher but their experience with the worl
3 nd then we can discuss it with our teacher or classmates, but when we reada b
4 nd understanding the book with our teacher's help. Reading is like entering i
5 s way we can, with the help of our teacher, explore the book itself and also
6 nd help's. 5E 68 the help of our teacher, To know/ learn the more difficult
7 see, our schools specially our own teacher don't provide us different activit
8 h year I had a terrific Portuguese teacher who brought to class plenty of int
9 for homework texts provided by the teacher 7H;127 A Lua de Joana; O Diário
10 ngs. 9K;197 classical novels The teacher can always help us to understand w
11 Because for example in classes the teacher don't explain how important is the
12 when it is a book required for the teacher for we read. when is a choice to

13 6G;103 the textbook ...because the teacher help us when we don't understand t
14 n activities at school 5E 61 The teacher help us. 5E 62 Usefull to see ou
15 ad, a text I have to read what the teacher tell-me to. 8I;142 Fernando Pess
16 and in school I read the texts the teacher want and sometimes with a dificult
17 and in school I read the texts the teacher want and sometimes with a dificult
18 easure then if it was one that the teacher wanted me to read for class. 5E
19 t school I have to read 'cause the teacher wants us to. 5E 58 Because when
20 t, and then I shall check with the teacher's one. 9K;191 9K;192 All opin
21 he other said. 9K;189 I need the teacher's opinion to see if it is similar
22 4D35 4D36 4D37 I prefer the teacher's opinion because, his/her opinion
23 do also used the critic's and the teacher's opinions as one. 7H;110 7H;
24 k it's the better way 8I;154 The teacher's opinion is more valid because we
25 . Somethimes with the help of the teacher. 5E 74 I don't know. 5E 75 Som
26 oks 7H;126 texts provided by the teacher; others from personal research 7
27 der to do the tasks and answer the teacher's questions. 6F 94 As a learning

1 7H;128 books; texts provided by teachers 7H;129 newspaper and magazine ar
2 biographies biographies "the ones teachers ask for" 5E 61 magazines newspap
3 us to read through the text (some teachers do). 8I;153 because I'm readin
4 of interestin texts. I think that teachers should choose the texts also accor
5 ormative texts; texts given by the teachers 2B20 2B21 books advised by th
6 magazines texts suggested by the teachers 7H;109 Morte dos Vendevais A His
7 ause when we studied in school the teachers give some help telling us the stor
8 I want and at school sometimes the teachers give us some boring books to read.
9 ok for pleasure, but at school the teachers help us to read through the text (
10 e the same opinion than I, and the teachers opinion is always ten or twenty ti
11 ent's are learning with me and the teachers say that each person have her one
12 2B20 2B21 books advised by the teachers to read, for example Os Maias, A S
13 e 60's 2B18 books advised by the teachers to read 2B19 informative texts;

other/s

Left Collocates

1 ultural thing where we learn about other countries. Read is to learn. 2B9
2 Padre Amaro 8I;149 books about other cultures, religion, etc. O Judeu,
3 e '68 Hamlet 9K;190 texts about other planets texts about cloning newspa
4 interpretation helps me to have an other interpretation of the book. 4D35
5 have more free time to reading and other extra-curricular activities. it's
6 rlfriend Because in a textbook and other in school I have to mark the impor
7 ; literary texts in Portuguese and other languages 8J;165 historical text
8 erstand. 7H;115 In the text and other works. 7H;116 They are always u
9 ecause of Television, Internet and other. things. 1A3 ...because we have
10 ted to each subject; poetry or any other kinds of texts 2B7 all kinds of
11 an watch on TV. 9K;197 There are other means of entertainment like comput
12 motivate subject 6F 91 There are other priorities in our lives, actually
13 ad boring books 9K;193 There are other types of ways to receive informati
14 he advance of technology there are other ways to get in touch with knowledg
15 people. 7H;109 Because there are other ways to spent free times. for exam
16 at is relative to the text and ask other's opinions. 5E 78 Because our op
17 answering questions about the book other thing we have already read 4D41
18 05 Because people feel atracted by other entertainments and they start thi
19 interpretation. 6F 89 Because by other people's opinion I can tll if I'm
20 ceful and I can be at ease. 4D42 other Because I need all the silence tha
21 can do a break when I want and do other things. 6F 85 home I prefer to r
22 tance, because people can be doing other things and seeing TV and listening
23 e it's necessary we talk with each other and give our opinion. 4D39 becau
24 nd because most of the people find other kind of activities, like computer
25 reason are the people are finding other things to do like watching TV. or
26 the storie. 8I;143 I use it for other courses but not the English. 8I
27 nowadays because people have found other things to do, on which they find m
28 g just because it's different from other's opinion. 1A1 1A2 1A3
29 oncentrate in the reading 6G;100 other I don't have so much time to read
30 ;124 7H;125 because people have other activities. For e.g. in past wome
31 seem to have the time or they have other interests. 4D30 Because people d
32 E 82 Because the young people have other interests but I think the read the
33 ther? 6F 87 Nowadays people have other interests like watching TV, our go
34 habit 8J;158 Because people have other intrecests 8J;159 In my opinion
35 music, art. (...) Now people have other priorities. 6G;103 May be the th
36 bligation. 5E 79 Because we have other things more interesting to do. li
37 ike to read and nowadays they have other things to fill their free time.
38 k this happens because people have other things to do like watching TV., be
39 I;147 Because people nowadays have other things to do besides reading, for
40 ored nowaday because today we have other types of pleasure, like TV., compu
41 of the book. 9K;189 People have other ways of entertainment like TV; the
42 79 Because its always good to hear other opinions even if you know you're r
43 they don't have reading habits, in other cases because books are expensive
44 xts about contemporary problems in other countries because it's actual 1

45 s that thaks the time that they in other day they used to read. 9K;185 Be
46 like to reed in portuguese than in other Language. 9K;186 texts dealing w
47 silenciose...when not a reading in other place... 8I;136 home I use to re
48 I read a book I read it calmly in other to understand it better. 9K;186
49 iven to us. 5E 50 Interpreting other languague; its content and context
50 s [&] because it's a way of knoing other people's opinions and thoughs of t
51 s because the yong people had know other things to do that they don't want
52 eresting Reading is a way to know other things, sometimes interesting thin
53 at , reading it's a way of knowing other and different things, and it's a w
54 or our knowledge. 5E 71 We learn other words 5E 72 When we read and und
55 33 8I;134 It's important listen other opinions. 8I;135 8I;136 Becau
56 to have my opinion and then listen other, to see if we have the same point
57 me. 6G;101 Cause there's to many other things which young people are more
58 n they are realy summaries and not other novel and useless when the novel i
59 the contents. 8I;144 Because of other means which also provide informati
60 s important knowing the opinion of other people 4D28 because, sometimes t
61 esting 1A6 informative texts on other countries and cultures 2B7
62 ar, etc. 6G;103 texts based on other people's opinions; fiction-based t
63 textbook 6G;98 texts based on other students´ opinions; canonical nove
64 g is to read attentively a book or other thing 4D41 "Reding" in my opin
65 ntly ignored because people prefer other activities: to have fun and readin
66 e and specialy because they prefer other kings of interteiments. 7H;131 I
67 read a book in the same way a read other texts because they talk about diff
68 r. You move threw time you can see other mentalities how the life was befor
69 52 Because nowadays their is some other ways of learning such as listening
70 er in the action and play with the other characters. 6G;100 Luís de Camõe
71 e and also a way of describing the other cultures. 8I;156 For me it's a a
72 7H;112 Because it's important the other opinions. 7H;113 7H;114 Becau
73 hat were the interpretation of the other people to find the true one. 4D4
74 ns. 8I;135 8I;136 Because the other people's opinions are very interes
75 ore important than the ones of the other people. 9K;197 In my opinion, ev
76 re, and it's more silent thant the other places. 1A5 home Because, there
77 oncentrate much better than in the other places. 7H;124 home I prefer rea
78 to see if it is really good as the other said. 9K;189 I need the teacher'
79 Because it is not as boring on the other texts usualy used. Because the lan
80 Because I always like to know the other's opinion so we can discuss about
81 5E 64 Because it's important the other's opinion. 5E 65 Because they so
82 I can learn much things about the other's people customs. 8I;142 cultur
83 can read what I want, not what the other´s purporse me to read, I at home a
84 that reading is travelling through other worlds and a discovery. 8I;155 n
85 the people, the excess of work to other hand its the 9K;181 Reading is f
86 ;181 Because I am not very open to other people's opinions, which often are
87 they prefer to go to cinema, or to other place. 7H;106 7H;107 7H;10
88 cause it is important to know what other people think 4D47 interviews [&
89 a book I tried to not mixted whit other things. 7H;114 Because you have
90 ts and aspects to relate them with other books. 5E 50 Sonetos, Florbela E
91 movies or enjoying themselves with other people. 7H;109 Because there are
92 same opinions 6F 84 Because with other's interpretations I can understand

other/s

Right Collocates

1 K;187 because, for example, TV and others achvities were prefered 9K;188 B
2 (...) they are very practical and others are funny. you go to a library, cr.
3 Mensagem 2B18 my own poems and others 2B19 Because are big 2B20 B
4 ng TV. because it gives us images, others because don't feel like to do it.
5 Sometimes at home, because I have others condition; more comfortable and I
6 the book, so I will read like the others. 4D36 Because when I read a boo
7 we do in a way that can take us to others dimentions. 8J;174 textbooks; te
8 nformative texts; stories and many others 5E 50 novels; plays; informative
9 eed to associate my opinion to the others. 5E 77 Because its important to
10 ht be different in relation to the others. 6F 94 I put my opinion; try to
11 he type of person than rely on the others for opinion, only I rely on a stra
12 126 texts provided by the teacher; others from personal research 7H;127 ma
13 always correct or it differs from others. 7H;109 Most of the times, they
14 .) because they teach us more than others. 9K;190 9K;191 Because i
15 what I like in it and not for what others like in it. 5E 61 Because their
16 126 Because it's good to listen to others opinion, even though I rarely chan
17 51 Because it's good to know about others opinions. 5E 52 5E 53 Because
18 ause I think it's important to see others opinions. 5E 57 Because it's imp
19 pinion, we should pay attention to others opinions. It will provide more kn
20 8I;135 Because the students and others persones don't have interests in r
21 that many people don't have time, others prefer watching TV. because it giv
22 reading because they have to, and others reading because they like reading,
23 ideas and interpretation with the others. "Reading" is an important exercis
24 interests in reading. They prefer others robbies like sport, cinema, TV. et
25 ion that can be different from the others studends. 7H;117 To have differe

26 s television, radio, computers and *others* things that people think it is mor
27 is because the TV. or computer and *others* things. Nowadays we have lots of
28 Sometimes I like to know what the *others* think about it. 8I;133 8I;134

people

Right Collocates

1 I try to make my own conclusions, *people* always have different thoughts abo
2 culture and the way of be of many *people* and countries through it. I don't
3 think that the main reason are the *people* are finding other things to do lik
4 it's something that all the young *people* are into, and like Because I don't
5 s to many other things which young *people* are more concerned such as: music,
6 ave time to read. 5E 75 Nowadays *people* are more interessed with televisio
7 equently ignored nowadays, because *people* are not interessted and have no ti
8 5E 48 because most of the yound *people* are not motiveted to the reading m
9 d play footbball. 8J;167 Because *people* are so full of Stress that they do
10 think it is due to lack of time. *People* are too busy and too tired to rela
11 nd the free time. 9K;179 Because *people* are too busy to get involved in th
12 126 There isn't no time 4 reading, *people* are too tired and stress out. Bes
13 eading is sometimes ignored, since *people* are too worried with their lifes a
14 ding is frequently ignored because *people* arrive home tired from work or sch
15 d theatre nowadays, gets the young *people* attention. 5E 54 It's basically
16 some just think is really boring, *people* believe and like things such as: m
17) is not a way to have fun. 4D47 *People* believe that there are more intere
18 ed a much more importance, because *people* can be doing other things and seei
19 earn much things about the other's *people* customs. 8I;142 culture-based t
20 rtant knowing the opinion of other *people* 4D28 because, sometimes they hav
21 distrating is only for intelegent *people* 4D33 narrative texts &because it
22 ve other interests. 4D30 Because *people* doesn't have much spend time. 4D
23 and maybe because in Portugal the *people* doesn't know how important reading
24 eading its one thing that the most *people* doing. 5E 81 the textbook ... be
25 re on the age of the computer, and *people* don't bory to search information a
26 isure activities. 7H;130 Because *people* don't have any time and specialy b
27 d and some don't. 8I;141 because *people* don't have habit's 8I;142 Becaus
28 y don't feel like reading 9K;178 *People* don't have many time, they feel th
29 07 7H;108 I think that nowadays *people* don't have much time and when they
30 act of reading take time and most *people* don't have that time unfortunately
31 ad very much. 7H;113 Because the *people* don't have time to do it. 7H;114
32 refer watching than reading. Then *people* don't have time to read because th
33 In my opinion I think it's because *people* don't have time to read. 5E 75 N
34 asier than reading. 2B14 Because *people* don't have time to sit in a chair
35 to do. 7H;123 I think that many *people* don't have time, others prefer wat
36 book or we think we have. 6G;100 *People* don't have time. 6G;101 Cause th
37 ing is ignored in nowadays because *people* don't like it. 2B16 In my opinio
38 ion, radio... 5E 80 Because many *people* don't like reading, sometimes read
39 g 8I;152 The main reason is that *people* don't like to read and nowadays th
40 ee in TV. ... 5E 69 I think that *people* don't read because they don't have
41 etc. 4D34 I think that nowadays, *people* don't read frequently because they
42 hing her. 4D28 I think that many *people* don't read frequently because they
43 pand our knowloges. 4D29 Because *people* don't seem to have the time or the
44 tes. 9K;196 Due to the fact that *people* don't want to waste time reading s
45 rtant reading is. 7H;105 Because *people* feel atracted by other entertainm
46 ters. 8I;156 Because most of the *people* find it boring. 8J;157 It is so
47 to do it, and because most of the *people* find other kind of activities, lik
48 d and have no time for it. 6F 94 *People* go to the easy forms, to integrate
49 or enjoying themselves with other *people*. 7H;109 Because there are other
50 4D36 I think it's because the yong *people* had know other things to do that t
51 o time to read. Life is to occuped *people* had no time for nathing. 5E 56 I
52 o he drops out of reading. 5E 55 *People* had no time to read. Life is to oc
53 time to read and in my opinion all *people* had to read more. 4D39 4D40 I
54 The reading is ignored because the *people* hadn't to much time and the TV. ha
55 ake us interested so that why many *people* hate reading. 9K;195 9K;196
56 That people take 8J;169 Because *people* have a busy life, they don't have
57 nts prefere... 6G;98 Because the *people* have a turbulent life and don't ha
58 more interesting. 8J;164 Because *people* have better things to do, or, ther
59 requently ignored nowadays because *people* have found other things to do, on
60 n the plot of a book, a good book, *people* have lost sensitivity. 9K;180 In
61 requently ignored nowadays because *people* have many things to do besides rea
62 losing interest. 6F 84 Nowadays *people* have new habits of spending their
63 ve today. 9K;184 Becaus nowadays *people* have new tecnologes like computers
64 do it. 7H;124 7H;125 because *people* have other activities. For e.g. i
65 pensive. 5E 82 Because the young *people* have other interests but I think t
66 g) so why bother? 6F 87 Nowadays *people* have other interests like watching
67 the reading habit 8J;158 Because *people* have other intrecests 8J;159 In
68 gs such as: music, art. (...) Now *people* have other priorities. 6G;103 Ma
69 2B13 I think this happens because *people* have other things to do like watch
70 es the place of the book. 9K;189 *People* have other ways of entertainment l

71 ant way of people spending time. People have to see that books are very im
72 as before and How can it be in the people imagination. 6F 84 6F 85 ex
73 o read. 7H;115 Because, for many people, is a waste of time. 7H;116 I th
74 making an effort. 5E 77 Because people is always so stressed that has no
75 and problems around the world and people 8J;160 8J;161 8J;162 8J
76 nina e Moça 4D41 texts on famous people; jokes; etc. Almeida Garrett, Frei
77 re in reading. 9K;195 It simple. People just don't have time as they had.
78 being forgotten. 6G;102 I think people just don't have time to read, some
79 have much time. Because nowadays people just think in wining money. 4D35
80 portant than the ones of the other people. 9K;197 In my opinion, everyone
81 . nowadys TV. shows everything and people "list" his time watching her. 4D
82 ored nowadays due to the fact that people, mainly teenagers, only think on s
83 a. It is much easier and for some people more entertaining to watch the sto
84 iring extra time. 8I;145 Because people no longer have to read to have acc
85 g is ignored nowadays because many people not intererested for that things.
86 e-wasting and patient activity and people nowadays don't have time to read.
87 hree books. (...) 8I;147 Because people nowadays have other things to do b
88 re seldom very expensive. 7H;127 People nowadays haven't got time, because
89 est waste of time" 5E 83 Because people nowadays no longer care about read
90 don't have time to do it. 7H;114 People nowadays not have much time to rea
91 of sports, computer, etc. Because people nowadays think that books are bori
92 ot so ignored, the problem is that people only read magazine that make sensa
93 also the radio, TV and cinema make people pay less attention to the reading.
94 ding is frequently ignored because people prefer other activities: to have f
95 uter is something that most of the people prefer than a book. 8I;148 Readi
96 re entertainment, then reading and people prefer to pleasure of it. 7H;121
97 ng is ignored nowaday, because the people prefer to watch TV. 5E 64 It's i
98 It's ignored because, in nowadays people prefer TV or radio and cinema inst
99 ng, sometimes read its boring, the people prefer watch television. 5E 81 B
100 haven't time to read and sometimes people prefer watch TV, listen music than
101 n't have interess 8I;139 Because people prefer watch TV. and play video ga
102 s the responsible for that because people prefer watching than reading. The
103 se of TV most of the young and old people prefer watching TV or listening to
104 habit's 8I;142 Because nowadays people prefer watching TV, or video games
105 d the books stay on the Bookshelf, people prefer, nowadays, watching TV. and
106 aire is a very good way to see how people read the books. But in my sincere
107 requently ignored nowadays because people read very much. 7H;113 Because t
108 ines Well I think no because some people reading because they have to, and
109 ently ignored because the rithm of people's life leaving to them a litle tim
110 retation. 6F 89 Because by other people's opinion I can tll if I'm giving
111 because it's a way of knoing other people's opinions and thoughs of the subj
112 8I;135 8I;136 Because the other people's opinions are very interesting to
113 ecause I am not very open to other people's opinions, which often are differ
114 c. 6G;103 texts based on other people's opinions; fiction-based texts
115 came to take place books. 5E 71 People say that they have no time. It's
116 ly think on sex. 9K;182 Because, people spend all the time thinking in sex
117 rs, more TV. channels, Internet so people spend more free time doing those t
118 nowadays the most important way of people spending time. People have to se
119 68 Because of a stressed live That people take 8J;169 Because people have
120 expensive sometimes and there are people that can't buy it. 8I;133 Especi
121 7H;104 Because nowadays there pare people that leave school early and the lo
122 lways brings information about the people that we are studing. What is very
123 g that is the less o time from the people, the excess of work to other hand
124 rmation about what is reading, and people (the most) don't have time 8I;15
125 80 "easy texts" (e.g.: texts about people, their families and children) Rea
126 it is important to know what other people think 4D47 interviews [&] becau
127 we have to read often are boring, people think all books are boring. 7H;1
128 , computers and others things that people think it is more attractive: Nowad
129 use of the Internet, sometimes the people think it's a waste of time and the
130 ime. 2B10 Because nowadays young people think like this: "why should we re
131 ination and images. 4D44 Because people think reading is a waste of time
132 requently ignored nowadays because people think that are more important thin
133 s are boring. 5E 62 Because many people think that is a boring mental acti
134 ies were prefered 9K;188 Because people think that most of the books are b
135 ortant. (...) 5E 57 Because most people think that reading is boring and t
136 ace instade 8J;171 Because, some people think´s that reading is a waste of
137 re the interpretation of the other people to find the true one. 4D47 Becau
138 comprehension activity is a way to people understand and summarise the texts
139 iters. 5E 59 It is a way that people use to fly away and get in the boo
140 e high pricessss of the books make people wand to not read, and also the rad
141 very important in the way that the people who are going to read it will lear
142 8I;140 Because there are different people with differents characters and som
143 d to continue reading also because people work too much and have too many pr
144 and more used. 4D38 Because most people worked and they haven't time to re

prefer

Left Collocates

1	et and confortable. 5E 65 home A	*prefer*	to read at home because, I can tak
2	t writers, and the new generations	*prefer*	Internet, TV, video games and comp
3	I can take my time. 5E 66 home I	*prefer*	home because most of the time, dur
4	own 6F 93 When I read a book, I	*prefer*	my general opinion, because it mig
5	I rarely read in English because I	*prefer*	portuguese, It is easiest to under
6	, without any noise. 4D40 home I	*prefer*	read at home because I can stay al
7	concentrate 8J;173 Sometimes I	*prefer*	read in a library, because there I
8	alone, so it's better. 5E 67 I	*prefer*	read in the school and at home.
9	the other places. 7H;124 home I	*prefer*	read my books at home because in h
10	ould read at night. 6F 92 home I	*prefer*	reading at home since there's no n
11	the story faster. 7H;106 home I	*prefer*	reading at home because I feel mor
12	te on what I read. 7H;109 home I	*prefer*	reading at home, because there I c
13	r when I am at home. 4D37 home I	*prefer*	reading at home because I like to
14	to read a good book. 2B7 home I	*prefer*	reading at home because it's quiet
15	I like to read very much 3C25 I	*prefer*	reading at home because it is bett
16	t nown listen to me. 4D28 home I	*prefer*	reading at home, because it is mor
17	l very good. 4D34 home; school I	*prefer*	reading at home because there are
18	music yes 1A1 home usually I	*prefer*	reading in my bedroom because it's
19	s 6F 87 culture-based texts I	*prefer*	reading in Portuguese, but I have
20	it is more quiet 7H;117 school I	*prefer*	reading in school because that way
21	ke reading 9K;187 home because I	*prefer*	reading in bed, before sleeping, i
22	7H;131 informative texts (...) I	*prefer*	reading information texts about al
23	ent opinions of a text. 7H;119 I	*prefer*	someone's who has already analised
24	o enjoying my reading 1A4 home I	*prefer*	the home atmosphere, and it's more
25	the book. 4D35 4D36 4D37 I	*prefer*	the teacher's opinion because, his
26	t our opinion. 6F 87 6F 88 I	*prefer*	to fellow my own interpretation.
27	t more time than at school. And I	*prefer*	to find my own conclusions and ref
28	's good or bad. 9K;178 Because I	*prefer*	to have my opinion and then listen
29	; Sofia de Mello Breyner Because I	*prefer*	to read a book for pleasure than t
30	ithout nobody near. 5E 63 home I	*prefer*	to read at home because it's quiet
31	nd do other things. 6F 85 home I	*prefer*	to read at home since we are in di
32	olutely silence (in my room) and I	*prefer*	to study alone (sometimes) 5E 83
33	hing TV.; listening to music no, I	*prefer*	writing 4D43 watching TV.; readi
34	any people don't have time, others	*prefer*	watching TV. because it gives us i
35	frequently ignored because people	*prefer*	other activities: to have fun and
36	something that most of the people	*prefer*	than a book. 8I;148 Reading is f
37	rtainment, then reading and people	*prefer*	to pleasure of it. 7H;121 Due to
38	gnored nowaday, because the people	*prefer*	to watch TV. 5E 64 It's ignored
39	gnored because, in nowadays people	*prefer*	TV or radio and cinema instead boo
40	e interess 8I;139 Because people	*prefer*	watch TV. and play video games in
41	time to read and sometimes people	*prefer*	watch TV, listen music than to rea
42	etimes read its boring, the people	*prefer*	watch television. 5E 81 Because
43	s 8I;142 Because nowadays people	*prefer*	watching TV, or video games. 8I;
44	V most of the young and old people	*prefer*	watching TV or listening to music
45	esponsible for that because people	*prefer*	watching than reading. Then peopl
46	ooks stay on the Bookshelf, people	*prefer*	, nowadays, watching TV. and they l
47	5E 60 Florbela Espanca I rather	*prefer*	to read a book chosen by me. I re
48	them a litle time to do what they	*prefer*	and an order cause it is the price
49	ding and when they have time, they	*prefer*	do something else, as watching TV.
50	any time and specialy because they	*prefer*	other kings of interteiments. 7H
51	t have interests in reading. They	*prefer*	others robbies like sport, cinema,
52	think that books are boring. They	*prefer*	sit on a couch and see a great mov
53	ng and a waste of time and so they	*prefer*	to go to cinema, or to other place
54	ve much time and when they do they	*prefer*	watching television, working on a
55	ime to read and instead of that we	*prefer*	sitting in front of the TV. The f
56	takes up a lot of our time, and we	*prefer*	to do more interesting things with

enjoy

Left Collocates

1	l, therefore I can concentrate and	*enjoy*	the book. 4D30 home Because ther
2	and a gift on witch everybody can	*enjoy*	8J;171 Reading is a way to enl
3	Because it is a quiet place, and I	*enjoy*	it. 2B14 home Because I like to
4	self better 5E 56 home Because I	*enjoy*	reading in my bedroom. There I ca
5	which deal with current affairs I	*enjoy*	talking about things that I now a
6	main ideas. 5E 57 when we read,	*enjoy*	and understand the text 5E 58 Us
7	eresting and I'm sure I'm going to	*enjoy*	it. 9K;195 Because a book needs
8	's a waste of time, it's better to	*enjoy*	life than to read. 5E 74 In my o
9	vocabulary and it is also a way to	*enjoy*	our selves. 8J;162 historical te
10	Something we do to spend time, to	*enjoy*	ourselves and/ or to having someth
11	quiet, and I'm more confortable to	*enjoy*	the reading. 8I;153 home Because

like

Left Collocates

1	pie find other kind of activities,	like	computer or television more intere
2	7H;120 7H;121 I have always	like	English but now (12 year), I'm sta
3	s important 1A4 Because I always	like	to know the other's opinion so we
4	all the young people are into, and	like	Because I don't have books in Engl
5	really boring, people believe and	like	things such as: music, art. (...)
6	and because of that it wouldn´t be	like	a text which is studied in school
7	same way I read a textbook because	like	a text studied in school one must
8	home I don't "analise" sthe book,	like	at school. 9K;189 Camões; Fernan
9	ext which is studied in school but	like	a textbook. 4D34 I don't know.
10	haven´t like the book and I could	like	4D29 Because I think a person sh
11	and interpreting questions 4D30	Like	a good form of taking more culture
12	e have already read 4D41 4D42	Like	an intervisation of nolajes. 4D4
13	of view. 7H;116 I would describe	like	a necessity. 7H;117 I would desc
14	today we have lots of things to do	like	TV and play footbball. 8J;167 Be
15	use people have other things to do	like	watching TV., beside it is easier
16	ple are finding other things to do	like	watching TV. or working with a com
17	er things more interesting to do.	like	the computers, television, radio..
18	TV., radio, etc.) Because I dont	like	to read book even in english. 4D
19	iction because it's much dramatic,	like	a movie that doesn't belong to lif
20	e are other means of entertainment	like	computer games and TV. that take a
21	e have other ways of entertainment	like	TV; the adults have a busy life an
22	many problems that they don't feel	like	reading 9K;178 People don't have
23	images, others because don't feel	like	to do it. 7H;124 7H;125 becau
24	person should read when ever feels	like	. But sometimes (frequently at scho
25	comic books Sara Dane; The Heaven-	Like	Roof 1A6 novels, plays, and musi
26	amões; Fernando Pessoa I read as I	like	and I am not preocupate in iterpra
27	xts ...because it's an area that I	like	and I think that's interesting
28	t the library and book the books I	like	and read them more carefully 8I;
29	Because the book I read it's one I	like	and with an accessibility language
30	Because the book I read it's one I	like	and with an accessibility language
31	lligent. 2B10 nothing specific I	like	English a lot, so whatever we read
32	; also 6F 95 6F 96 6F 97 I	like	following my on opinion, but I lik
33	5E 60 I read a book for what I	like	in it and not for what others like
34	ink I should read a book because I	like	it and not because I have to. 6G
35	t's something I'm interested in, I	like	it, if not-boring! 7H;123 It's t
36	exts 2B9 funny texts Because I	like	it. 2B10 no preference ...as lo
37	rics Because it's not boring and I	like	it. There are two kinds of reading
38	ike following my on opinion, but I	like	learning about it from persons tha
39	can make (many) snack breaks and I	like	listening to music while I read.
40	4D42 historical texts &because I	like	of nowing something new from the p
41	Wen I read something I not what I	like	or don't like. 8I;138 8I;139
42	ied in school. 8I;148 Because I	like	read books. 8I;149 A book is al
43	what I am reading. 6F 88 home I	like	reading alone with no one to distu
44	home I can concentrate more, and I	like	reading alone in my room, with no
45	to music or eat). 9K;179 home I	like	reading at home because I feel muc
46	and better 8J;175 home because I	like	reading at night, when I go to bed
47	ig. 9K;183 9K;184 9K;185 I	like	reading because I think it is a go
48	oise 8I;150 home (...) because I	like	reading laying in my bed and I'm a
49	me; library (...) ´cos sometimes I	like	reading listening to some music. (
50	improving our knowledge 5E 48 I	like	reading that because it maintains
51	4D32 no special preference, but I	like	scientific texts Reading is unde
52	4D34 I don't know. 4D35 If I	like	the book, so I will read like the
53	hoos to read a bood it's because I	like	the theme. 9K;192 Poemas, Fernan
54	dy to interrupt me. 5E 60 home I	like	to be comfortable when I read and
55	the book. 9K;177 home Because I	like	to be comfortable in my sofa readi
56	al way possible 8J;163 Because I	like	to discuss the content of the book
57	E 58 Because when I read a book I	like	to do it in a quiet place, in orde
58	en a read a book or when I study I	like	to do it well. For example a book
59	a book for pleasure and because I	like	to do it, not as a textbook or as
60	;182 Because when I read a book I	like	to fully understand what I am read
61	English. 3C25 3C26 3C27 I	like	to have my opinion but I think it'
62	personal method 7H;130 Because I	like	to have my own opinion. 7H;131
63	interpretation. 9K;185 Because I	like	to know a second impression, to se
64	n of the book 8I;156 8J;157 I	like	to know diferent opinions, so I ca
65	storical and culture-based texts I	like	to know different cultures and or
66	ulture-based texts (...) because I	like	to know more about different place
67	a Garrett, Folhas Caídas Because I	like	to know the story it gives me a fe
68	on. 7H;131 8I;132 Sometimes I	like	to know what the others think abou
69	time. 5E 74 comics ...because I	like	to laugh. 5E 75 biblioographica
70	ifes. 5E 74 comics ... because I	like	to laugh. 5E 75 biographies ...
71	;140 8I;141 8I;142 Because I	like	to now diferents opinions about so
72	I prefer reading at home because I	like	to read alone and with a lot of s
73	; non-canonical texts ...because I	like	to read crime, thrillers, science
74	I enjoy it. 2B14 home Because I	like	to read in a quiete place 2B15 h

75 me plesuer 9K;185 home Because I *like* to read in a place where I can be
76 read aloud. 3C26 home Because I *like* to read in my room at night 3C27
77 eyner It dependes, but generally I *like* to read it slowly (not very) to un
78 texts; historical texts Because I *like* to read the texts that are useful.
79 entrate. 3C24 anywhere Because I *like* to read very much 3C25 I prefer
80 3 home It is the kind of ambient I *like* to read. 9K;184 home because at
81 text. 8J;161 8J;162 Because I *like* to take reading in the most person
82 r the textbook. 5E 81 Because i *like* to understand the meaning of the w
83 2B23 historical texts Because I *like* very much History. 3C24 informa
84 1A5 historical texts because I *like* very much of history and is a subj
85 ; watching TV; doing things that I *like* yes 8I;146 working; watching TV;
86 read the book and he knows what I *like*, he would be able to tell me if it
87 because at home I can read what I *like*, what gives me plesuer 9K;185 ho
88 ding 8J;169 fiction It's what I *like*. No. 8J;170 I don't know I thin
89 wadays people have other interests *like* watching TV, our go to the cinema
90 s they're interesting) Reading is *like* and estrategy to learn, because th
91 ith our teacher's help. Reading is *like* entering in an adventure, to live
92 e study are boring, now English is *like* history. 7H;122 Fernando Pessoa
93 current affairs Reading for me is *like* travelling to another place wen we
94 hat should make part of ours lifes *like* a spend time 4D31 funny texts &b
95 tudied in school don't interest me *like* the book I choose to rea 6F 92 I
96 In home because there is no noise *like* in the school and in the bus becau
97 h to be able to be understood, not *like* a normal book. 8J;173 Fernando P
98 like in it and not for what others *like* in it. 5E 61 Because their own i
99 y we have other types of pleasure, *like* TV., computer games, radio, etc.
100 es our knowledge. Because I rather *like* to reed in portuguese than in othe
101 9 home Because is quite and I read *like* I want. 5E 80 home Because its c
102 If I like the book, so I will read *like* the others. 4D36 Because when I
103 xpand my knowledge. I don't really *like* texts related to politics. 7H;1
104 ading. They prefer others robbies *like* sport, cinema, TV. etc 8I;136 I
105 6 Because when I read a book It's *like* if I was on the story, I stay very
106 ith differents characters and some *like* to read and some don't. 8I;141 b
107 anding of the text 1A5 Something *like* the helping give by a teacher to a
108 first words and get into the story *like* if you were the main character.
109 g in an adventure, to live a story *like* you were part of it. 1A2 everyth
110 2B20 informative texts I don't *like* english. 2B21 love stories I do
111 m Because it's History and I don't *like* History. 7H;108 all sorts of te
112 d in nowadays because people don't *like* it. 2B16 In my opinion it leck o
113 ction-based texts Because I don't *like* many english. 5E 81 informative
114 n't even imagine, (...). I don't *like* my English classes, but I need to
115 6F 91 nothing ...because I don't *like* my English class's look at sentenc
116 ith silence. 9K;186 none I don't *like* reading 9K;187 home because I pr
117 or watching TV. Or they just don't *like* reading anything. 8I;151 I think
118 tood the message. 7H;122 I don't *like* reading in class: it's too noisy.
119 5E 80 Because many people don't *like* reading, sometimes read its boring
120 28 because, sometimes they haven´t *like* the book and I could like 4D29 B
121 y if it is interesting and I don't *like* to be obliged to it, when I read I
122 mmarise the texts. 5E 60 I don't *like* to do reading comprehension activi
123 is more difficult 5E 71 I don't *like* to make interruptions 5E 72 Fern
124 e main reason is that people don't *like* to read and nowadays they have oth
125 mething I not what I like or don't *like*. 8I;138 8I;139 8I;140 8
126 owadays people have new tecnologes *like* computers that thaks the time that
127 e influence of the new tecnologies *like* TV. nowadys TV. shows everything a
128 o, and others reading because they *like* reading, They like to learn. 8I;
129 ng because they like reading, They *like* to learn. 8I;136 informative tex
130 ...because that's the only thing, *like* in the manuals. 5E 82 fiction-b
131 ink that are more important things *like* TV, radio, cinema, etc. 4D34 I t
132 ecause nowadays young people think *like* this: "why should we read any book
133 habits of spending their free time *like* , do nothing and the "fever" of In
134 ith life and conscious; we have to *like* of what we're doing, Any way readi
135 we have much things to do or wacht *like* TV., cinema, going out and the rea
136 ks. 2B14 When we read a book we *like* we are not wory if we are going to
137 view. 9K;186 Read a text that we *like*, and then expose the most importan
138 (sometimes) not as much as I would *like* to [due to lack of time] 5E 61 l
139 ith friends not as much as I would *like* to [due to lack of time] 5E 59 r
140 35 4D36 4D37 4D38 I would *like* to have more time to read and in m
141 ain ideas. 4D38 Because I would *like* to read but sometimes the texts ar
142 We should read first what we would *like* to read. Compulsory reading is bo
143 y it's all kinds of texts that you *like* and read 6F 89 historical texts
144 ng and tests, you read because you *like* it and you adquored vocabulary som
145 knowedge of a calm and so (if you *like* the book) of a funny way. 8I;154

television/TV

Left Collocates

1 istening (a tape). 5E 53 Because *television* and theatre nowadays, gets the you

hing. 5E 56 I think it's because *television* is nowadays the most important way
ding is frequently ignored because *television*, cinema, and radio are more and mo
esting to do. like the computers, *television*, radio... 5E 80 Because many peo
ore facilities to get information, *television*, computers, rádio, etc. or becaus
several subjects 5E 59 There is *television*, radio, computers and others thing
er 1A4 I don't know but maybe of *television* and computer´s, watching TV. for e
which is quite rare in the age of *television* and constant to and fro. However,
with a computer. 1A2 Because of *Television*, Internet and other. things. 1A3
nd of activities, like computer or *television* more interesting. 8J;164 Because
ys the cience evolved. We can see *television*, listen in radio etc. 8I;135 Bec
All they have to do is watch some *television* or listen some radio. 8I;146 No
e can not. 8J;161 Because of the *television* and because also because of the la
8I;154 I think it's because of the *television* and the cinema. I think that thes
oring and because now there is the *television* that occupies the place of the boo
er reason is the appearance of the *television*. 5E 52 Because nowadays their is
nformation without reading ex: the *television*. 9K;194 The reason is clear, it
tal activity and it's easier watch *television* or listen music, for instanse. 5
ts boring, the people prefer watch *television*. 5E 81 Because of the Internet,
when they do they prefer watching *television*, working on a computer, watching m
ys people are more interessed with *television* and computers. 5E 76 Because of

on our seat, making of our head a *TV* set and to try to understand what
ertainment like computer games and *TV*. that take all the free time.
's an alternative to the radio and *tv*., plus it gets your imagination wo
K;185 Because, mass media, such as *TV*., radio, acquired a much more impo
ews on the radio. 9K;186 Because *TV*. is more interesting. 9K;187 bec
ty, unfortunutly, but specially by *TV*. 6F 95 Because many student's ar
others robbies like sport, cinema, *TV*. etc 8I;136 I think it is ignore
f our advanced technology-computer *TV*, etc second- because of school you
things to do, such as: computers, *TV*, good cinema, gymnasiums, discothe
ng. 9K;187 because, for example, *TV* and others achvities were prefered
texts about current events (e.g.: *TV*., radio, etc.) Because I dont lik
2 5E 73 Motores; Nova Gente; *TV* Guia newspapers texts about women
nd more interest. 2B8 Be we have *TV*, that give us images, something th
re boring to read if we can see in *TV*. ... 5E 69 I think that people d
e new generations prefer Internet, *TV*, video games and compact disc play
we have lots of things to do like *TV* and play footbball. 8J;167 Becau
hat are more important things like *TV*, radio, cinema, etc. 4D34 I thin
luence of the new tecnologies like *TV*. nowadys TV. shows everything and
ve much things to do or wacht like *TV*., cinema, going out and the readin
have other types of pleasure, like *TV*., computer games, radio, etc. 4D
e other ways of entertainment like *TV*; the adults have a busy life and d
es Diário de Notícias magazines (*TV* Guia; etc.) Aparição 4D33 magazi
a Literatura Portuguesa magazines (*TV* Filmes; Nova; Notícias) compulsory
ha dos Canaviais 3C24 magazines (*TV*. Films; Telenovelas); Ana; newspap
1A6 Maybe because of the media -*TV*, radio and computer. Those instru
ng. 8J;165 Because more and more *TV* and Computers-Internet- are gainin
wadays we have the computers, more *TV*. channels, Internet so people spen
es 5E 68 Because we have to much *TV*'s news, Internet, and this get us
e new tecnologies like TV. nowadys *TV*. shows everything and people "list
disponibility. 8I;137 Because of *TV* most of the young and old people p
very dangerous. 5E 50 Because of *TV*, computers, cinema and radio 5E
s watching TV. 7H;119 Because of *TV*. and cinema. It is much easier an
g something that they can watch on *TV*. 9K;197 There are other means of
any book, when we can watch it on *TV*?" Sometimes they have their time
;181 Romeu e Julieta Maria Playboy *TV* Guia 9K;182 Sabrina; Julieta Mar
a; Julieta Maria Playgirl; Playboy *TV* Guia; Grande Reportagem 9K;183
because, in nowadays people prefer *TV* or radio and cinema instead books.
d to not read, and also the radio, *TV* and cinema make people pay less at
ime. It's more confortable to see *TV* than think too much reading a book
n be doing other things and seeing *TV* and listening music, and news on t
ho e Preconceito; O Mundo de Sofia *TV*+ comical texts textbooks 5E 80 R
ed just to see what is shown in th *TV* and then... for a book to be inter
ste of time. 7H;116 I think that *TV* is the responsible for that becaus
to much 2B22 2B23 Because the *TV* and had become more pleasant 3C2
e to arranged. 5E 70 Because the *TV* came to take place books. 5E 71
because we have the radio and the *TV* that tell us everything. 8I;154
we prefer sitting in front of the *TV*. The fact that the books we have
. 6F 88 because we have got the *TV*. and cinemas 6F 89 Because with
people hadn't to much time and the *TV*. had the first plan today. 2B13
spent free times. for example the *TV*. However, I also do think that it
2B11 I think that is because the *TV*. or computer and others things. N
at things. 8J;160 Because of the *TV*. we can see true images and we can
se we have also information in the *TV*., radio and mainly the computer
ignored nowadays mainly due to the *TV*., which takes the place and functi
to pleasure of it. 7H;121 Due to *TV*. and the practise of sports, compu

56 and sometimes people prefer watch TV, listen music than to read. 4D39
57 because the people prefer to watch TV. 5E 64 It's ignored because, in
58 8I;139 Because people prefer watch TV. and play video games in computer.
59 Because lots of kids prefere watch TV., listen to music, go to the cinem
60 ung and old people prefer watching TV or listening to music than reading
61 se nowadays people prefer watching TV, or video games. 8I;143 Because
62 have other interests like watching TV, our go to the cinema and in the p
63 fer do something else, as watching TV. 7H;119 Because of TV. and cinem
64 ball; listening to music; watching TV. sometimes 8J;169 reading; list
65 studying, playing games, watching TV. a little 2B13 watching TV., lis
66 tening to music, reading, watching TV. a little 2B8 watching TV. only
67 ; going out with friends; watching TV. a little 9K;192 listening to mu
68 people prefer, nowadays, watching TV. and they look for more and more n
69 have time, others prefer watching TV. because it gives us images, other
70 elevision and computer´s, watching TV. for e. g gives uss work than read
71 ut with friends, reading, watching TV. more or less 3C24 going to the
72 music, playing football, watching TV. more or less 3C26 reading, watc
73 ading; helping my mother; watching TV. no 4D35 working; reading; study
74 pub; listening to music; watching TV. no 5E 52 watching TV.; listenin
75 ing volleyball; studying; watching TV. no 7H;108 watching TV.; reading
76 tening to music; reading; watching TV. no 8I;133 watching TV.; going o
77 9 reading romance novels; watching TV. not much 8I;140 reading; watchi
78 tching TV. a little 2B8 watching TV. only the newspaper; sometimes boo
79 as going to the disco, or watching TV. or even going to the cinema. 7H
80 o out with the friends or watching TV. Or they just don't like reading a
81 g other things to do like watching TV. or working with a computer. 1A2
82 friends not much 8I;135 watching TV. sometimes 8I;136 watching TV.;
83 ding, listening to music, watching TV. yes 1A3 listening to music, wat
84 ends; listening to music; watching TV. yes 4D34 studying; reading; hel
85 ovels; with my boyfriend; watching TV. yes 4D38 watching TV.; listenin
86 ; going out with friends; watching TV. yes 9K;177 reading; going out w
87 going out with friends; watching TV. yes 9K;182 yes 9K;183 readin
88 e other things to do like watching TV., beside it is easier than reading
89 , when I have time 2B15 watching TV., listening to music, writing, rea
90 , reading a little 2B16 watching TV., listening to music, going out wi
91 what I'm reading. 2B19 watching TV., listening to music yes 2B20 go
92 TV., reading so so 2B22 watching TV., listening to music, going out wi
93 guitar yes 1A6 reading, watching TV., listening to music more or less
94 3C24 going to the beach, watching TV., listening to music yes, some boo
95 1A1 reading, watching TV., listening to music, talking with
96 yes 4D32 playing games, watching TV., listening to music, etc. no 4
97 ching TV. a little 2B13 watching TV., listening to music, reading, tal
98 a little 4D31 reading, watching TV., playing football, writing yes
99 2B17 sleeping yes 2B18 watching TV., playing sports, listening to mus
100 yes, a bit 1A4 reading, watching TV., playing guitar, going out with f
101 4D28 listening to music, watching TV., reading (sometimes) yes 4D29 l
102 1A5 helping out at home, watching TV., reading all types of books, play
103 , going out with friends, watching TV., reading, listening to music not
104 to music not much 2B11 watching TV., reading not much 2B12 reading,
105 t with friends, studying, watching TV., reading so so 2B22 watching TV
106 music, playing football, watching TV., sleeping, etc. no 4D28 listeni
107 , when I have time 2B14 watching TV., talking with friends, listening
108 1A3 listening to music, watching TV., talking with friends yes, a bit
109 e or less 3C26 reading, watching TV., writing poetry, talking with fri
110 ing yes 8J;160 reading; watching TV.; a little 8J;161 listening to
111 ometimes 5E 66 reading; watching TV.; doing my homework; listening to
112 music; playing football; watching TV.; etc. no 4D46 watching TV.; lis
113 tening to music; reading; watching TV.; going out with my boyfriend; stu
114 ; going out with friends; watching TV.; going to the cinema; listening t
115 he beach not much 5E 57 watching TV.; going out with friends; reading;
116 ing my guitar no 7H;122 watching TV.; going out with friends; studying
117 ding; resting no 7H;128 watching TV.; going out with friends; resting
118 ding; playing the guitar; watching TV.; going to the cinema; going out w
119 watching TV. no 8I;133 watching TV.; going out with friends; working;
120 5E 61 listening to music; watching TV.; going to the disco or cinema no
121 ng TV. sometimes 8I;136 watching TV.; going out with friends; reading
122 and the cinema no 5E 65 watching TV.; going out with friends; playing
123 ing to music yes 8I;151 watching TV.; going out with friends; reading
124 aying guitar yes 8I;153 watching TV.; going out with friends; reading
125 leyball not much 8I;156 watching TV.; going to the cinema; going to th
126 5E 54 listening to music; watching TV.; going out with friends; at the s
127 J;161 listening to music; watching TV.; going out with friends; going to
128 friends sometimes 5E 79 watching TV.; going to the beach and to the ci
129 J;171 listening to music; watching TV.; going for walks no 8J;172 dra
130 6F 84 listening to music; watching TV.; going to the disco or the beach;
131 ; going out with friends; watching TV.; going to the cinema; listening t
132 ding; going to the beach; watching TV.; going to the cinema; etc. yes

133 6F 90 listening to music; watching TV.; going out with my friends; going
134 82 yes 9K;183 reading; watching TV.; going to the cinema; going to pu
135 ; going out with friends; watching TV.; going to the cinema; listening t
136 ; going out with friends; watching TV.; going to the cinema; sleeping; d
137 my best friend; working; watching TV.; listening to music no, I prefer
138 9 going out with friends; watching TV.; listening to music; reading (a b
139 ing yes 8J;163 reading; watching TV.; listening to music; going out wi
140 o music not much 8J;165 watching TV.; listening to music; reading; pla
141 with friends a bit 4D44 watching TV.; listening to music; sleeping; re
142 1 going out with friends; watching TV.; listening to music; reading... n
143 2 going out with friends; watching TV.; listening to music; flirting not
144 ding; studying yes 4D36 watching TV.; listening to music; reading some
145 ; going out with friends; watching TV.; listening to music yes 9K;179
146 9 going out with friends; watching TV.; listening to music; going for wa
147 7 going out with friends; watching TV.; listening to music sometimes 6
148 ning to music yes 6G;99 watching TV.; listening to music no 6G;100 a
149 ving coffee with friends; watching TV.; listening to music; eating not r
150 t with friends; studying; watching TV.; listening to music; etc. sometim
151 of time] 5E 59 reading; watching TV.; listening to music; sleeping; he
152 9 going out with friends; watching TV.; listening to music a little 9K
153 aking puzzles no 7H;121 watching TV.; listening to music; playing comp
154 ching TV.; etc. no 4D46 watching TV.; listening to music; talking with
155 omework not much 7H;123 watching TV.; listening to music; reading; goi
156 ; going out with friends; watching TV.; listening to music yes 1A1
157 ; watching TV. yes 4D38 watching TV.; listening to music; playing on t
158 ; watching TV. no 5E 52 watching TV.; listening to music; going out wi
159 y cat no 5E 67 reading; watching TV.; listening to music; going for wa
160 h my dog a little 5E 70 watching TV.; listening to music; going for wa
161 ing to friends no 5E 71 watching TV.; listening to music; going out wi
162 rts almost never 5E 74 watching TV.; listening to music; riding my bi
163 my pets not much 5E 77 watching TV.; listening to music; reading some
164 3 going out with friends; watching TV.; listening to music; at the schoo
165 little) 5E 83 reading; watching TV.; listening to music; cleaning the
166 the Internet yes 8J;158 watching TV.; listening to music sometimes 8
167 ning to music yes 5E 63 watching TV.; playing cards; going to the cine
168 ing to music yes 7H;117 watching TV.; playing football no 7H;118 wat
169 J;167 listening to music; watching TV.; playing basketball; at the gym s
170 pending time with friends watching TV.; playing on the computer; navigat
171 ing to music yes 8J;170 watching TV.; playing the piano no 8J;171 li
172 music sometimes 6F 88 watching TV.; practising sports; going out wit
173 ing to music yes 7H;112 watching TV.; reading; listening to music; goi
174 with friends yes 7H;116 watching TV.; reading; listening to music yes
175 h friends; etc. no 4D41 watching TV.; reading; playing golf; housekeep
176 ying football no 7H;118 watching TV.; reading; listening to music; goi
177 friend not much 7H;120 watching TV.; reading magazines; making puzzle
178 ding magazines yes 4D39 watching TV.; reading; listening to music yes
179 uitar; reading no 5E 76 watching TV.; reading; playing with my pets no
180 etimes) sometimes 5E 56 watching TV.; reading; going to the cinema; at
181 my boyfriend yes 7H;124 watching TV.; reading; playing football someti
182 otball sometimes 7H;125 watching TV.; reading; going out with friends
183 with friends no 7H;126 watching TV.; reading; going out with friends
184 e disco not much 7H;127 watching TV.; reading; resting no 7H;128 wat
185 4D47 listening to music; watching TV.; reading more or less 5E 48 go
186 ing to music yes 7H;130 watching TV.; reading; going out with friends;
187 , I prefer writing 4D43 watching TV.; reading; talking with friends a
188 ening to music yes 4D40 watching TV.; reading newspapers; listening to
189 o music sometimes 6G;98 watching TV.; reading; listening to music yes
190 I have time) yes 6F 85 watching TV.; reading; studying yes 6F 86 wa
191 ing; studying yes 6F 86 watching TV.; reading; going out with friends;
192 I;147 listening to music; watching TV.; reading; playing tennis no 8I;
193 ootball not much 8I;150 watching TV.; reading; helping my family; list
194 ating not really 6G;103 watching TV.; reading; listening to music yes
195 ing to music yes 7H;104 watching TV.; reading; listening to music; etc
196 o music not much 8I;154 watching TV.; reading; listening to music no
197 ning to music no 8I;155 watching TV.; reading; playing volleyball not
198 music; etc. yes 7H;105 watching TV.; reading; listening to music; tal
199 tising sports yes 6F 87 watching TV.; reading; going out with friends;
200 watching TV. no 7H;108 watching TV.; reading; going out with friends
201 usic; dating yes 7H;110 watching TV.; reading; going for walks yes 7
202 ng for walks yes 7H;111 watching TV.; reading; going for walks; listen
203 metimes 7H;114 at home; watching TV.; sleeping not much 7H;115 readi
204 for my band yes 9K;193 watching TV.; writing letters; listening to mu
205 sic yes 8I;144 reading; watching TV; doing aerobics; going out with fr
206 nds yes 8I;145 reading; watching TV; doing things that I like yes 8I
207 metimes 8J;175 reading; watching TV; gardening; going to handball game
208 inema no 5E 62 reading; watching TV; going for walks; listening to mus
209 ing yes 8I;137 reading; watching TV; going for walks; listening to mus

210 iends no 5E 82 reading; watching TV; going for walks; listening to mus
211 reading sometimes 5E 78 watching TV; listening to music; going out wit
212 ike yes 8I;146 working; watching TV; listening to music yes 8I;147 l
213 ot much 8I;140 reading; watching TV; listening to music; going out wit
214 ot much 8I;141 reading; watching TV; listening to music; going for wal
215 lks yes 8I;142 reading; watching TV; listening to music yes 8I;143 r
216 sic yes 8I;143 reading; watching TV; listening to music yes 8I;144 r
217 music 8I;138 reading; watching TV; listening to music yes 8I;139 r
218 nnis no 8I;148 reading; watching TV; playing with the computer; listen
219 metimes 8I;152 reading; watching TV; writing poetry; playing guitar ye

cinema

Left Collocates

1 days people prefer TV or radio and cinema instead books. 5E 65 It is i
2 1A6 novels, plays, and music and cinema magazines Petit Nicolas; Bonjour T
3 t read, and also the radio, TV and cinema make people pay less attention to
4 ng TV. 7H;119 Because of TV. and cinema. It is much easier and for some p
5 5E 50 Because of TV, computers, cinema and radio 5E 51 Nowadays, readin
6 o do, such as: computers, TV, good cinema, gymnasiums, discotheques. 8J;17
7 atching TV.; going to the disco or cinema no 5E 62 reading; watching TV; g
8 e important things like TV, radio, cinema, etc. 4D34 I think that nowadays
9 prefer others robbies like sport, cinema, TV. etc 8I;136 I think it is ig
10 uently ignored because television, cinema, and radio are more and more used.
11 ith friends; reading; going to the cinema a bit 5E 58 reading; playing the
12 talking with family; going to the cinema a little 8I;134 listening to mu
13 ts like watching TV, our go to the cinema and in the present time computers
14 g to music yes 2B20 going to the cinema no 2B21 listening to music, goin
15 e park; going to the beach and the cinema no 5E 65 watching TV.; going out
16 g TV.; playing cards; going to the cinema no 5E 64 writing poetry; walking
17 ng to music; reading; going to the cinema no 5E 81 writing; drawing; list
18 TV.; going to the beach and to the cinema no 5E 80 listening to music; rea
19 ing out with friends; going to the cinema no 8J;162 reading; listening to
20 ; listening to music; going to the cinema not much 7H;113 at home; going o
21 k more important than to go to the cinema or go to the beach. 7H;105 texts
22 sco; going for walks; going to the cinema yes 5E 50 going out with friends
23 th friends or family; going to the cinema yes 7H;109 reading; listening to
24 ch TV., listen to music, go to the cinema, etc. 1A6 Maybe because of the m
25 uter sometimes 2B10 going to the cinema, going out with friends, watching
26 watching TV. or even going to the cinema. 7H;118 I believe that it is ign
27 because of the television and the cinema. I think that these are more inte
28 atching TV.; reading; going to the cinema; at the pub; going to the beach no
29 beach; watching TV.; going to the cinema; etc. yes 9K;181 reading; studyi
30 guitar; watching TV.; going to the cinema; going out with friends not as muc
31 eading; watching TV.; going to the cinema; going to pubs; listening to music
32 out with my friends; going to the cinema; going to the beach no 6F 91 goi
33 8I;156 watching TV.; going to the cinema; going to the disco; listening to
34 riends; watching TV.; going to the cinema; listening to music; writing yes
35 riends; watching TV.; going to the cinema; listening to music sometimes 9K
36 riends; watching TV.; going to the cinema; listening to music yes 9K;189 g
37 4 going to the disco; going to the cinema; playing football and volleyball s
38 riends; watching TV.; going to the cinema; sleeping; dancing; listening to m
39 f time and so they prefer to go to cinema, or to other place. 7H;106 7H
40 ch things to do or wacht like TV., cinema, going out and the reading became

films

Left Collocates

1 ersonal interests: music, fashion, films, war, etc. 6G;103 texts based
2 os Canaviais 3C24 magazines (TV. Films; Telenovelas); Ana; newspapers (Di

movie

Left Collocates

1 because it's much dramatic, like a movie that doesn't belong to life. Readi
2 fer sit on a couch and see a great movie than sit on a couch and read a boo

internet

Left Collocates

1 in the present time computers and Internet, forgetting how god is to read.
2 the computers, more TV. channels, Internet so people spend more free time doi
3 use more and more TV and Computers-Internet- are gaining importance over readi
4 new activities, such as the modern INTERNET 9K;191 9K;192 First- because
5 Because we have to much TV's news, Internet, and this get us more boring to re
6 ke , do nothing and the "fever" of Internet. 6F 85 Reading is sometimes igno
7 rs, and the new generations prefer Internet, TV, video games and compact disc
8 uter. 1A2 Because of Television, Internet and other. things. 1A3 ...becaus

9	be pleasure. 8I;146 texts on the	Internet	Reading is an away of the culture
10	on the computer; navigating on the	Internet	yes 8J;158 watching TV.; listeni
11	television. 5E 81 Because of the	Internet,	sometimes the people think it's a
12	or, there are the ones that today	Internet	can replace and solve everything.

Computer/s

Left Collocates

1	watching television, working on a	computer,	watching movies or enjoying thems
2	ike watching TV. or working with a	computer.	1A2 Because of Television, Inte
3	ecause of the media -TV, radio and	computer.	Those instruments give us images
4	t know but maybe of television and	computer's,	watching TV. for e. g gives uss
5	watch TV. and play video games in	computer.	8I;140 Because there are differ
6	other means of entertainment like	computer	games and TV. that take all the fr
7	ind other kind of activities, like	computer	or television more interesting.
8	papers; some books game magazines;	computer	magazines adventure books 4D39 m
9	do besides read a book. Nowadays	computer	replaced the books. 8I;149 Becau
10	I think that is because the TV. or	computer	and others things. Nowadays we ha
11	g TV.; listening to music; playing	computer;	playing my guitar no 7H;122 wat
12	to TV. and the practise of sports,	computer,	etc. Because people nowadays thi
13	because of our advanced technology-	computer	TV, etc second- because of school
14	n in the TV., radio and mainly the	computer	1A4 I don't know but maybe of te
15	o besides reading, for example the	computer	is something that most of the peop
16	metimes books 2B9 playing on the	computer	sometimes 2B10 going to the cine
17	5 Because we are on the age of the	computer,	and people don't bory to search i
18	ing; watching TV; playing with the	computer;	listening to music yes 8I;149 l
19	iends watching TV.; playing on the	computer;	navigating on the Internet yes
20	listening to music; playing on the	computer;	talking with friends; reading mag
21	other types of pleasure, like TV.,	computer	games, radio, etc. 4D36 I think

1	e of reading, they care more about	computers	and dangerous games that exist tha
2	J;165 Because more and more TV and	Computers-	Internet- are gaining importance o
3	ore interessed with television and	computers.	5E 76 Because of TVs influence.
4	ave to much things to do, such as:	computers,	TV, good cinema, gymnasiums, disc
5	concerned such as: music, discos,	computers	forgetting the most important it'
6	ys people have new tecnologes like	computers	that thaks the time that they in o
7	5E 59 There is television, radio,	computers	and others things that people thin
8	es to get information, television,	computers,	rádio, etc. or because we need s
9	J;175 Because nowadays we have the	computers,	more TV. channels, Internet so pe
10	more interesting to do. like the	computers,	television, radio... 5E 80 Beca
11	and culture in reading but on the	computers.	8I;156 Because most of the peop
12	the cinema and in the present time	computers	and Internet, forgetting how god i
13	dangerous. 5E 50 Because of TV,	computers,	cinema and radio 5E 51 Nowadays

technology

Left Collocates

1	texts about technology texts about	technology	5E 82 A Mantilha de Beatriz A S
2	5E 81 poems magazines texts about	technology	texts about technology 5E 82 A M
3	192 First- because of our advanced	technology-	computer TV, etc second- because o
4	6F 89 Because with the advance of	technology	there are other ways to get in tou
5	s; textbooks; texts which refer to	technology	Reading is the comprehension of t
6	ntific texts; texts which refer to	technology;	non-fiction Reading is absorving

music

Left Collocates

1	. 6G;100 6G;101 texts about	music	6G;102 texts which deal with m
2	out England) 5E 73 texts about	music	Because it's something that all th
3	Perdição 5E 73 magazines (about:	music,	sports, cars, waterbikes, women)
4	Like Roof 1A6 novels, plays, and	music	and cinema magazines Petit Nicolas
5	e believe and like things such as:	music,	art. (...) Now people have other
6	people are more concerned such as:	music,	discos, computers forgetting the
7	ts dealing with music You can find	music	in every fase of history 9K;193
8	with my personal preference (e.g.:	music;	sports; etc.) 7H;122 historic
9	mance novels 7H;120 7H;121	music	and sports magazines music and spo
10	h deal with my personal interests:	music,	fashion, films, war, etc. 6G;
11	The Pearl, John Steinbeck 8J;167	music	magazines; sports magazines; newsp
12	s which focus on teenagers' likes:	music;	movies; etc. 5E 55 informativ
13	mes people prefer watch TV, listen	music	than to read. 4D39 I think it is
14	easier watch television or listen	music,	for instanse. 5E 63 Reading is
15	things and seeing TV and listening	music,	and news on the radio. 9K;186 B
16	deal with music ...because I love	music	Because I don't have much time to
17	7H;121 music and sports magazines	music	and sports magazines music and spo
18	gazines music and sports magazines	music	and sports magazines Aparição 7H
19	on All My Sons 5E 81 newspapers;	music	and auto magazines Os Maias, Eça d
20	27 home At home because I put some	music	and I could read at lowl that nown

21 nfortable and I can listen to some music at the same time. 9K;180 home In
22 s I like reading listening to some music. (...) At the library because it's
23 TV; going for walks; listening to music 8I;138 reading; watching TV; li
24 e, snacking things or listening to music 5E 55 home It's more quiet and I
25 riends; watching TV.; listening to music a little 9K;190 reading; going o
26 book more carefully and listen to music at the same time 9K;189 home I f
27 eading, watching TV., listening to music more or less 2B7 listening to mu
28 6G;99 watching TV.; listening to music no 6G;100 at the coffee-house a
29 atching TV.; reading; listening to music no 8I;155 watching TV.; reading;
30 TV.; writing letters; listening to music no 9K;194 talking to friends; li
31 orking; watching TV.; listening to music no, I prefer writing 4D43 watchi
32 ing out with friends; listening to music not much 7H;131 reading; listeni
33 ying guitar; drawing; listening to music not much 8J;165 watching TV.; li
34 atching TV., reading, listening to music not much 2B11 watching TV., read
35 reading (sometimes); listening to music not much 8I;154 watching TV.; re
36 no 8J;172 drawing; listening to music only newspapers and magazines 8J
37 I want at the same time (listen to music or eat). 9K;179 home I like read
38 a; sleeping; dancing; listening to music rarely 9K;191 reading; going out
39 th friends; studying; listening to music sometimes 6F 88 watching TV.; p
40 going to the cinema; listening to music sometimes 9K;178 reading; going
41 ; going to the disco; listening to music sometimes 8J;157 reading; spendi
42 8J;158 watching TV.; listening to music sometimes 8J;159 reading yes 8
43 riends; watching TV.; listening to music sometimes 6G;98 watching TV.; re
44 prefer watching TV or listening to music than reading 8I;138 The reading
45 ack breaks and I like listening to music while I read. 7H;130 home Becaus
46 6F 86 home At home I can listen to music while I'm reading, and at home I c
47 riends; watching TV.; listening to music yes 1A1 home usually I prefe
48 2B19 watching TV., listening to music yes 2B20 going to the cinema no
49 atching TV.; reading; listening to music yes 4D40 watching TV.; reading n
50 TV; going for walks; listening to music yes 5E 63 watching TV.; playing
51 atching TV.; reading; listening to music yes 6G;99 watching TV.; listenin
52 atching TV.; reading; listening to music yes 7H;104 watching TV.; reading
53 atching TV.; reading; listening to music yes 7H;117 watching TV.; playing
54 ing; going for walks; listening to music yes 7H;112 watching TV.; reading
55 apers and books while listening to music yes 7H;130 watching TV.; reading
56 reading; watching TV; listening to music yes 8I;139 reading romance novel
57 uch 7H;131 reading; listening to music yes 8I;132 listening to music; r
58 ng with the computer; listening to music yes 8I;149 listening to music; p
59 reading; watching TV; listening to music yes 8I;143 reading; watching TV;
60 reading; watching TV; listening to music yes 8I;144 reading; watching TV;
61 working; watching TV; listening to music yes 8I;147 listening to music; w
62 g; helping my family; listening to music yes 8I;151 watching TV.; going o
63 mes 8J;169 reading; listening to music yes 8J;170 watching TV.; playing
64 riends; watching TV.; listening to music yes 9K;179 going out with friend
65 going to the cinema; listening to music yes 9K;189 going out with friend
66 beach, watching TV., listening to music yes, some books 3C25 reading, li
67 games, watching TV., listening to music, etc. no 4D33 going out with fr
68 kids prefere watch TV., listen to music, go to the cinema, etc. 1A6 Mayb
69 2B22 watching TV., listening to music, going out with friends no 2B23
70 2B16 watching TV., listening to music, going out with friends not much
71 the cinema no 2B21 listening to music, going out with friends, studying,
72 sometimes) yes 4D29 listening to music, playing basketball, reading yes
73 ends sometimes 3C27 listening to music, playing football, watching TV., s
74 books 3C25 reading, listening to music, playing football, watching TV. mo
75 TV., playing sports, listening to music, reading It depends on what I'm re
76 2B13 watching TV., listening to music, reading, talking with friends yes
77 talking with friends, listening to music, reading, walking yes, when I have
78 ic more or less 2B7 listening to music, reading, watching TV. a little
79 eading, watching TV., listening to music, talking with friends more or less
80 eping, etc. no 4D28 listening to music, watching TV., reading (sometimes)
81 atching TV. yes 1A3 listening to music, watching TV., talking with friend
82 r less 1A2 reading, listening to music, watching TV. yes 1A3 listening
83 2B15 watching TV., listening to music, writing, reading a little 2B16
84 riends; watching TV.; listening to music; at the school theatre not much (o
85 eading; watching TV.; listening to music; cleaning the house; playing games
86 yes 7H;109 reading; listening to music; dating yes 7H;110 watching TV.;
87 riends; watching TV.; listening to music; eating not really 6G;103 watchi
88 udying; watching TV.; listening to music; etc. sometimes 9K;186 training;
89 atching TV.; reading; listening to music; etc. yes 7H;105 watching TV.; r
90 riends; watching TV.; listening to music; flirting not much 6F 93 with my
91 ma a little 8I;134 listening to music; going for walks; talking with fam
92 5E 70 watching TV.; listening to music; going for walks; talking to frien
93 atre a little 5E 55 listening to music; going for walks; reading (sometim
94 reading; watching TV; listening to music; going for walks yes 8I;142 read
95 eading; watching TV.; listening to music; going for walks no (only magazine
96 68 reading; dancing; listening to music; going for walks; writing sometime
97 riends; watching TV.; listening to music; going for walks not as much as I

98	5E 71 watching TV.; listening to	music;	going out with my boyfriend or pa
99	atching TV.; reading; listening to	music;	going out with friends a little
100	reading; watching TV; listening to	music;	going out with friends not much
101	or parents no 5E 72 listening tb	music;	going out with my boyfriend or pa
102	5E 78 watching TV; listening to	music;	going out with friends sometimes
103	81 writing; drawing; listening to	music;	going out with friends no 5E 82
104	eading; watching TV.; listening to	music;	going out with friends yes 8J;1
105	5E 52 watching TV.; listening to	music;	going out with friends no 5E 53
106	inema; going to pubs; listening to	music;	going to the disco sometimes 9K
107	TV; going for walks; listening to	music;	going to the beach no (just a lit
108	atching TV.; reading; listening to	music;	going to the cinema not much 7H
109	7H;121 watching TV.; listening to	music;	playing computer; playing my guit
110	g; reading yes 4D45 listening to	music;	playing football; watching TV.; e
111	to music yes 8I;149 listening to	music;	playing football not much 8I;15
112	4D38 watching TV.; listening to	music;	playing on the computer; talking
113	.; doing my homework; listening to	music;	playing with my cat no 5E 67 re
114	riends; watching TV.; listening to	music;	reading (a bit) no 6F 90 listen
115	60 practicing sports; listening to	music;	reading (sometimes) not as much a
116	6F 93 with my family; listening to	music;	reading (when I'm bored) sometime
117	es 9K;195 studying; listening to	music;	reading drama yes 9K;196 readin
118	4D36 watching TV.; listening to	music;	reading sometimes 4D37 studying
119	5E 77 watching TV.; listening to	music;	reading sometimes 5E 78 watchin
120	riends; watching TV.; listening to	music;	reading... not much 6F 92 going
121	ing out with friends; listening to	music;	reading; at the school theatre ye
122	7H;123 watching TV.; listening to	music;	reading; going out with my boyfri
123	ends not much 5E 49 listening to	music;	reading; going to the disco; goin
124	the cinema no 5E 80 listening to	music;	reading; going to the cinema no
125	imes 5E 69 dancing; listening to	music;	reading; playing with my dog a li
126	8J;165 watching TV.; listening to	music;	reading; playing basketball yes
127	6F 94 with my family; listening to	music;	reading; watching TV.; going out
128	to music yes 8I;132 listening to	music;	reading; watching TV. no 8I;133
129	5E 74 watching TV.; listening to	music;	riding my bicycle; talking to fri
130	4 talking to friends; listening to	music;	sleeping yes 9K;195 studying; l
131	4D44 watching TV.; listening to	music;	sleeping; reading yes 4D45 list
132	eading; watching TV.; listening to	music;	sleeping; helping my mother only
133	; reading newspapers; listening to	music;	studying (at school); talking wit
134	atching TV.; reading; listening to	music;	talking to my friends sometimes
135	4D46 watching TV.; listening to	music;	talking with friends not very muc
136	lack of time) 5E 61 listening to	music;	watching TV.; going to the disco
137	ames not much 6F 84 listening to	music;	watching TV.; going to the disco
138	irlfriend no 8J;167 listening to	music;	watching TV.; playing basketball;
139	168 playing football; listening to	music;	watching TV. sometimes 8J;169
140	thing to do) 5E 54 listening to	music;	watching TV.; going out with frie
141	the piano no 8J;171 listening to	music;	watching TV.; going for walks no
142	or walks; at the pub; listening to	music;	watching TV. no 5E 52 watching
143	ng (a bit) no 6F 90 listening to	music;	watching TV.; going out with my f
144	ing out with friends; listening to	music;	watching TV. yes 4D34 studying;
145	not very much 4D47 listening to	music;	watching TV.; reading more or le
146	.; a little 8J;161 listening to	music;	watching TV.; going out with frie
147	to music yes 8I;147 listening to	music;	watching TV.; reading; playing te
148	TV. a little 9K;192 listening to	music;	writing music for my band yes 9
149	no 8J;162 reading; listening to	music;	writing yes 8J;163 reading; wat
150	going to the cinema; listening to	music;	writing yes 9K;197 reading; goi
151	fe 7H;110 texts which deal with	music	7H;111 informative texts; hist
152	ary 6F 95 texts that deal with	music	...because I love music Because I
153	nglish 9K;192 texts dealing with	music	You can find music in every fase o
154	2 lyrics Simple, it has to do with	music...	I define Reading as understandi
155	tion 8J;162 texts dealing with	music;	literary texts (...) because they
156	9K;192 listening to music; writing	music	for my band yes 9K;193 watching

listen

Right Collocates

1	e evolved. We can see television,	listen	in radio etc. 8I;135 Because the
2	sometimes people prefer watch TV,	listen	music than to read. 4D39 I think
3	nd it's easier watch television or	listen	music, for instanse. 5E 63 Readi
4	8I;133 8I;134 It's important	listen	other opinions. 8I;135 8I;136
5	prefer to have my opinion and then	listen	other, to see if we have the same
6	to do is watch some television or	listen	some radio. 8I;146 No and yes.
7	cause I need all the silence that	listen	to learn something for my words in
8	and I could read at lowl that nown	listen	to me. 4D28 home I prefer readin
9	n read the book more carefully and	listen	to music at the same time 9K;189
10	whatever I want at the same time (	listen	to music or eat). 9K;179 home I
11	e book. 6F 86 home At home I can	listen	to music while I'm reading, and at
12	se lots of kids prefere watch TV.,	listen	to music, go to the cinema, etc.
13	125 7H;126 Because it's good to	listen	to others opinion, even though I r
14	el much more confortable and I can	listen	to some music at the same time.

concentrate

Left Collocates

1	ind more peaceful, therefore I can	concentrate	and enjoy the book. 4D30 home Be
2	ne and in silence, and where I can	concentrate	better 7H;111 home Because in my
3	's more quiet. 8J;157 home I can	concentrate	better. 8J;158 home It's easier
4	use it's a quiet place where I can	concentrate	easily. 6F 91 home Because I fee
5	night. 6F 93 home At home I can	concentrate	more, and I like reading alone in
6	7H;123 home Because there I can	concentrate	much better than in the other plac
7	because I can stay alone and I can	concentrate	my head. 4D41 home Because it's
8	5E 77 home Because at home I can	concentrate	myself and I feel more comfortable
9	droom because it's quiet and I can	concentrate	myself 1A2 home; on the bus In h
10	m more relaxed and therefore I can	concentrate	myself better 4D45 home Because
11	it's more confortable and one can	concentrate	on the book. 9K;177 home Because
12	tracted by anyone, therefore I can	concentrate	on what I read. 7H;109 home I pr
13	ce and nobody disturb me and I can	concentrate	on. 7H;121 home Because that's a
14	ore quiteful and I can more easily	concentrate	in the reading 6G;100 other I do
15	ore quiet. 7H;114 home Because I	concentrate	more on what I'm reading. 7H;115
16	out of my own will, which means I	concentrate	on the books I choose to read. 7
17	ome Because if I stay at home I'll	concentrate	in what I am doing without any noi
18	e in the book we've got to be more	concentrate,	we gaine more entusiasm in a book
19	is a quite place so I can be more	concentrate.	5E 52 home Because it's calm
20	, I need silence otherwise I can't	concentrate	and I can't imagine a better place
21	ibrary it's better because I can't	concentrate	myself. 6F 97 home Because it's
22	re is not much silence and I can't	concentrate.	4D44 home Because at home I am
23	my own privacy and it's better to	concentrate	8J;173 Sometimes I prefer read
24	tter. 8J;158 home It's easier to	concentrate	8J;159 home Because is more sile
25	133 library; garden It is a way to	concentrate	myself. 8I;134 home At home I'm
26	where I find the perfect space to	concentrate	myself in what I am doing. 8I;14
27	se a book needs all of our mind to	concentrate	on the story. 9K;196 Retrato Ard
28	history books Reading is a way to	concentrate	your mine and made yourself more "
29	I can be alone and be more able to	concentrate.	3C24 anywhere Because I like to

noise

Left Collocates

1	ate in what I am doing without any	noise	around. 5E 71 home It's even mor
2	my room to stay alone, without any	noise.	4D40 home I prefer read at home
3	there I can read without too much	noise,	so that concentrated. 7H;110 ho
4	is more quite, and don't have much	noise.	4D29 home Because I find more p
5	8J;160 home Because there is no	noise	8J;161 home Because it's more q
6	t 8I;149 home Because there's no	noise	8I;150 home (...) because I like
7	r reading at home since there's no	noise	and I can read at night. 6F 93 h
8	he bus In home because there is no	noise	like in the school and in the bus
9	in my home, in my bedroom, with no	noise.	4D32 home Because at home there
10	o read in the café when there's no	noise.	5E 73 home Because it's a quiet
11	fortable and because is not a very	noise	place. 6G;103 library Because we
12	ecause it's a place calmm, without	noise	8I;144 home Because it is where

silence

Left Collocates

1	82 home Because I have absolutely	silence	(in my room) and I prefer to study
2	and private 8I;155 home Because	silence	is the most important thing for m
3	E 61 home Because at home you have	silence	and it's quiet. 5E 62 home Becau
4	place where I can be alone and in	silence,	and where I can concentrate bette
5	e Because when I read I must be in	silence.	7H;113 home because is more qui
6	e I have lots of spaces to read in	silence.	8J;167 home Because usuelly I'm
7	Someone tell you to read a text in	silence;	then that person ask you to expla
8	ré, Le Petit Prince; Os Bichos; Le	Silence	de la Mer(c.r.); Eneida; Ulisses
9	; Les Petits Enfants du Siécle; Le	Silence	de la Mer, Vercors; etc. 5E 51 m
10	oks); Alice Vieira (all books); Le	Silence	de la Mer, Vercors; A Crónica do R
11	Ferreira; Hamlet, Shakespeare; Le	Silence	de la Mer, Vercors; Amor de Perdiç
12	Ferreira; Hamlet, Shakespeare; Le	Silence	de la Mer, Vercors; Amor de Perdiç
13	8 Henry V, Shakespeare 6G;99 Le	Silence	de la Mer, Percors 6G;100 Henry
14	rate 8J;159 home Because is more	silence	and are more concentrated. 8J;16
15	s. 7H;120 home Because it's more	silence	and nobody disturb me and I can co
16	B21 home On my house there is more	silence,	more peace etc. 2B22 home Becau
17	ng. 7H;115 home Because its more	silence.	7H;116 home/library Because it
18	schools library there is not much	silence	and I can't concentrate. 4D44 ho
19	9 home Because when I read, I need	silence	otherwise I can't concentrate and
20	e to read alone and with a lot of	silence.	4D38 home Because at home I cou
21	Because there we have some peace,	silence	to be possible the concentration,
22	s a quiet place. 8I;146 home The	silence	is absolute. 8I;147 library It's
23	4D42 other Because I need all the	silence	that listen to learn something fo
24	a place where I can be alone, with	silence.	9K;186 none I don't like reading

quiet

Left Collocates

1 talk. 4D39 home because it is a **quiet** place and I can go to my room to s
2 ome At my house I can always get a **quiet** place to sit and read or at night
3 house. 6F 90 home Because it's a **quiet** place where I can concentrate easi
4 noise. 5E 73 home Because it's a **quiet** place, and I feel confortable at h
5 ietly. 2B13 home Because it is a **quiet** place, and I enjoy it. 2B14 home
6 I read a book I like to do it in a **quiet** place, in order to feel and apprec
7 o a library, chose a book, go to a **quiet** place, start reading and imagine y
8 uch importance, as long as it is a **quiet** place. 8I;146 home The silence i
9 he only place I can find peace and **quiet** to read a good book. 2B7 home I
10 me Because it is more peaceful and **quiet**, what provides me more 5E 59 lib
11 privacy at home and also peace and **quiet**. 4D47 home Because it's peaceful
12 5E 80 home Because its calm and **quiet**. 5E 81 home Because is quieter,
13 Because it's more comfortable, and **quiet**. 8I;140 home Because is more qui
14 cause at home i can find peace and **quiet**. 9K;193 home Because it's more q
15 f. 6F 97 home Because it's calm, **quiet** and it's a place for good concentr
16 's more quiet. 8J;162 home It is **quiet** and comfortable 8J;163 home Beca
17 t has a good environment and it is **quiet**. 5E 50 home It's an alternative
18 nge noises. 5E 69 home It's more **quiet** 5E 70 home Because if I stay at
19 16 home/library Because it is more **quiet** 7H;117 school I prefer reading i
20 8I;148 library Because it is more **quiet** 8I;149 home Because there's no n
21 ometimes!! 9K;191 home It's more **quiet** 9K;192 home Because at home i ca
22 ng to music 5E 55 home It's more **quiet** and I can consetrat my self better
23 t. 9K;193 home Because it's more **quiet** and I can stop whenever I want to.
24 . 7H;118 home Because it is more **quiet** and if I stay bored of reading I c
25 to. 9K;194 home because is more **quiet** and more confortable. 9K;195 hom
26 me more 5E 59 library It is more **quiet** and there is nobody to interrupt m
27 round. 5E 71 home It's even more **quiet** than in the library 5E 72 home B
28 iet. 8I;140 home Because is more **quiet**, calm, and silently. And I don't
29 home Because at home there is more **quiet**. 4D33 home Because is were I lea
30 nce. 7H;113 home because is more **quiet**. 7H;114 home Because I concentra
31 8I;156 library Because it is more **quiet**. 8J;157 home I can concentrate b
32 e 8J;161 home Because it's more **quiet**. 8J;162 home It is quiet and com
33 table. 5E 75 home It is the most **quiet** place that I know. 5E 76 home; l
34 le to. 8I;154 home Because it's **quiet** and private 8I;155 home Because
35 re space 5E 64 home Because it's **quiet** and confortable. 5E 65 home A pr
36 reading in my bedroom because it's **quiet** and I can concentrate myself 1A2
37 around. 6F 84 home Because it's **quiet** and I can do a break when I want a
38 eading. 8I;153 home Because it's **quiet** and it's confortable to. 8I;154
39 more carefully 8I;152 home It's **quiet**, and I'm more confortable to enjoy
40 refer to read at home because it's **quiet**, I have more space 5E 64 home Be
41 at home you have silence and it's **quiet**. 5E 62 home Because I can read w

1 feel more comfortable and it is a **quite** place so I can be more concentrate
2 d a lot of information and it is a **quite** place. 7H;104 home Because is le
3 ore quite. 5E 79 home Because is **quite** and I read like I want. 5E 80 ho
4 equires time and interest which is **quite** rare in the age of television and
5 B15 home Because at home it's more **quite** 2B16 home It's quite 2B17 home
6 table. 2B19 home Because is more **quite** 2B20 home because is& 2B21 hom
7 cs. 6F 95 home Because it's more **quite** 6F 96 library Because in the lib
8 warming bed. 2B11 home It's more **quite** and I feel more confortable. 2B1
9 ome Because in my house it is more **quite** than in the library and I'm more c
10 eading at home, because it is more **quite**, and don't have much noise. 4D29
11 mes) 5E 83 home because its more **quite**, comfortable, we have almost alway
12 ble. 5E 78 home Because its more **quite**. 5E 79 home Because is quite and
13 est. O Alchimista 8J;165 They're **quite** useful to get an overall idea of t
14 e it's more quite 2B16 home It's **quite** 2B17 home Because at home there
15 5E 68 home Because I'm alone, it's **quite**, without strange noises. 5E 69 h
16) At the library because it's very **quite** (...) and besides there are really
17 uitar, going out with friends yes, **quite** a lot 1A5 helping out at home, w

place

Left Collocates

1 ends. 8I;138 home because it's a **place** calme. 8I;139 home Because it's
2 bed. 8I;143 home Because it's a **place** calmm, without noise 8I;144 home
3 ecause it's calm, quiet and it's a **place** for good concentration 6G;98 hom
4 on. 7H;121 home Because that's a **place** that I know, and I fell confortabl
5 In house I'm more quietly, it's a **place** that I'm feel well, so it's the id
6 leave my appointments and it is a **place** were I feel very good. 4D34 home
7 7H;110 home In first place it's a **place** where I can be alone and in silenc
8 5 home Because I like to read in a **place** where I can be alone, with silence
9 r me is like travelling to another **place** wen we read we have to associat th
10 I "transport" myself to "another" **place**, so it doesnt matter if I'm readin
11 trate and I can't imagine a better **place** to find that. than my house. 6F

12 163 home Because it is the easiest **place** for me to be concentrated 8J;164
13 ncentrated. 7H;110 home In first **place** it's a place where I can be alone
14 t I'm feel well, so it's the ideal **place** to read a good book. 9K;181
15 7H;122 home Because there it's "my **place**" , it's where I feel confortable,
16 le and because is not a very noise **place**. 6G;103 library Because we can f
17 1A6 home My bedroom is the only **place** I can find peace and quiet to read
18 refer to go to cinema, or to other **place**. 7H;106 7H;107 7H;108 I th
19 iose...when not a reading in other **place**... 8I;136 home I use to read at
20 4D39 home because it is a quiet **place** and I can go to my room to stay al
21 5E 75 home It is the most quiet **place** that I know. 5E 76 home; library
22 my house I can always get a quiet **place** to sit and read or at night in my
23 6F 90 home Because it's a quiet **place** where I can concentrate easily.
24 2B13 home Because it is a quiet **place**, and I enjoy it. 2B14 home Becau
25 5E 73 home Because it's a quiet **place**, and I feel confortable at home.
26 a book I like to do it in a quiet **place**, in order to feel and appreciate m
27 brary, chose a book, go to a quiet **place**, start reading and imagine you're
28 portance, as long as it is a quiet **place**. 8I;146 home The silence is abso
29 Because I like to read in a quiete **place** 2B15 home Because at home it's m
30 more comfortable and it is a quite **place** so I can be more concentrate. 5E
31 t of information and it is a quite **place**. 7H;104 home Because is less noi
32 5E 70 Because the TV came to take **place** books. 5E 71 People say that the
33 ly due to the TV., which takes the **place** and function of the book as a way
34 s the television that occupies the **place** of the book. 9K;189 People have
35 use Audio-visuals are stealing the **place** of the reading habit 8J;158 Beca
36 eaceful. 8J;170 home there´s the **place** where I have peace and quiett 8J
37 hat if a person likes to read, the **place** where the book, magazine etc is re
38 o. 8J;170 Because the media took **place** instade 8J;171 Because, some peo

time

Left Collocates

1 iittle. Act of something wasting a **time**, but something a maravillous thing
2 e of time. 8J;172 Because it's a **time**-wasting and patient activity and p
3 ore confortable and I have the all **time** that I need to study 8J;172 home
4 ;130 Because people don't have any **time** and specialy because they prefer o
5 nd pleasur without requiring extra **time**. 8I;145 Because people no longer
6 ed with their lifes and don't find **time** to take pleasure in reading. 6F
7 when we read a book for the first **time** we can't retain all the ideas. 8
8 It's a way of spending our free **time** 1A4 contemporary texts about eve
9 57 I read a book when I have free **time** and a text that is studied at scho
10 ying yes 6F 95 I don't have free **time** because I work. no 6F 96 at the
11 Internet so people spend more free **time** doing those things, so that's why
12 new habits of spending their free **time** like , do nothing and the "fever"
13 5E 60 We should have more free **time** to reading and other extra-curricu
14 hing we do for pleasure or in free **time**, with the purpose of getting some
15 mes and TV. that take all the free **time**. 1A1 a bit of everything - u
16 ing thing that we could do in free **time**. 4D39 textbooks; novels; anythin
17 ve other things to fill their free **time**. 8I;153 Because we don't need to
18 ivities and ways to spend the free **time**. 9K;179 Because people are too b
19 7H;127 People nowadays haven't got **time**, because, we're always running and
20 king with friends yes, when I have **time** 2B14 watching TV., talking with
21 reading, walking yes, when I have **time** 2B15 watching TV., listening to
22 2B21 love stories I don't have **time** 2B22 historical texts 2B23 h
23 , and people (the most) don't have **time** 8I;150 Sometimes it is because t
24 It simple. People just don't have **time** as they had. Some do it because no
25 ve a turbulent life and don't have **time** for reading. 6G;99 Because we ha
26 can not. 2B9 To read is to have **time** to do it and in our days we don't
27 ;113 Because the people don't have **time** to do it. 7H;114 People nowadays
28 t and at home I usually don't have **time** to do it. 6G;102 home Because it
29 , nowaday they work and don't have **time** to read 7H;126 There isn't no ti
30 because we often say we don't have **time** to read and instead of that we pre
31 n reading. Then people don't have **time** to read because they work and so o
32 80 Because sometime we don't have **time** to read one book of 700 pages and
33 always usefull when we don't have **time** to read the whole book Os Maias
34 E 60 Sometimes I really don't have **time** to read the whole book, and they h
35 re very usefull when we don't have **time** to read the book because we can un
36 102 I think people just don't have **time** to read, some just think is really
37 have a busy life, they don't have **time** to read, they have more important
38 ity and people nowadays don't have **time** to read. 8J;173 Because nowadays
39 ink it's because people don't have **time** to read. 5E 75 Nowadays people a
40 . 2B14 Because people don't have **time** to sit in a chair and turn of the
41 or the beach; reading (when I have **time**) yes 6F 85 watching TV.; reading
42 don't read because they don't have **time**, is the work or the home to arrang
43 think that many people don't have **time**, others prefer watching TV. becaus
44 ime for reading and when they have **time**, they prefer do something else, as
45 good, but sometimes we don't have **time**, we are students, and we have to m
46 nd time. 4D31 Peoples don't have **time**. 4D32 Because, normaly books are

47 ich accompany a text I don't have time. 5E 71 excerpts which accompany
48 ve that's because, they don't have time. 6F 97 Because sometimes in scho
49 e have. 6G;100 People don't have time. 6G;101 Cause there's to many ot
50 s everything and people "list" his time watching her. 4D28 I think that
51 6 When you read and at the same it time you try to comprehen the aims idea
52 ollowed because sometimes it lacks time. 9K;196 Necessary to learn and c
53 ple's life leaving to them a litle time to do what they prefer and an orde
54 fficult and we have so very little time. 5E 67 texts about contemporary
55 od, they've been around for a long time and they will continue to do so
56 ng 9K;178 People don't have many time, they feel they are always busy.
57 9K;195 home Because I've got more time than at school. And I prefer to f
58 at I´m reading because I have more time to do it. 7H;107 home It's calme
59 4D38 I would like to have more time to read and in my opinion all peop
60 ause the school don't give us much time 8I;140 Miguel Torga; Camões; Fer
61 because the people hadn't to much time and the TV. had the first plan tod
62 at nowadays people don't have much time and when they do they prefer watch
63 ve a busy life and don't have much time for reading 9K;190 Science has d
64 d some words, and I spend too much time in that kind of reading 4D41 inf
65 6G;100 other I don't have so much time to read 6G;101 library Because i
66 ve music Because I don't have much time to read 6F 96 I have no preferen
67 ;114 People nowadays not have much time to read. 7H;115 Because, for man
68 ently because they don't have much time. Because nowadays people just thi
69 ead at home because, I can take my time. 5E 66 home I prefer home becaus
70 me to read 7H;126 There isn't no time 4 reading, people are too tired an
71 le are not interessted and have no time for it. 6F 94 People go to the e
72 . Life is to occuped people had no time for nathing. 5E 56 I think it's
73 they are so busy that they have no time for reading and when they have tim
74 e attractive: Nowadays there is no time for reading. They go out frequent
75 tressed, tired, they don't have no time pacience and are more and more los
76 h their everyday tasks and have no time to read for pleasure. 6F 93 I th
77 19 2B20 2B21 No, there is no time to read to much 2B22 2B23 Bec
78 is always so stressed that has no time to read, that's a pety because rea
79 of reading. 5E 55 People had no time to read. Life is to occuped people
80 k it is ignored because we have no time to waste and actually reading requ
81 which accompany a text I have no time. 5E 72 historical texts (about E
82 5E 71 People say that they have no time. It's more confortable to see TV
83 amões; Júlio Dinis; etc. I have no time. I only read in vacations or when
84 ill 2B17 Because Peeple have not time to do it. 2B18 Maybe because the
85 ne side I thing that is the less o time from the people, the excess of wor
86 people think reading is a waste of time 4D45 Because is boring, it's a l
87 t reading is boring and a waste of time and so they prefer to go to cinema
88 s the people think it's a waste of time and the books are a little expensi
89 o and fro. However, the amount of time school occupies in our daily lives
90 8J;163 Because there is a gap of time to do it, and because most of the
91 t in Portuguese 5E 69 A waste of time! It is so Boring (I don't have "p
92 think the read the "best waste of time" 5E 83 Because people nowadays n
93 64 It's boring, it takes plenty of time, I get sleepy. 5E 65 It's very u
94 oo insert ourselves in a period of time, in a certain space, maybe in a ce
95 boring to do. And it's a waste of time, it's better to enjoy life than to
96 of pleople considere it a waste of time, they think it's better to go out
97 Because is boring, it's a loss of time. 4D46 Reading is frequently igno
98 se, for many people, is a waste of time. 7H;116 I think that TV is the r
99 think´s that reading is a waste of time. 8J;172 Because it's a time-wast
100 standing it, if not its a waste of time. 9K;197 When I read a book I "l
101 y think that reading is a waste of time. but in my opinion shuul read to
102 4D39 I think it is due to lack of time. People are too busy and too tire
103 ncerely opinion this is a waste of time. We lose a class for this. 4D35
104 as I would like to [due to lack of time] 5E 59 reading; watching TV.; li
105 as I would like to [due to lack of time] 5E 61 listening to music; watch
106 ings. It is a way of spending our time doing something useful. 9K;178 l
107 mething that takes up a lot of our time, and we prefer to do more interest
108 o more interesting things with our time. 5E 66 It's frequently ignored b
109 o to the cinema and in the present time computers and Internet, forgetting
110 9 It is an activity which requires time and interest which is quite rare i
111 ly and listen to music at the same time 9K;189 home I feel more comforta
112 doing whatever I want at the same time (listen to music or eat). 9K;179
113 3C25 I can't read at the same time because I'am confused. 3C26 Flor
114 K;183 Florbela Espanca At the same time I read, I practice too. 9K;184 C
115 o oblige the estudants of the same time reading two or three books. (...)
116 ;120 7H;121 fun and at the same time serious. 7H;122 When it's someth
117 n listen to some music at the same time. 9K;180 home In house I'm more q
118 ut sometimes (frequently at school time) we are obliged to read things tha
119 mfortable and I can read any space time I want. 8J;174 home because it's
120 it's something we do in our spare time that bores us. 5E 66 Reading i
121 ke part of ours lifes like a spend time 4D31 funny texts &because we can
122 a way of learning, serves to spend time, get knowledge about an interestin
123 have to. Something we do to spend time, to enjoy ourselves and/ or to hav

124 use people doesn't have much spend time. 4D31 Peoples don't have time.
125 textbooks It's a form of spending time and also of learning new things.
126 metimes 8J;157 reading; spending time with friends watching TV.; playing
127 t important way of people spending time. People have to see that books a
128 e or her is reading it for the 1st time. 8I;145 8I;146 8I;147 8
129 ost people worked and they haven't time to read and sometimes people prefe
130 ays the simple act of reading take time and most people don't have that ti
131 me and most people don't have that time unfortunately. 8I;132 In some ca
132 of Stress that they don't have the time for reading 8J;168 Because of a
133 way 8I;150 Because most of the time I read for pleasure not that I hav
134 7H;125 home Because I can read the time I'm free and any part of the house
135 tion 1A5 When we don't have the time or don't understand the meaning of
136 ause people don't seem to have the time or they have other interests. 4D
137 oges like computers that thaks the time that they in other day they used t
138 do Pessoa Because most part ot the time the books or text which we study a
139 ;182 Because, people spend all the time thinking in sex. 9K;183 It can b
140 re useful when you do not have the time to read the book. 9K;185 They a
141 I prefer home because most of the time, during the afternoons I'm alone,
142 and if i had, I wouldn´t have the time. 5E 74 comics ...because I like
143 on TV?" Sometimes they have their time so ocupied with ignorant things th
144 and in our days we don't have this time. 2B10 Because nowadays young peo
145 certain character. You move threw time you can see other mentalities how
146 ct that people don't want to waste time reading something that they can wa

text/s

Right Collocates

1 to a further understanding of the text 1A5 Something like the helping g
2 ive process, involving a reader, a text and a writer. 8J;175 textbooks
3 better the general content of the text and also the climax O Judeu 8I;1
4 e read all that is relative to the text and ask other's opinions. 5E 78
5 ty. 3C24 3C25 It is reading a text and doing exercises 3C26 It is v
6 bout the subject. 4D29 Reading a text and interpreting questions 4D30
7 ng that helps us to understand the text and learn new things. 8I;148 It'
8 6F 97 It's a way of knowing the text and learning things about from it.
9 131 Essencial to understanding the text and note the main ideas 8I;132 I
10 er to understand. 7H;115 In the text and other works. 7H;116 They ar
11 8J;162 A way to fully understand a text and receive adequate information.
12 that we kept the global idea of a text, and that we understood it. 8J;1
13 luate how a student understood the text and the capacity to write statemen
14 8J;159 When I understanding the text and the mesage. 8J;160 It is use
15 ng that Helps us to understand the text and the story. 8I;149 Well, we r
16 od. 9K;176 9K;177 Reading the text and then answer the questions prov
17 story. 8I;149 Well, we read the text and then we try to pick up the mor
18 4D35 It is the reading about one text and try to comprehend the text.
19 s an activity in which we read the text and try to understand it by explor
20 just understand the teoric, do the text and waste the book. 9K;188 Retra
21 Florbela Espanca, Sonetos Because text are smaller than books. 2B14 Wh
22 s stay to know what is something (text, article...) about. 8I;135 magaz
23 ook is more complex than reading a text as it is more than reading and ans
24 ook in the same way, that I read a text because a book it's more big, and
25 in the same way I read any kind of text because when I read them, I read b
26 more attention to a book than to a text book. 6F 87 Poesias Completas, J
27 portant for the comprehension of a text/ book. The Pearl 6F 86 They are
28 the past. To me Reading is read a text, but not just read and yes interpr
29 erpretations can be useful for our text comprehension. 5E 79 5E 80
30 eading is the comprehension of the text content. 9K;183 9K;184 hist
31 it's a way of they understood the text. 4D34 I think that a reading com
32 one text and try to comprehend the text. 4D36 A reading comprehension ac
33 ad carefully for we understand the text. 4D39 It is a thing that most be
34 a wrong interpretation of the all text. 4D40 4D41 Because I may not
35 get some important ideas front the text 4D44 textbooks A way of acquire
36 ge. 5E 50 better understanding a text 5E 51 Interesting 5E 52 Unders
37 eresting 5E 52 Understanding the text 5E 53 It's an understanding/ com
38 nderstanding/ comprehension of the text. 5E 54 Annoying. 5E 55 Boring!
39 we read, enjoy and understand the text 5E 58 Useful to understand teh g
40 erstand teh general message of the text 5E 59 A reading comprehension ac
41 ost important parts of an original text 5E 63 They are useful to make m
42 tand most of the vocabulary in the text. 5E 73 It a text that you read,
43 one 5E 76 Its to understand the text. 5E 77 Necessary. 5E 78 We rea
44 nderstand the meaning of the whole text. 5E 82 Fernando Pessoa Because I
45 egy I use when I read any ordinary text. 6F 86 Camões; Fernando Pessoa U
46 tanding the ideas expressed by the text. 6F 90 It developpes new vocabul
47 e title has nothing to do with the text) 6F 93 The summaries are mostly
48 It's scanning and skimming too the text for all the information in order t
49 everybody can participate, and the text goes on a funny way. Reading is to
50 that we have to do to understand a text. 7H;106 7H;107 7H;108 I th

51 ext, take a few notes, and write a *text*. 7H;110 7H;111 A reading comp
52 od to have different opinions of a *text*. 7H;119 I prefer someone's who h
53 one's who has already analised the *text* 7H;120 7H;121 Because it help
54 cal information about a particular *text* 7H;130 historical texts; texts
55 reads has to show interest and the *text* has to be interesting 6F 84 see
56 and discuss about it. 8J;158 The *text* has to be read and understood 8J
57 is to reach the end of the book or *text*, having understood the message.
58 helps a student to understand the *text* he is reading, it is an important
59 5E 70 excerpts which accompany a *text* I don't have time. 5E 71 excerp
60 5E 71 excerpts which accompany a *text* I have no time. 5E 72 historica
61 can choose what I want to read, a *text* I have to read what the teacher te
62 g. 8I;137 When we can resume the *text*. 8I;138 A reading comprehension
63 up the more important ideas of the *text* 8I;150 A reading comprehension i
64 ck our capacity of discodifycate a *text*. 8I;154 It's a difficult but int
65 sy to answer. Reading is to have a *text* in front of the eyes and understan
66 it is important to understand the *text*, in order to do the tasks and answ
67 5E 75 Someone tell you to read a *text* in silence; then that person ask y
68 se sometimes my interpretation the *text* is not always correct or it differ
69 t to keep your mind awake when the *text* is repetitive. 6F 93 poems That
70 5E 49 Because it is every book and *text* is subjective 5E 50 5E 51 Bec
71 7H;114 To study an exame or a *text*, it makes it easier to understand.
72 see if I now how to entrepretate a *text*. 8J;161 8J;162 Because I like
73 to have a first global idea of the *text*. 8J;164 They are useful when I
74 8J;167 necessary to understand the *text* 8J;168 Is a little boring but it
75 explaining the information of the *text*. 9K;189 Important for informatio
76 portant for the comprehension of a *text* 9K;193 Because it's always good
77 see if the student understood the *text* learn new words and structures, pe
78 ause I may not understand what the *text* means. 4D42 Because my fellow st
79 185 It is when we ought to read to *text*, or a book and take from him the m
80 ding is the act of "entering" in a *text* or book with the purpose to know i
81 e the student could understand the *text* or book. 4D38 For me in a readin
82 activity help me a understand the *text* or book. 8I;139 8I;140 Very w
83 ortant, because it normally in the *text* or exame as the textbook it can be
84 t to, in school I have to read the *text*'s and it becomes boring. 5E 74
85 formation. 9K;190 Useful for the *text*'s comprehension. 9K;191 9K;19
86 ;98 it's good for comprehension of *text*'s. 6G;99 6G;100 Boring 6G;1
87 and yes interpreting what did the *text* said. 5E 83 "interesting" texts
88 To read and to understand what the *text* show us. 5E 82 Is checking my ca
89 achers help us to read through the *text* (some teachers do). 8I;153 be
90 remember. Because a textbook or a *text* studied in school don't interest m
91 y I read a textbook because like a *text* studied in school one must to read
92 tory, wheras in a textbook or in a *text* studied in school you have to look
93 specific stradegy. According to a *text* studied in school, we have to answ
94 on. 9K;181 the textbook and the *text* study in school are especifics, so
95 nt any doubts. 7H;109 You read a *text*, take a few notes, and write a tex
96 56 When I am not familiar with the *text* that I am dealing. 8J;157 They
97 ts. Reding is a comprehension of a *text* that includes the writer and conte
98 read atentivly and understand the *text* that is given 9K;179 We read the
99 a book when I have free time and a *text* that is studied at school I have t
100 it makes us understand better the *text* that we are reading. I can't remem
101 our point of view. 9K;186 Read a *text* that we like, and then expose the
102 I can. 5E 66 Fernando Pessoa A *text* that we studied in school is very
103 cabulary in the text. 5E 73 It a *text* that you read, and you try to unde
104 3 Reading is try to understand a *text* then take the mane ideas of that t
105 eeling. 9K;181 We first read the *text*, then we absorve it's content and
106 hat person ask you to explain that *text*, to answer questions and so one
107 t then take the mane ideas of that *text* to work out with it. 7H;114 the
108 that is given 9K;179 We read the *text*, try to understand it and answer s
109 77 Necessary. 5E 78 We read the *text*, understand it and we do some inte
110 so answer some questions about the *text* we read. 8J;162 A way to fully u
111 boring, it depends on the kind of *text* we're reading. 8I;153 A reading
112 m sure that I have interpreted the *text* well enough to understand it. 8J
113 Fernando Pessoa; Cesário Verde The *text* which I study in school is a kind
114 for interested and curiosity and a *text* which is studid an school, I have
115 tand it. 8J;158 A textbook or a *text* which is studied has to be careful
116 o do it, not as a textbook or as a *text* which is studied in school. 8I;1
117 ause of that it wouldn´t be like a *text* which is studied in school but lik
118 most part ot the time the books or *text* which we study are boring, now Eng
119 and it. 8J;165 After reading the *text*, you try to understand it answerin
120 9K;191 9K;192 It depends on the *text* you're reading but its basically b

text/s

Left Collocates

1 us. 8I;135 the conclusion of a *texts* (...) because I could lear somethi
2 ovels; essays; biographies 1A1 *texts* about contemporary themes 1A1
3 me I feel more comfortable 1A1 *texts* related to each subject 1A2 text

4 exts related to each subject 1A2 texts about everything 1A3 poems; info
5 eelings that is in the book. 1A3 texts in manuals It's a way of spendin
6 ct 1A3 historical texts 1A4 texts about contemporary problems in oth
7 ern and classical literature 1A6 texts related to each subject; poetry or
8 exts dealing with current-affairs; texts about "interesting personalities"
9 59 texts based on current-affairs; texts dealing with teenagers´ problems
10 n in a page, etc. ... 9K;187 all texts which contain "important informati
11 oetry; narrative and argumentative texts; texts related to the subject 4D
12 texts 2B9 literary texts 2B10 texts related to each subject; texts ric
13 texts 2B11 literary texts 2B12 texts from textbooks 2B13 lyrics; hist
14 ories about everyday life 2B16 texts in manuals which give general know
15 s be free of all around us. 2B16 texts that are useful for me 2B17 hi
16 ts Because have true facts 2B18 texts about current themes 2B19 hist
17 8J;159 English culture-based texts 8J;160 general culture 8J
18 E 57 romance novels; culture-based texts 5E 58 novels; poetry because w
19 traditions. 5E 78 culture-based texts 5E 79 texts about contemporary
20 ersonality. 5E 76 culture-based texts 5E 77 culture-based texts ...b
21 ts; lyrics 5E 83 culture-based texts 6F 84 adventure stories 6F
22 re useful. 7H;112 culture-based texts 7H;113 texts which deal with
23 the test 7H;115 culture-based texts 7H;116 everything 7H;117 I
24 r people's opinions; fiction-based texts 7H;104 texts which are not wri
25 riticisms 8I;155 culture-based texts 8I;156 literary texts (...) be
26 ased texts newspapers horror-based texts 7H;108 magazines magazines tex
27 2 informative texts; culture-based texts 5E 83 narrative texts; plays 6
28 93 narrative texts; culture-based texts 6F 94 narrative texts; culture-b
29 94 narrative texts; culture-based texts 6F 95 all kinds of texts 6F 96
30 o de Notícias comics culture-based texts 6G;98 magazines newspapers adver
31 xts; literary texts; culture-based texts 7H;116 culture-based texts 7H;
32 based texts 7H;116 culture-based texts 7H;117 texts discussed in class
33 8 informative texts; culture-based texts 7H;119 romance novels; historica
34 ary issues 5E 80 fiction-based texts Because I don't like many english
35 now a bit. 8I;142 culture-based texts For me "reading" is introduce eno
36 ical texts 6F 87 culture-based texts I prefer reading in Portuguese, b
37 d is to learn. 2B9 culture-based texts Yes. It is a way of getting smart
38 e customs. 8I;142 culture-based texts (...) because we learn something m
39 knowledge 8I;132 culture-based texts (...) because I like to know more
40 31 historical texts; culture-based texts (...) because it's a way to improv
41 teresting. 8I;141 culture-based texts (...) because I can learn much thi
42 ased texts 5E 77 culture-based texts ...because we learn about their tr
43 politics. 7H;109 culture-based texts ...most of it are very interesting
44 r tomorrow. 7H;112 culture-based texts about the English In my opinion "
45 8I;138 8I;139 culture-based texts because it's more interesting 8
46 5E 60 historical and culture-based texts I like to know different cultures
47 7H;107 comics; horror-based texts newspapers horror-based texts 7
48 he Slaughter 5E 76 culture-based texts Os Maias, Eça de Queirós; A Sibila
49 ting Euro 9K;195 culture-based texts texts dealing with social developm
50 52 historical texts; culture-based texts; comical texts (...) they are very
51 he manuals. 5E 82 fiction-based texts; lyrics 5E 83 culture-based te
52 nteresting 8I;140 culture-based texts; texts on the environment and spor
53 ional news 6F 94 culture-based texts; texts that enrich vocabulary
54 o laugh. 5E 75 biblioographical texts Due to the fact that they informe
55 ore informed. 4D38 biographical texts 4D39 anything interesting I r
56 texts 5E 67 poems; biographical texts 5E 68 narrative texts 5E 69 te
57 162 historical texts; biographical texts Reading is the most important com
58 rom textbooks 5E 75 biographical texts; texts from textbooks 5E 76 lite
59 ive; poetry; etc.) 7H;128 books; texts provided by teachers 7H;129 news
60 ual; literary texts 5E 54 boring texts 5E 55 informative texts; literar
61 9K;182 9K;183 9K;184 "boring texts" (e.g.: O Judeu; Aparição) 9K;18
62 do so 8J;166 fiction; canonical texts It's something that We do to be m
63 t exercise. 7H;130 non-canonical texts (...) because exist everything it'
64 fe in English countries; canonical texts ...because I always learn somethin
65 on. 6F 90 fiction; non-canonical texts ...because I like to read crime, t
66 5E 60 plays; novels; cientific texts biographies biographies "the ones
67 exts; culture-based texts; comical texts (...) they are very practical and
68 historical texts; fiction; comical texts Because it's interessant. 5E 57
69 eito; O Mundo de Sofia TV+ comical texts textbooks 5E 80 Regresso ao Futu
70 aries newspapers magazines; comics texts studied in school 8J;158 8
71 g our free time 1A4 contemporary texts about everyday life in English cou
72 cientific texts 6F 86 critical texts 6F 87 culture-based texts I p
73 sten in English. 6F 88 critical texts ...because we learn with them and
74 texts rich in vocabulary; cultural texts 2B11 literary texts 2B12 texts
75 ent books 8I;133 poems cultural texts a book philosophy books 8I;134 O
76 Luís de Sousa(c.r.) 4D40 current texts Arthur Miller, All My Sons; Eça de
77 on to write (more or less) 4D28 texts about current events (e.g.: the IR
78 try; plays; narrative texts 4D28 texts from the textbook which deal with
79 ing about somebody's life. 4D30 texts about current events (e.g.: histor
80 nation and our vocabulary. 4D30 texts about current events &not dramas,

y; background information 4D32 texts about current events (e.g.: TV., r
4D31 poetry 4D32 poetry 4D33 texts on English history (e.g.: Hamlet;
&because it's interesting. 4D36 texts related to current events 4D37
ish history; texts in Latin 4D38 texts on English history; texts in Latin
dino Ribeiro, Menina e Moça 4D41 texts on famous people; jokes; etc. Alme
rdição; Shakespeare, Hamlet 4D42 texts that are of interest to me (e.g.:
ive us the chance to learn. 4D43 texts about tennagers' problems and inte
;135 historical texts; descriptive texts 8I;136 informative texts 8I;1
us knowledge. 5E 78 descriptive texts "Reading" is something we do for
ezinho 8I;141 poems descriptive texts stories stories 8I;142 8I;
5E 78 literary and descritptive texts 5E 79 literary texts 5E 80 lit
5E 77 literary and descritptive texts 5E 78 literary and descritptive
ts 6G;100 all kinds of different texts 6G;101 plays; documents; novels
help us understand some difficult texts better. A Sibila 5E 50 in compre
formative texts 1A4 poems; drama texts; different kinds of texts for each
l types of texts 3C27 dramatic texts &because they give me inspiration
fiction (eg.: novels; dramatical texts) Amor de Perdição, Camilo Castel
gazines 5E 60 poetry; dramatical texts; novels 5E 61 narrative texts
novels; informative texts 5E 53 texts from the manual; literary texts
nformative texts; comics 5E 53 texts which focus on teenagers´ problems
s on teenagers´ problems 5E 54 texts which focus on teenagers´ likes: m
Pessoa historical texts 5E 56 texts about singers, actors; etc. textbo
have so very little time. 5E 67 texts about contemporary issues 5E 6
ts 5E 68 narrative texts 5E 69 texts from novels 5E 70 narrative text
al texts (about England) 5E 73 texts about music Because it's something
s 5E 72 historical texts 5E 73 texts from textbooks 5E 74 texts from
5E 73 texts from textbooks 5E 74 texts from textbooks 5E 75 biographica
5E 73 I don't remember 5E 74 texts from the English textbook 5E 75
E 78 culture-based texts 5E 79 texts about contemporary issues 5E 8
the main character. 9K;180 "easy texts" (e.g.: texts about people, their
it and understand it. 4D38 easy texts; summaries of 12th form texts To
s world. 5E 60 5E 61 "easy" texts 5E 62 comics it's a different
, magazines, texts. 5E 68 "easy" texts It's a way to get more culture ab
texts dealing with the IRA or ETA texts dealing with the IRA or ETA texts
texts dealing with the IRA or ETA texts read for homework texts provided b
d it's much easy to read. 6F 89 texts based on personal expericences Bec
dventure stories; poetry 6F 91 texts based on personal expericences
on personal expericences 6F 92 texts based on personal expericences
try 6F 91 literary texts 6F 92 texts taken from English literature 6F
s that enrich vocabulary 6F 95 texts that deal with music ...because I
agazines; technical texts; factual texts The Lost World, Michael Kriton; In
t's "reading" 8I;151 non-fiction texts (e. g.: biographies) (...) because
Os Maias 6F 84 When I study for texts and to understand better the conte
8I;141 When I have to study for texts, and they are very useful. Inciden
ays useful. 7H;117 To study for texts. I can't remember. 7H;118 To bet
easy texts; summaries of 12th form texts To read is the most interesting t
ulture-related texts 2B9 funny texts Because I like it. 2B10 no pref
fes like a spend time 4D31 funny texts &because we can laft a little. Act
cter. 9K;180 "easy texts" (e.g.: texts about people, their families and c
Judeu 9K;187 non-fiction (e.g.: texts related to the role of women in to
o understand. 6G;100 6G;101 texts about music 6G;102 texts which
G;101 texts about music 6G;102 texts which deal with my personal intere
shion, films, war, etc. 6G;103 texts based on other people's opinions;
texts from the textbook 6G;98 texts based on other students´ opinions;
inions; canonical novels 6G;99 texts which deal with current events and
180 historical texts; geographical texts; texts related to the "family" 9
mmonwealth 6G;103 7H;104 texts that I believe to be "good" inform
ns; fiction-based texts 7H;104 texts which are not written in columns a
inema or go to the beach. 7H;105 texts from the textbook ...because they
ines; texts read in class 7H;105 texts from the textbooks 7H;106 texts
texts from the textbooks 7H;106 texts from the textbooks 7H;107 litera
seful for the daily life 7H;110 texts which deal with music 7H;111 i
12 culture-based texts 7H;113 texts which deal with society 7H;114
7H;113 informative texts 7H;114 texts mentioned in the syllabus 7H;115
which deal with society 7H;114 texts which prepare me for the test
H;116 culture-based texts 7H;117 texts discussed in class 7H;118 inform
st read the ones I must. 7H;118 texts which are easy to interpret 7H
nd in the way of reading. 7H;119 texts based on current and future events
h are easy to interpret 7H;119 texts which contain the "main idea" with
História da Literatura 7H;126 texts dealing with the IRA or ETA texts
texts 7H;125 textbooks 7H;126 texts provided by the teacher; others fr
ing we learn many things. 7H;128 texts based on current-affairs 7H;12
hings about many topics. 7H;128 texts which deal with current-affairs
ased on current-affairs 7H;129 texts that would be more difficult to un
formative texts 7H;111 historcal texts; poetry; texts in Portuguese and E
ese and English 7H;112 historcal texts; texts in Portuguese, French and E
current themes 2B19 historical texts 2B20 informative texts I don'

```
158      8I;145      8I;146 historical texts     8I;147 literary texts     8I;1
159   5E 55 Fernando Pessoa historical texts      5E 56 texts about singers, act
160      8I;150 criticisms; historical texts      8I;151 texts based on current
161  don't have time   2B22 historical texts      2B23 historical texts Because
162 storical texts   7H;120 historical texts     7H;121 Portuguese novels (Ferna
163 tter the subject    1A3 historical texts      1A4 texts about contemporary p
164 extbooks   2B13 lyrics; historical texts    2B14 lyrics; historical texts
165 al texts   2B14 lyrics; historical texts    2B15 almost every kind   2B16 li
166 tives; dialogues   4D35 historical texts    4D36 all kinds, from informative
167 exts; philosophical and historical texts    5E 63 informative texts   5E 64
168  texts scientific texts historical texts    5E 63 Romeo and Juliet Luís Camõ
169 narrative texts   5E 72 historical texts    5E 73 texts from textbooks   5E
170  7H;119 romance novels; historical texts    7H;120 historical texts    7H;12
171 ensive reading   7H;130 historical texts    7H;131    8I;132 all kinds of te
172 taries newspapers poems historical texts    8J;163      8J;164 comics scien
173 m the textbook   9K;194 historical texts    9K;195 "all kinds of texts" (e.g
174 to the subject studied; historical texts    9K;177 informative texts; books
175 formative texts; books; historical texts    9K;179 literary texts; informati
176 ormative texts   9K;192 historical texts    9K;193 plays; texts from the tex
177 resting story    7H;124 historical texts    Reading is something that he mak
178 ys.    5E 61      5E 62 historical texts   Because to me it's more difficult
179  useful for me     2B17 historical texts   Not   2B18 perhaps sports texts
180 work together.   7H;125 historical texts   (...) because it's related facts t
181 ook excerpts     7H;124 historical texts   (...) because it chow-me difrent t
182 t.   9K;183      9K;184 historical texts   (...) because it is a way to learn
183 ries; comics     9K;184 historical texts   (...) because they are interesting
184 I have no time.   5E 72 historical texts   (about England)     5E 73 texts ab
185 xts; textbooks   9K;190 historical texts   (e.g.: British and American histor
186 f the language.   5E 63 historical texts   ...because it's something that bel
187  belong to us.    5E 64 historical texts   ...because it belongs to us. Becau
188 ause it's actual     1A5 historical texts   because I like very much of histor
189  like and read    6F 89 historical texts   Because it's interesting, very rec
190 storical texts     2B23 historical texts   Because I like very much History.
191 ;111 informative texts; historical texts   Because I like to read the texts t
192 ct     5E 50      5E 51 historical texts   because they talk about problems o
193 tudy in classrom   2B17 historical texts   Because have true facts    2B18 te
194 ; magazines newspapers; historical texts   books books   2B14 magazines newsp
195 kinds of texts   7H;123 historical texts   in English and Portuguese   7H;124
196  etc.   2B19 magazines, historical texts   Shakespeare, Hamlet; A.B. Luís, A
197  love stories; facts in historical texts   Shakespeare, Hamlet   2B13 love st
198 ports; etc.)     7H;122 historical texts   that deal with Tudor history (...)
199  more knoleges.    4D42 historical texts   &because we learn that it is the s
200 owlodges we have   4D42 historical texts   &because I like of nowing somethin
201 s thing to read    4D43 historical texts   &because it good to know histories
202 ing the lecture.   4D35 historical texts   &it's a form to learn it. No   4D3
203 t current events (e.g.: historical texts)     4D31 poetry; background infor
204 6 literary texts   2B17 historical texts, for example the World War and the
205 oy our selves.   8J;162 historical texts; biographical texts  Reading is th
206 ure problems.    7H;131 historical texts; culture-based texts (...) because
207 e books about.   8I;152 historical texts; culture-based texts; comical text
208 iterary texts    8I;135 historical texts; descriptive texts   8I;136 inform
209 s; etc.   5E 57 poetry; historical texts; etc.   5E 58 historical texts; no
210 tched for that.   5E 56 historical texts; fiction; comical texts Because it
211 ormative texts   9K;180 historical texts; geographical texts; texts related
212 in the syllabus   6G;99 historical texts; informative texts   6G;100 all ki
213  kinds of texts   6F 96 historical texts; informative texts   6F 97 poems;
214 n the syllabus   7H;115 historical texts; literary texts; culture-based tex
215 mentaries books   5E 62 historical texts; love stories literary texts scien
216 iterary texts    8J;161 historical texts; novels; poems   8J;162 historical
217 ther languages   8J;165 historical texts; novels; poems   8J;166 all kinds
218 xts; textbooks   8J;171 historical texts; novels; poems   8J;172 texts used
219 cal texts; etc.   5E 58 historical texts; novels, such as A Sibila and Os M
220 ll boring. No.   7H;108 historical texts; plays (e.g.: Shakespeare's)  Read
221 literary texts   8J;157 historical texts; poems   8J;158 texts used for rea
222  novels; poems   8J;162 historical texts; psychology texts; texts in German
223 o literary texts   4D37 historical texts; texts on literature, philosophy,
224 narrative texts   6F 87 historical texts; texts from the textbook   6F 88
225      9K;195 biographies; historical texts; texts dealing with politics and i
226  on the subject   5E 56 historical texts; texts about current events; etc.
227 ticular text     7H;130 historical texts; texts which deal with current-aff
228 n   4D38 texts on English history; texts in Latin (e.g.: Virgílio; Cicero)
229 ture, philosophy, English history; texts in Latin   4D38 texts on English h
230 IRA or ETA texts read for homework texts provided by the teacher   7H;127 A
231 that hapen in the whold.    8I;134 texts on the environment; poems Because
232  about all kind of things   8I;137 texts which deal with current affairs  R
233 message that it contains.   8I;141 texts which deal with current affairs I
234   8I;143 advertisements     8I;144 texts dealing with science     8I;145
```

235 t word would be pleasure. 8I;146 texts on the Internet Reading is an awa
236 s 8I;148 literary texts 8I;149 texts which are manditory for school 8
237 cisms; historical texts 8I;151 texts based on current affairs (...) bec
238 scarce of knowlegement. 8I;152 texts based on current affairs 8I;15
239 (...) I prefer reading information texts about all events, with more signif
240 ican history) 9K;191 informative texts 9K;192 historical texts 9K;193
241 literary texts 5E 81 informative texts 5E 82 informative texts; culture
242 ng. 4D34 dialogues; informative texts 4D35 culture-related texts &b
243 8I;154 literary texts; informative texts 8I;155 romance novels; comics; l
244 I believe to be "good" informative texts 7H;105 A Cidade e as Serras ma
245 G;99 historical texts; informative texts 6G;100 all kinds of different te
246 cussed in class 4D43 informative texts 4D44 4D45 literature 4D46
247 5E 50 novels; plays; informative texts 5E 51 textbooks 5E 52 novels;
248 storical texts 5E 63 informative texts 5E 64 informative texts 5E 65
249 xts 7H;108 7H;109 informative texts 7H;110 informative texts 7H;11
250 love stories 2B12 informative texts 2B13 2B14 2B15 stori
251 rmative texts 7H;110 informative texts 7H;111 historcal texts; poetry;
252 ormative texts 5E 64 informative texts 5E 65 literary texts 5E 66 ph
253 tbooks 5E 52 novels; informative texts 5E 53 texts from the manual; lit
254 9K;179 literary texts; informative texts 9K;180 historical texts; geograp
255 h and English 7H;113 informative texts 7H;114 texts mentioned in the sy
256 verything 1A3 poems; informative texts 1A4 poems; drama texts; differen
257 F 96 historical texts; informative texts 6F 97 poems; narrative texts; so
258 eu; Aparição) 9K;185 informative texts 9K;186 comics 9K;187 textbooks
259 riptive texts 8I;136 informative texts 8I;137 all kinds of texts 8I;
260 ike to learn. 8I;136 informative texts In my opinion reading is the same
261 torical texts 2B20 informative texts I don't like english. 2B21 love
262 resting things. 4D40 informative texts Reading is to read attentively a
263 tand the story. 4D40 informative texts Sometimes it's very difficult to
264 interesting. 9K;189 informative texts (...) because they teach us more t
265 d imagine... 8I;136 informative texts (...) because it gives a lot of in
266 sting texts 7H;127 informative texts (...) because we get to know, lots
267 become cult. 7H;131 informative texts (...) I prefer reading information
268 interesting 9K;185 informative texts (...) because it increases our kno
269 was written. 7H;104 informative texts ...because is one way that I can l
270 some facts. 7H;110 informative texts ...because it's an area that I lik
271 tbooks; plays 9K;188 informative texts about literary novels 9K;189 inf
272 d the world. 8I;133 informative texts Because it is important (and it is
273 nd in England 5E 49 informative texts because it enlarges my vocabulary
274 co O Presbítero 2B20 informative texts I don't remember 2B21 a little
275 romance novels 4D42 informative texts linked to themes discussed in clas
276 rgílio; Cicero) 4D39 informative texts linked to themes discussed in clas
277 sion of life. 6F 88 informative texts on the topic to be studied in clas
278 ery interesting 1A6 informative texts on other countries and cultures
279 point of view. 6F 86 informative texts on the topic to be studied in clas
280 movies; etc. 5E 55 informative texts they are easier to examine. I don'
281 urrent events 4D37 informative texts &because I get more and more infor
282 much History. 3C24 informative texts &because give me informations abou
283 torical texts 9K;177 informative texts; books 9K;178 informative texts;
284 texts; books 9K;178 informative texts; books; historical texts 9K;179
285 ve texts; plays 3C25 informative texts; bibliographies; Shakespeare's pla
286 interesting. 5E 52 informative texts; comics 5E 53 texts which focu
287 many english. 5E 81 informative texts; comics ...because that's the only
288 ormative texts 5E 82 informative texts; culture-based texts 5E 83 narra
289 ssed in class 7H;118 informative texts; culture-based texts 7H;119 roma
290 with music 7H;111 informative texts; historical texts Because I like t
291 rs; magazines 8J;164 informative texts; literary texts in Portuguese and
292 4 boring texts 5E 55 informative texts; literary texts, depending on the
293 ganizations 9K;196 informative texts; literary texts It's more interest
294 iterary texts 8J;169 informative texts; lyrics; canonical fiction 8J;1
295 187 stories 9K;188 informative texts; lyrics (...) because it is more i
296 a and Os Maias 5E 59 informative texts; magazines 5E 60 poetry; dramati
297 3C26 textbooks 3C27 informative texts; poetry; plays; narrative texts
298 t's interesting 3C24 informative texts; plays 3C25 informative texts; b
299 interessant. 5E 57 informative texts; poetry 5E 58 excerpts from bo
300 ature 5E 48 5E 49 informative texts; stories and many others 5E 50 n
301 9K;196 literary texts; informative texts; texts which are useful to my stud
302 inds of texts 8I;144 informative texts; texts for "extra reading" 8I;14
303 expericences 6F 93 informative texts; texts that deal with internationa
304 terary novels 9K;189 informative texts; textbooks 9K;190 historical tex
305 eachers to read 2B19 informative texts; texts given by the teachers 2B2
306 historical; literary; informative; texts with varied themes) 9K;196 liter
307 ught to class plenty of interestin texts. I think that teachers should cho
308 the present 7H;126 interesting texts 7H;127 informative texts (...)
309 interesting 7H;111 interesting texts Reading is a way to develop our k
310 t's the only book with interesting texts and images. No. 5E 82 fiction; t
311 e text said. 5E 83 "interesting" texts Reading is too insert ourselves i

312 Portuguese. 5E 65 "interesting" texts ...because it helps me to pay more
313 azines, etc. 5E 67 "interesting" texts Because is better and I pay more a
314 Shakespeare 9K;190 "interesting" texts Os Lusíadas, Luís de Camões (c.r.)
315 ey are very interesting. 8J;157 texts about contemporary issues (environ
316 7 historical texts; poems 8J;158 texts used for reading comprehension 8
317 for reading comprehension 8J;159 texts based on current-affairs; texts de
318 8J;161 non-fiction 8J;162 texts dealing with music; literary texts
319 d provide great culture 8J;163 texts dealing with teenagers´ problems
320 ical texts; novels; poems 8J;172 texts used for reading comprehension; po
321 I don't know 8J;171 8J;172 texts used for reading comprehension (..
322 poetry; narrative; drama 8J;174 texts in English, German and Portuguese
323 tter for any study needs 8J;175 texts which can enlarge one's vocabulary
324 arrative texts; textbooks 9K;176 texts related to the subject studied; hi
325 vocabulary 9K;176 9K;177 texts dealing with current-affairs and s
326 etimes is a bit difficult 9K;179 texts dealing with current-affairs; text
327 eresting personalities" 9K;180 texts written in colloquial language
328 s related to the "family" 9K;181 texts related to the subject studied 9
329 e than in other Language. 9K;186 texts dealing with sports I think it is
330 zines Maio de ´68 Hamlet 9K;190 texts about other planets texts about cl
331 year I don't have english 9K;192 texts dealing with music You can find mu
332 retate for your knowledge 9K;195 texts which deal with current-affairs an
333 s It's more interesting. 9K;197 texts from magazines or newspapers They
334 my knowledge. I don't really like texts related to politics. 7H;109 cul
335 storical texts 8I;147 literary texts 8I;148 criticisms 8I;149 n
336 informative texts 5E 65 literary texts 5E 66 philosophical texts 5E
337 guese literature 8I;134 literary texts 8I;135 historical texts; descri
338 l kinds of texts 8I;139 literary texts 8I;140 literary texts 8I;141
339 literary texts 8I;140 literary texts 8I;141 literary texts; poetry;
340 nagers´ problems 8J;160 literary texts 8J;161 historical texts; novels
341 ry; cultural texts 2B11 literary texts 2B12 texts from textbooks 2B13
342 2B8 literary texts 2B9 literary texts 2B10 texts related to each subje
343 almost every kind 2B16 literary texts 2B17 historical texts, for examp
344 all kinds of texts 2B8 literary texts 2B9 literary texts 2B10 texts
345 inds, from informative to literary texts 4D37 historical texts; texts on
346 escritptive texts 5E 79 literary texts 5E 80 literary texts 5E 81 inf
347 79 literary texts 5E 80 literary texts 5E 81 informative texts 5E 82
348 53 texts from the manual; literary texts 5E 54 boring texts 5E 55 infor
349 ooks newspapers magazines literary texts 5E 75 Viagens Na Minha Terra; O
350 ive texts; poetry 6F 91 literary texts 6F 92 texts taken from English l
351 om the textbooks 7H;107 literary texts 7H;108 7H;109 informative tex
352 l kinds of texts 8I;146 literary texts 8I;147 literary texts 8I;148 l
353 6 literary texts 8I;147 literary texts 8I;148 literary texts 8I;149 t
354 7 literary texts 8I;148 literary texts 8I;149 texts which are manditory
355 ; romance novels 8I;142 literary texts 8I;143 all kinds of texts 8I;1
356 itory for school 8I;150 literary texts 8I;151 narrative texts; romance
357 ve texts; romance novels; literary texts 8I;152 literary texts; plays; et
358 8I;153 narrative texts; literary texts 8I;154 literary texts; informati
359 l kinds of texts 8J;167 literary texts 8J;168 literary texts 8J;169 i
360 stories newspapers comics literary texts 8J;169 magazines newspapers love
361 7 literary texts 8J;168 literary texts 8J;169 informative texts; lyrics
362 rary texts; etc. 8I;156 literary texts 8J;157 historical texts; poems
363 mics; magazines 5E 80 literary texts Reading its one thing that the mo
364 re-based texts 8I;156 literary texts (...) because I think that they ar
365 urrent affairs 8I;153 literary texts (...) because they used to tell us
366 texts dealing with music; literary texts (...) because they are very intere
367 8J;164 informative texts; literary texts in Portuguese and other languages
368 9K;196 informative texts; literary texts It's more interesting. 9K;197 t
369 a 2B7 tragedies 2B8 literary texts O Cavaleiro da Dinamarca; Homero,
370 agazines 8J;160 comics literary texts romance novels narrative 8J;161
371 rical texts; love stories literary texts scientific texts historical texts
372 5E 55 informative texts; literary texts, depending on the subject 5E 56
373 ts from textbooks 5E 76 literary texts; commentaries; poems 5E 77 liter
374 7H;115 historical texts; literary texts; culture-based texts 7H;116 cult
375 5 romance novels; comics; literary texts; etc. 8I;156 literary texts 8J
376 ; literary texts 8I;154 literary texts; informative texts 8I;155 romanc
377 h varied themes) 9K;196 literary texts; informative texts; texts which ar
378 historical texts 9K;179 literary texts; informative texts 9K;180 histor
379 n and Portuguese 8J;163 literary texts; newspapers; magazines 8J;164 in
380 l narrative texts 5E 62 literary texts; philosophical and historical text
381 ; literary texts 8I;152 literary texts; plays; etc. 8I;153 narrative te
382 literary texts 8I;141 literary texts; poetry; romance novels 8I;142 l
383 fiction 8J;170 poems; literary texts; textbooks 8J;171 historical tex
384 istorical, political, and literary texts; texts based on society (...) bec
385 Bessa Luís 5E 81 poems magazines texts about technology texts about techn
386 xts 7H;108 magazines magazines texts suggested by the teachers 7H;109
387 so many things: books, magazines, texts. 5E 68 "easy" texts It's a way
388 n the syllabus 7H;104 magazines; texts read in class 7H;105 texts from

389 ve texts; poetry; plays; narrative texts 4D28 texts from the textbook whi
390 al texts; novels 5E 61 narrative texts 5E 62 literary texts; philosophi
391 exts from novels 5E 70 narrative texts 5E 71 narrative texts 5E 72 hi
392 narrative texts 5E 71 narrative texts 5E 72 historical texts 5E 73 t
393 ographical texts 5E 68 narrative texts 5E 69 texts from novels 5E 70
394 85 novels; epics 6F 86 narrative texts 6F 87 historical texts; texts fr
395 intelegent people 4D33 narrative texts &because it's a way of I understan
396 even in english. 4D33 narrative texts &because it's very important for m
397 g 4D41 informative and narrative texts &because by doing that I can acqui
398 om the textbook 6F 88 narrative texts; all kinds of texts 6F 89 narrat
399 glish literature 6F 93 narrative texts; culture-based texts 6F 94 narra
400 ture-based texts 6F 94 narrative texts; culture-based texts 6F 95 all k
401 ts; plays; etc. 8I;153 narrative texts; literary texts 8I;154 literary
402 ture-based texts 5E 83 narrative texts; plays 6F 84 narrative texts; po
403 ive texts; plays 6F 84 narrative texts; poetry 6F 85 novels; epics 6F
404 l kinds of texts 6F 89 narrative texts; poetry 6F 90 narrative texts; p
405 ve texts; poetry 6F 90 narrative texts; poetry 6F 91 literary texts 6
406 literary texts 8I;151 narrative texts; romance novels; literary texts
407 ive texts 6F 97 poems; narrative texts; song lyrics; comics 6G;98 textb
408 and Portuguese 8J;175 narrative texts; textbooks 9K;176 texts related
409 es; Nova Gente; TV Guia newspapers texts about women 5E 74 textbooks new
410 wspapers comics; sports newspapers texts studied in school 8J;168 horror
411 . 6F 97 comics; poems; novels; texts from the textbook 6G;98 texts
412 3 adventure books; romance novels; texts that "aren't boring" Hamlet, Willi
413 in the world. 3C25 all types of texts 3C26 all types of texts 3C
414 pes of texts 3C26 all types of texts 3C27 dramatic texts &because t
415 ject; poetry or any other kinds of texts 2B7 all kinds of texts 2B8 lit
416 kinds of texts 2B7 all kinds of texts 2B8 literary texts 2B9 literar
417 88 narrative texts; all kinds of texts 6F 89 narrative texts; poetry
418 e-based texts 6F 95 all kinds of texts 6F 96 historical texts; informat
419 lio Castelo) 7H;122 all kinds of texts 7H;123 historical texts in Engli
420 d Portuguese 7H;124 all kinds of texts 7H;125 textbooks 7H;126 texts
421 ts 7H;131 8I;132 all kinds of texts 8I;133 historical Portuguese lit
422 ative texts 8I;137 all kinds of texts 8I;138 all kinds of texts 8I;1
423 nds of texts 8I;138 all kinds of texts 8I;139 literary texts 8I;140
424 terary texts 8I;143 all kinds of texts 8I;144 informative texts; texts
425 tra reading" 8I;145 all kinds of texts 8I;146 literary texts 8I;147 l
426 ovels; poems 8J;166 all kinds of texts 8J;167 literary texts 8J;168 l
427 rma da Mónica) different kinds of texts biographies; "textos de apoio"
428 urite chair. 7H;127 all kinds of texts (as long as they're interesting)
429 ke History. 7H;108 all sorts of texts (except for those dealing with pol
430 s; drama texts; different kinds of texts for each subject 1A5 poems by di
431 gazines Because that's the kind of texts that can give a serious opinion. R
432 ch easy to study it's all kinds of texts that you like and read 6F 89 hi
433 rical texts 9K;195 "all kinds of texts" (e.g.: historical; literary; info
434 Adrian Mole 9K;194 all types of texts, as long as they interest me Os Ma
435 l texts put the eyes on a book or texts (manuals) it is a mental and cogni
436 cause (sometimes) the textbook, or texts studied in school are much more bo
437 book in the same way a read other texts because they talk about different
438 e it is not as boring on the other texts usualy used. Because the language
439 er study of the novels. philosofic texts 6G;98 6G;99 6G;100 6
440 erary texts 5E 66 philosophical texts 5E 67 poems; biographical texts
441 9K;190 texts about other planets texts about cloning newspapers Amor de P
442 s discussed in class 4D40 plays; texts from novels; (manditory school tex
443 2 historical texts 9K;193 plays; texts from the textbook 9K;194 histori
444 s important. 3C27 poetry; plays; texts which deal with current events Re
445 7H;111 historcal texts; poetry; texts in Portuguese and English 7H;112
446 nes textbooks 9K;193 psychology texts 9K;194 only if the title is in
447 J;162 historical texts; psychology texts; texts in German and Portuguese
448 l knowledge of things I just read texts in manual and books that I study i
449 hor's message. 8J;174 By reading texts or manuals for the needs and cultu
450 sometimes I´m not interest reading texts studied in school or textbooks.
451 s 2B7 2B8 culture-related texts 2B9 funny texts Because I like
452 ive texts 4D35 culture-related texts &because it's interesting. 4D3
453 social development sports-related texts texts based on themes discussed in
454 o Santareno 5E 54 sports-related texts; newspapers; comical books; novels
455 xts from novels; (manditory school texts) 4D41 action, suspense, and rom
456 teresting thant texbooks or school texts. 8I;143 Because a book we have
457 cerpts from newspapers; scientific texts 6F 86 critical texts 6F 87
458 preference, but I like scientific texts Reading is understand on autor's
459 ers, magazines; comics; scientific texts Reading is the act of pleasure to
460 8I;144 historical and scientific texts Reading is the "passport" to anot
461 163 8J;164 comics scientific texts comics magazines 8J;165 romance
462 stories literary texts scientific texts historical texts 5E 63 Romeo and
463 agazines historical and scientific texts texts based on current affairs rom
464 nt. 9K;181 textbooks; scientific texts; texts which refer to technology;
465 hat have pictures 7H;105 short texts ...because it's easier to understa

466 turas no Paraíso 4D31 all short texts texts on abortion Camões Hamlet
467 l texts Not 2B18 perhaps sports texts 2B19 I don't know 2B20 N
468 Notícias; Notícias 2B18 sports texts newspapers 2B19 Amor de Perdiç
469 8J;166 The Pearl, John Steinbeck texts about English history 8J;167 Abi
470 B10 texts related to each subject; texts rich in vocabulary; cultural texts
471 t events 5E 64 For the sumative texts and for our own knowledge. 5E 6
472 extbooks; scientific and technical texts No. 2B12 love stories; comics
473 ons. 8J;174 textbooks; technical texts put the eyes on a book or texts (
474 with the world. 8J;157 technical texts (...) it interests me. It is a goo
475 ; newspapers; magazines; technical texts; factual texts The Lost World, Mic
476 s magazines texts about technology texts about technology 5E 82 A Mantilh
477 , etc. 9K;182 comics; textbooks; texts which refer to technology Reading
478 l development sports-related texts texts based on themes discussed in class
479 es historical and scientific texts texts based on current affairs romance n
480 uro 9K;195 culture-based texts texts dealing with social development sp
481 no Paraíso 4D31 all short texts texts on abortion Camões Hamlet 4D32 a
482 subject 5E 56 historical texts; texts about current events; etc. 5E 57
483 al, political, and literary texts; texts based on society (...) because it
484 195 biographies; historical texts; texts dealing with politics and internat
485 texts 8I;144 informative texts; texts for "extra reading" 8I;145 all k
486 tbooks 5E 75 biographical texts; texts from textbooks 5E 76 literary te
487 ve texts 6F 87 historical texts; texts from the textbook 6F 88 narrati
488 to read 2B19 informative texts; texts given by the teachers 2B20 2B
489 istorical texts; psychology texts; texts in German and Portuguese 8J;163
490 English 7H;112 historcal texts; texts in Portuguese, French and English
491 ary texts 4D37 historical texts; texts on literature, philosophy, English
492 ing 8I;140 culture-based texts; texts on the environment and sports It's
493 narrative and argumentative texts; texts related to the subject 4D30 trag
494 torical texts; geographical texts; texts related to the "family" 9K;181 t
495 ences 6F 93 informative texts; texts that deal with international news
496 ews 6F 94 culture-based texts; texts that enrich vocabulary 6F 95 t
497 literary texts; informative texts; texts which are useful to my studies 9
498 text 7H;130 historical texts; texts which deal with current-affairs Be
499 K;181 textbooks; scientific texts; texts which refer to technology; non-fic
500 ett 7H;110 It's a summary to the texts 7H;111 They are more simplified
501 t it's necessary to understand the texts 8J;169 Sometimes boring, but som
502 nk that teachers should choose the texts also according to the student's in
503 uld like to read but sometimes the texts are difficult so we have to pay at
504 als are too long and sometimes the texts are difficult. 6F 84 6F 85
505 am reading 9K;191 Sometimes the texts studied at school are boring, and
506 l texts Because I like to read the texts that are useful. 7H;112 culture
507 A Sibila, Hamlet, etc. 2B22 the texts that I need to study 2B23 almost
508 language and in school I read the texts the teacher want and sometimes wit
509 language and in school I read the texts the teacher want and sometimes wit
510 when you aren't familiar with the texts, and are back-ground information.
511 se it teaches us to understand the texts, so that we can answer the questio
512 ow to compreend the meaning of the texts, this will help to the reading of
513 ead. 5E 69 To help us to do the texts. 5E 70 5E 71 5E 72 I d
514 J;160 When we have to study to the texts. 8J;161 It good for the exames.
515 to better and fully understand the texts. 9K;182 9K;183 Aparição, V
516 eople understand and summarise the texts. 5E 60 I don't like to do readin
517 knowledge and comprehension of the texts. 5E 63 It is not interesting.
518 etter way for us to understand the texts. 6G;103 I don't know. 7H;104 S
519 a way to achieve knowledge through texts, images, it is also a way to find
520 e need for examination and written texts. 8J;175 9K;176 9K;177

reading

Left Collocates

1 od the text. 4D34 I think that a reading comprehension activity it's a way
2 ; to comprenend the text. 4D36 A reading comprehension activity is that we
3 e text or book. 4D38 For me in a reading comprehension activity we need to
4 g to do. 4D40 I would describe a reading comprehension activity as making a
5 4D44 4D45 Very Boring. 4D46 A reading comprehension activity is enlighte
6 eral message of the text 5E 59 A reading comprehension activity is a way to
7 personae point of view. 6F 85 A reading comprehension activity is about ev
8 write a text. 7H;110 7H;111 A reading comprehension activity is an intel
9 cise. 7H;112 I think that with a reading comprehension activity we learn an
10 didn't give attention. 7H;124 A reading comprehension activity is when he
11 ten... 7H;127 I would say that a reading comprehension activity is educated
12 we can resume the text. 8I;138 A reading comprehension activity help me a u
13 rtant ideas of the text 8I;150 A reading comprehension in some situations h
14 of text we're reading. 8I;153 A reading comprehension activity is a exerci
15 is very important 3C27 4D28 A reading cumprehension activity, is when we
16 lso have diferent opinions about a reading experiences 4D30 Because if we r
17 lary and language form. 8J;173 A reading in a way that we can feel som plea
18 se is more silenciose...when not a reading in other place... 8I;136 home I

19 retation questions 5E 79 It is a reading that we make to understand the aut
20 e difficult words. 5E 69 It is a reading to developing our own capacity.
21 1A1 reading, watching TV., listening to music,
22 ng with friends more or less 1A2 reading, listening to music, watching TV.
23 king with friends yes, a bit 1A4 reading, watching TV., playing guitar, goi
24 of books, playing guitar yes 1A6 reading, watching TV., listening to music
25 ople nowadays no longer care about reading they are too stressed, tired, they
26 priorities in our lives, actually reading it is not the most important. 6F
27 have no time to waste and actually reading requires disponibility. 8I;137 B
28 s which deal with current affairs Reading for me is like travelling to anoth
29 r to understand it. 8J;165 After reading the text, you try to understand it
30 icult to understand if read alone Reading is an activity one does wherein th
31 like to fully understand what I am reading 9K;183 Florbela Espanca At the s
32 Camões It depends of the book I am reading 9K;191 Sometimes the texts stud
33 's a way of I understand what I am reading and it help's me for the exams.
34 d in a different way, because I am reading for myself 5E 64 the poems I wri
35 e according to the theme that I am reading. 4D34 dialogues; informative te
36 ive all the attention to what I am reading. 6F 88 home I like reading alone
37 other activities: to have fun and reading (so they think) is not a way to ha
38 between reading for obligation and reading for pleasure. 8I;152 Eugénio de
39 ading. They go out frequently and reading is a private activity. 5E 60 I h
40 understand, study something. And reading to travel through our imagination
41 tions about it are easy to answer. Reading is to have a text in front of the
42 have a broader view of what we are reading 9K;194 They are useful because
43 nd find the essence of what we are reading 8I;138 No 8I;139 stories a
44 , Cesário Verde Because if you are reading a book that you choose you feel mo
45 that the author of the book we are reading wanted transmite the book became m
46 careful to understand what you are reading. 5E 70 5E 71 5E 72 S
47 eading is make part of what we are reading. It's be free of all around us.
48 minds with the subject that we are reading. We can also define reading as a
49 rstand better the text that we are reading. I can't remember 9K;195 I think
50 nt and doesn't let us fall asleep. Reading is a way to achieve knowledge thro
51 s better and I pay more attention. Reading - is read so many things: books, m
52 use of that we pay more attention. Reading is when we take out a book and by
53 he book itself and also the author Reading is a wonderfull experience, we can
54 ching TV., reading not much 2B12 reading, studying, playing games, watching
55 e mind of the day problems. 2B15 Reading is ignored in nowadays because peo
56 ning to music, playing basketball, reading yes 4D30 reading novels no, just
57 ; going to the disco or the beach; reading (when I have time) yes 6F 85 wat
58 4 4D45 Fernando Pessoa Because reading a book is more interesting (when I
59 o Ardente, Eugénio Andrade Because reading a book involves understanding it,
60 ime to read, that's a pety because reading is a very good exercise to mind.
61 rmation 4D45 nothing [&] because reading is boring. A way of improving our
62 e-information they give us, before reading Viagens na Minha Terra, Almeida Ga
63 ys have other things to do besides reading, for example the computer is somet
64 little and get my English better. Reading is something that we have to do wi
65 cause there's a difference between reading for obligation and reading for ple
66 ng skills. 7H;120 history books Reading is a way to concentrate your mine
67 ause it's to big, and we stop, but reading a textbook it's more easy. 5E 73
68 the author's message. 8J;174 By reading texts or manuals for the needs and
69 ng to music yes, some books 3C25 reading, listening to music, playing footb
70 , watching TV. more or less 3C26 reading, watching TV., writing poetry, tal
71 is a way to learn about a centry. Reading is a way to travel and to see thin
72 ple, their families and children) Reading is synonim of learning, but is syn
73 8I;145 we don't have much choice Reading for me is very important and if I
74 we would like to read. Compulsory reading is boring and as no effect on me.
75 times when we have to do comulsory reading we don't do it with so much emotio
76 gers feel dismotivated to continue reading also because people work too much
77 nlarges my vocabulary and culture. Reading is equal to learning and learning
78 to knows about the subject. 4D29 Reading a text and interpreting questions
79 ing basketball, reading yes 4D30 reading novels no, just a little 4D31 re
80 ng novels no, just a little 4D31 reading, watching TV., playing football, w
81 normaly books are too big. 4D33 Reading is frequently ignored nowadays bec
82 just think in wining money. 4D35 Reading is ignored nowaday because today w
83 don't want read frequently 4D37 Reading is frequently ignored because tele
84 oring, it's a loss of time. 4D46 Reading is frequently ignored because peop
85 s through it. I don't know define "Reading". 8I;149 nothing in particular
86 e are reading. We can also define reading as a refugee 8I;156 comics (...)
87 t has to do with music... I define Reading as understanding what you read.
88 nothing ...I can't really define reading, I guess it's something we do in o
89 ;164 dialogues (...) more dinamic. Reading is a process that implies transfor
90 texts. 5E 60 I don't like to do reading comprehension activities at school
91 .) because they are a more dynamic reading. 8J;165 biographies (...) becau
92 5E 55 Boring! But usefull 5E 56 reading and understanding the main ideas.
93 attention to the reading. 5E 58 Reading is frequently ignored nowadays mai
94 going to the cinema a bit 5E 58 reading; playing the guitar; watching TV.;
95 e to [due to lack of time] 5E 59 reading; watching TV.; listening to music;

96 to the disco or cinema no 5E 62 reading; watching TV; going for walks; lis
97 isten music, for instanse. 5E 63 Reading is ignored nowaday, because the pe
98 5E 62 5E 63 5E 64 5E 65 Reading is good for our knowledge but, it
99 pare time that bores us. 5E 66 Reading is a way teeche us about everythin
100 playing football sometimes 5E 66 reading; watching TV.; doing my homework;
101 ic; playing with my cat no 5E 67 reading; watching TV.; listening to music;
102 walks no (only magazines) 5E 68 reading; dancing; listening to music; goin
103 s message and the story. 5E 77 Reading is and excelent exercise to the mi
104 going out with friends no 5E 82 reading; watching TV; going for walks; lis
105 e beach no (just a little) 5E 83 reading; watching TV.; listening to music;
106 etter 5E 56 home Because I enjoy reading in my bedroom. There I can spent
107 ts which deal with current events Reading it's the same (more or less) lern;
108 were part of it. 1A2 everything Reading is an act of see or watch the feel
109 B14 textbooks 2B15 everything Reading is make part of what we are readin
110 e programe for the national exame. Reading is one activity for pleasure and e
111 articles; literature for extensive reading 7H;130 historical texts 7H;131
112 nformative texts; texts for "extra reading" 8I;145 all kinds of texts 8I;
113 d the "fever" of Internet. 6F 85 Reading is sometimes ignored, since people
114 f we read more and more. 6F 87 Reading is a way to enlarge our culture, o
115 oems That's a hard one! 6F 94 Reading is to interprate the book, or maga
116 refer to technology; non-fiction Reading is absorving the content of a book
117 2B21 comics; lyrics; non-fiction Reading is knowing more things more genera
118 tand the novels and when finishing reading the novel have informations about
119 dio. 8I;146 No and yes. Firstly reading preserve an magic world for teenag
120 the get in the character´s flesh, reading a book is more complex than readin
121 that they don't have the time for reading 8J;168 Because of a stressed liv
122 life and don't have much time for reading 9K;190 Science has developed its
123 arly and the lose the interest for reading and maybe because in Portugal the
124 so busy that they have no time for reading and when they have time, they pref
125 8J;171 8J;172 texts used for reading comprehension (...) to learn and d
126 xts; poems 8J;158 texts used for reading comprehension 8J;159 texts based
127 els; poems 8J;172 texts used for reading comprehension; poetry 8J;173 poe
128 ulent life and don't have time for reading. 6G;99 Because we have things mo
129 ive: Nowadays there is no time for reading. They go out frequently and readi
130 no 2B23 going out with friends, reading, watching TV. more or less 3C24
131 ching TV.; going out with friends; reading (sometimes); listening to music no
132 ching TV.; going out with friends; reading British literature sometimes 8I;
133 he computer; talking with friends; reading magazines yes 4D39 watching TV.;
134 ching TV.; going out with friends; reading yes 8I;137 reading; watching TV;
135 ching TV.; going out with friends; reading; going to the cinema a bit 5E 58
136 y when I read a textbook. 6G;99 Reading a book for me is to enter in the a
137 cause is a I hove my freetime I go reading 4D33 Almeida Garrett, A Rosa e o
138 ing) but when the books are good, "Reading" is, I think more important than t
139 5E 75 playing clarinet or guitar; reading no 5E 76 watching TV.; reading;
140 be completly correct. 7H;106 "Reading" means read something, and if we r
141 g to my friends sometimes 7H;106 reading; talking to my friends sometimes
142 ; going to the cinema yes 7H;109 reading; listening to music; dating yes
143 he importance of reading. 7H;110 Reading nowadays is frequently ignored bec
144 se when I read I learn. 7H;113 Reading is try to understand a text then t
145 s are hard to understand. 7H;115 Reading comprehension activity is a way to
146 ng TV.; sleeping not much 7H;115 reading; playing games; going out with fri
147 friends; resting not much 7H;129 reading magazines, newspapers and books wh
148 stening to music not much 7H;131 reading; listening to music yes 8I;132 l
149 ested so that why many people hate reading. 9K;195 9K;196 9K;197
150 some cases because they don't have reading habits, in other cases because boo
151 ing and knowing the song by heart. Reading I think it's a way of acquiring kn
152 the book with our teacher's help. Reading is like entering in an adventure,
153 with friends; reading yes 8I;137 reading; watching TV; going for walks; lis
154 alks; listening to music 8I;138 reading; watching TV; listening to music y
155 V; listening to music yes 8I;139 reading romance novels; watching TV. not m
156 ls; watching TV. not much 8I;140 reading; watching TV; listening to music;
157 out with friends not much 8I;141 reading; watching TV; listening to music;
158 usic; going for walks yes 8I;142 reading; watching TV; listening to music y
159 V; listening to music yes 8I;143 reading; watching TV; listening to music y
160 V; listening to music yes 8I;144 reading; watching TV; doing aerobics; goin
161 oing out with friends yes 8I;145 reading; watching TV; doing things that I
162 eople prefer than a book. 8I;148 Reading is frequently ignored nowadays bec
163 eading; playing tennis no 8I;148 reading; watching TV; playing with the com
164 tish literature sometimes 8I;152 reading; watching TV; writing poetry; play
165 people doesn't know how important reading is. 7H;105 Because people feel a
166 ur vocabulary, but more important: reading is a pleasure 8I;132 I don't kno
167 think that nobody sees interest in reading because it's so boring. (...) 5E
168 search information and culture in reading but on the computers. 8I;156 Bec
169 's because I have some interest in reading it. 5E 55 A book it's a way of
170 on't find time to take pleasure in reading. 6F 86 ´Cause some books aren't
171 orrect information from experts in reading. 8I;153 because I think it's the
172 and that does not give pleasure in reading. 9K;195 It simple. People just d

173 s persones don't have interests in reading. They prefer others robbies like
174 because they are very informative. Reading is the act of "entering" in a text
175 s book, sometimes I´m not interest reading texts studied in school or textboo
176 oks; novels; anything interesting Reading is a way to know other things, som
177 classical becomes more interesting Reading is good but only when we're intere
178 (as long as they're interesting) Reading is like and estrategy to learn, be
179 class pleasant, and interesting. "Reading" it's an important and intelligent
180 se they are funny and interesting. Reading is something that we need to take
181 e. 8I;146 texts on the Internet Reading is an away of the culture and a "m
182 ood activity. 3C24 3C25 It is reading a text and doing exercises 3C26
183 know more culture. 8I;135 It is reading and andestur the test. 8I;136 So
184 7 with a dictionary 9K;188 It is reading and explaining the information of
185 8I;144 Because as me he or her is reading it for the 1st time. 8I;145 8
186 re is no information about what is reading, and people (the most) don't have
187 udent to understand the text he is reading, it is an important part of the cl
188 a student to understand what he is reading. 8I;151 It's a way to learn some
189 tening to music sometimes 8J;157 reading; spending time with friends watchi
190 tening to music sometimes 8J;159 reading yes 8J;160 reading; watching TV.
191 imes 8J;159 reading yes 8J;160 reading; watching TV.; a little 8J;161
192 s; going to the cinema no 8J;162 reading; listening to music; writing yes
193 ing to music; writing yes 8J;163 reading; watching TV.; listening to music;
194 ; watching TV. sometimes 8J;169 reading; listening to music yes 8J;170 w
195 tch everybody can enjoy 8J;171 Reading is a way to enlarge one's passive
196 and volleyball sometimes 8J;175 reading; watching TV; gardening; going to
197 'm going To study or when I'm just reading. Eurico O Presbitero/Os Maias 6F
198 handball games yes, a lot 9K;176 reading; going out with friends; watching
199 8J;175 good. 9K;176 9K;177 Reading the text and then answer the quest
200 friends; watching TV. yes 9K;177 reading; going out with friends; watching
201 tening to music sometimes 9K;178 reading; going out with friends; watching
202 s not as much as I should 9K;180 reading; going to the beach; watching TV.;
203 ork to other hand its the 9K;181 Reading is frequently ignored nowadays due
204 g to the cinema; etc. yes 9K;181 reading; studying; going out with friends
205 ractice all the positions 9K;182 Reading. 9K;183 9K;184 Important but
206 ing TV. yes 9K;182 yes 9K;183 reading; watching TV.; going to the cinema
207 .: water-skiing) not much 9K;185 reading; going out with friends; studying;
208 going for walks not much 9K;188 reading; going out with friends; watching
209 stening to music a little 9K;190 reading; going out with friends; watching
210 will never abandon you. 9K;191 Reading is learn, to have more culture 9
211 listening to music rarely 9K;191 reading; going out with friends; watching
212 music; reading drama yes 9K;196 reading; going out with friends; watching
213 ing to music; writing yes 9K;197 reading; going out with friends; watching
214 y which man expands his knowledge, reading can also be considered an enrichin
215 d more comphreensivel the language Reading it's a way to got more knowledge a
216 movie that doesn't belong to life. Reading it's taking more cultures, knowled
217 problems that they don't feel like reading 9K;178 People don't have many ti
218 ilence. 9K;186 none I don't like reading 9K;187 home because I prefer rea
219 I can concentrate more, and I like reading alone in my room, with no one to b
220 I am reading. 6F 88 home I like reading alone with no one to disturb me
221 tching TV. Or they just don't like reading anything. 8I;151 I think that re
222 usic or eat). 9K;179 home I like reading at home because I feel much more c
223 etter 8J;175 home because I like reading at night, when I go to bed. 9K;1
224 9K;183 9K;184 9K;185 I like reading because I think it is a good way t
225 the message. 7H;122 I don't like reading in class: it's too noisy. Reading
226 8I;150 home (...) because I like reading laying in my bed and I'm alone it'
227 ibrary (...) ´cos sometimes I like reading listening to some music. (...) At
228 ving our knowledge 5E 48 I like reading that because it maintains me infor
229 80 Because many people don't like reading, sometimes read its boring, the pe
230 d others reading because they like reading, They like to learn. 8I;136 info
231 for a change. no 9K;179 lyrics "Reading" is taking a book, start to see th
232 uly, the way I read defends if I'm reading as obligation or as pleasure 8J;
233 hink better, I understand what I´m reading because I have more time to do it.
234 achers do). 8I;153 because I'm reading for pleasure. 8I;154 When I rea
235 I don't care where I am. When I'm reading I "transport" myself to "another"
236 Fernando Pessoa Because while I´m reading I´m not searching the verbs, makin
237 place, so it doesnt matter if I'm reading on the street or at home. 9K;197
238 me I can listen to music while I'm reading, and at home I can relax. 6F 87
239 nd appreciate more deeply what I'm reading, without any sort of pression or s
240 ic, reading It depends on what I'm reading. 2B19 watching TV., listening to
241 use I concentrate more on what I'm reading. 7H;115 home Because its more si
242 ork than reading a Book, but maybe reading something gives more pleasure. 1
243 I;142 culture-based texts For me "reading" is introduce enowledgements for p
244 l us some thing of the past. To me Reading is read a text, but not just read
245 ome point of view about it. For me reading is something we do in a way that c
246 ir lives in a certain age. for me, reading is not only going threw a book but
247 so whatever we read is fine by me. Reading is something with life and conscio
248 able to see TV than think too much reading a book 5E 72 Because nowadays we
249 laying sports, listening to music, reading.It depends on what I'm reading.

watching TV., listening to music, reading, talking with friends yes, when I
with friends, listening to music, reading, walking yes, when I have time 2
or less 2B7 listening to music, reading, watching TV. a little 2B8 watch
watching TV.; listening to music; reading (a bit) no 6F 90 listening to mu
ticing sports; listening to music; reading (sometimes) not as much as I would
ith my family; listening to music; reading (when I'm bored) sometimes 6F 94
;195 studying; listening to music; reading drama yes 9K;196 reading; going
watching TV.; listening to music; reading sometimes 4D37 studying; reading
watching TV.; listening to music; reading sometimes 5E 78 watching TV; lis
watching TV.; listening to music; reading... not much 6F 92 going out with
with friends; listening to music; reading; at the school theatre yes 5E 51
ema no 5E 80 listening to music; reading; going to the cinema no 5E 81 wr
t much 5E 49 listening to music; reading; going to the disco; going for wal
watching TV.; listening to music; reading; going out with my boyfriend yes
watching TV.; listening to music; reading; playing basketball yes 8J;166 p
5E 69 dancing; listening to music; reading; playing with my dog a little 5E
c yes 8I;132 listening to music; reading; watching TV. no 8I;133 watching
ith my family; listening to music; reading; watching TV.; going out with my b
t be disturbed, and so enjoying my reading 1A4 home I prefer the home atmos
reading in class: it's too noisy. Reading is learning information, getting a
ax and read a book 4D40 Nowadays reading is not so ignored, the problem is
cinema and radio 5E 51 Nowadays, reading is frequently ignored because peop
y our english but also our nowlege Reading is a way of involving our minds wi
pend too much time in that kind of reading 4D41 informative and narrative t
We should read for the pleasure of reading and not because it's compulsory.
more quiet and if I stay bored of reading I can stop to do something else an
Hamlet) I think that this kind of reading is very interesting. It's a way of
;131 In nowadays the simple act of reading take time and most people don't ha
in the past or in the pleasure of reading, they care more about computers an
o Pessoa Because is a free way of reading, you don't have to think about stu
t they forget the real pleasure of reading. 2B11 I think that is because th
ng, not useful, so he drops out of reading. 5E 55 People had no time to rea
must be aware of the importance of reading. 7H;110 Reading nowadays is freq
ing on the theme and in the way of reading. 7H;119 texts based on current a
I like it. There are two kinds of reading. Reading to understand, study som
collegues. In my personal opinion "reading" is the best way to enrich the voc
about the English In my opinion "Reading" means "learning" because when I r
expensive. 7H;112 In my opinion reading frequently ignored nowadays becaus
es and sound. 2B7 In my opinion reading is frequently ignored nowadays bec
t important. 6F 92 In my opinion reading is ignored since everyone is occup
o rest. 7H;128 In my opinion reading is ignored because we often say we
6 informative texts In my opinion reading is the same of geting well informe
emento das escolas) In my opinion, reading should be encouraged and not oblig
s that can give a serious opinion. Reading is an act which we frequently make
g because they have to, and others reading because they like reading, They li
d interpretation with the others. "Reading" is an important exercise to our m
it makes us more confident on our reading 5E 48 5E 49 Because it is eve
girlfriend; studying; working out; reading not much 8J;174 going to the dis
ernet- are gaining importance over reading. 8J;166 Because today we have lo
out with my boyfriend or parents; reading sometimes 5E 73 going out with m
". 8I;149 nothing in particular Reading is learning 8I;150 textbooks (..
ing something new from the passed. Reading is the interpetation of simbols cr
ell I think no because some people reading because they have to, and others r
fe or the story of a person (...). Reading it is a way of relating state of m
erruptions 5E 72 Fernando Pessoa Reading a book sometimes we get tired, bec
d a good book. 2B7 home I prefer reading at home because it's quietful. 2
hat I read. 7H;109 home I prefer reading at home, because there I can read
to read very much 3C25 I prefer reading at home because it is better for m
listen to me. 4D28 home I prefer reading at home, because it is more quite,
good. 4D34 home; school I prefer reading at home because there are no niose
ad at night. 6F 92 home I prefer reading at home since there's no noise and
I am at home. 4D37 home I prefer reading at home because I like to read alo
ory faster. 7H;106 home I prefer reading at home because I feel more confor
ing 9K;187 home because I prefer reading in bed, before sleeping, in this w
es 1A1 home usually I prefer reading in my bedroom because it's quiet a
F 87 culture-based texts I prefer reading in Portuguese, but I have already
ore quiet 7H;117 school I prefer reading in school because that way I can e
1 informative texts (...) I prefer reading information texts about all events
8J;159 In my opinion the problem reading is ignored nowadays because many p
useful when I need to make a quick reading or study for a test. O Alchimista
interested in the book that we're Reading 8J;169 fiction It's what I like
;192 It depends on the text you're reading but its basically boring. 9K;193
depends on the kind of text we're reading. 8I;153 A reading comprehension
. There are two kinds of reading. Reading to understand, study something. A
zines; newspapers I don't remember reading any book in English. 5E 66 roman
don't know how to define it, it's "reading" 8I;151 non-fiction texts (e. g.
exts; plays (e.g.: Shakespeare's) Reading is a means by which man expands hi

327 When I read a book I use the same reading strategy I use when I read any ord
328 TV.; listening to music; sleeping; reading yes 4D45 listening to music; pla
329 like to be comfortable in my sofa reading and drinking or eating something.
330 w more about somebody or something Reading is stay to know what is something
331 ps me to be motivate, when I start reading a book 7H;128 To know what their
332 hing else and after it I can start reading again. 7H;119 home We normally r
333 a book, go to a quiet place, start reading and imagine you're the man in the
334 adays because in Portugal we start reading books only in the secondary when i
335 reading sometimes 4D37 studying; reading novels; with my boyfriend; watchin
336 watching TV. yes 4D34 studying; reading; helping my mother; watching TV. n
337 1 8J;162 Because I like to take reading in the most personal way possible
338 ; texts which refer to technology Reading is the comprehension of the text c
339 story 7H;124 historical texts Reading is something that he make in order
340 nce, but I like scientific texts Reading is understand on autor's feeling i
341 ledge. 5E 78 descriptive texts "Reading" is something we do for pleasure o
342 sting 7H;111 interesting texts Reading is a way to develop our knowledge
343 gazines; comics; scientific texts Reading is the act of pleasure to fill lei
344 4 historical and scientific texts Reading is the "passport" to another world
345 torical texts; biographical texts Reading is the most important communicatio
346 said. 5E 83 "interesting" texts Reading is too insert ourselves in a perio
347 things. 4D40 informative texts Reading is to read attentively a book or o
348 agazines 5E 80 literary texts Reading its one thing that the most people
349 hing TV or listening to music than reading 8I;138 The reading is frequently
350 g TV. for e. g gives uss work than reading a Book, but maybe reading somethin
351 eading a book is more complex than reading a text as it is more than reading
352 reading a text as it is more than reading and answering questions. 6F 90 O
353 ose you feel more confortable than reading something that was imposed. 7H;1
354 hing TV., beside it is easier than reading. 2B14 Because people don't have
355 more interesting things to do than reading. 5E 48 because most of the yound
356 ecause people prefer watching than reading. Then people don't have time to r
357 he textbook Maybe. I think that "reading" is to learn something more than r
358 . I don't know, but I think that , reading it's a way of knowing other and di
359 frequently because they think that reading is a waste of time. but in my opi
360 Because, some people think's that reading is a waste of time. 8J;172 Becau
361 E 60 I have friends who think that reading is boring, I used to think so unti
362 ments and they start thinking that reading is boring and a waste of time and
363 57 Because most people think that reading is boring and the high pricessss o
364 for pleasure. 6F 93 I think that reading is frequently ignored nowadays, be
365 ng anything. 8I;151 I think that reading is ignored nowadays because in Por
366 lways in a good mood. I think that reading is something special to us all bec
367 erstand the subjects. I think that reading is specially increasing our cultur
368 . 8I;154 textbooks I think that reading is travelling through other worlds
369 95 6F 96 6F 97 I think that reading should be free and not ordered. I
370 s which are much more quicker that reading. 6F 90 Because there are no inte
371 can more easily concentrate in the reading 6G;100 other I don't have so muc
372 nd understanding. 4D35 It is the reading about one text and try to comprehe
373 7H;119 As the title indicates the reading and comprehensive skills should be
374 ike TV., cinema, going out and the reading became a little bit forgotten. 5
375 uals are stealing the place of the reading habit 8J;158 Because people have
376 to music than reading 8I;138 The reading is frequently ignored nowadays bec
377 can do. 2B12 In my opinion, The reading is ignored because the people hadn
378 to read. 4D43 ...conserning the reading is very difficult to the person th
379 nd people are not motiveted to the reading mater 5E 49 ...because they have
380 don't explain how important is the reading nowadays. They just limit to give
381 seful but they can not replace the reading of any book. 2B8 2B9 2B
382 tion I don't understand during the reading of the book. Lamb To The Slaughter
383 f the texts, this will help to the reading of the book 8I;156 I read a boo
384 e people pay less attention to the reading. 5E 58 Reading is frequently ign
385 I'm more confortable to enjoy the reading. 8I;153 home Because it's quiet
386 way to everybody partipate in the reading. A way of improving our knowledge
387 cause are more entertainment, then reading and people prefer to pleasure of i
388 t many hours doing lots of things, reading is one of them. 5E 57 home Becau
389 mages. 4D44 Because people think reading is a waste of time 4D45 Because
390 7H;127 7H;128 7H;129 I think reading is an excellent form of getting be
391 No. 8J;170 I don't know I think reading is an art and a gift on witch ever
392 strategy to learn, because through reading we learn many things. 7H;128 tex
393 ead 7H;126 There isn't no time 4 reading, people are too tired and stress o
394 at people don't want to waste time reading something that they can watch on T
395 ige the estudants of the same time reading two or three books. (...) 8I;147
396 0 We should have more free time to reading and other extra-curricular activit
397 Florbela Espanca Because I had to reading very well to be able to talk about
398 listening to music, watching TV., reading (sometimes) yes 4D29 listening t
399 helping out at home, watching TV., reading all types of books, playing guitar
400 usic not much 2B11 watching TV., reading not much 2B12 reading, studying,
401 h friends, studying, watching TV., reading so so 2B22 watching TV., listeni
402 ng out with friends, watching TV., reading, listening to music not much 2B1
403 listening to music; watching TV.; reading more or less 5E 48 going out wi

404 nd not much 7H;120 watching TV.; reading magazines; making puzzles no 7H;
405 to music yes 4D40 watching TV.; reading newspapers; listening to music; st
406 g sports yes 6F 87 watching TV.; reading; going out with friends; studying;
407 o music yes 7H;130 watching TV.; reading; going out with friends; listening
408 dating yes 7H;110 watching TV.; reading; going for walks yes 7H;111 watc
409 r walks yes 7H;111 watching TV.; reading; going for walks; listening to mus
410 s) sometimes 5E 56 watching TV.; reading; going to the cinema; at the pub;
411 studying yes 6F 86 watching TV.; reading; going out with friends; practisin
412 hing TV. no 7H;108 watching TV.; reading; going out with friends or family;
413 l sometimes 7H;125 watching TV.; reading; going out with friends no 7H;12
414 friends no 7H;126 watching TV.; reading; going out with friends and family
415 ll not much 8I;150 watching TV.; reading; helping my family; listening to m
416 football no 7H;118 watching TV.; reading; listening to music; going out wit
417 ic sometimes 6G;98 watching TV.; reading; listening to music yes 6G;99 wa
418 not really 6G;103 watching TV.; reading; listening to music yes 7H;104 w
419 o music yes 7H;104 watching TV.; reading; listening to music; etc. yes 7H
420 c; etc. yes 7H;105 watching TV.; reading; listening to music; talking to my
421 o music yes 7H;112 watching TV.; reading; listening to music; going to the
422 magazines yes 4D39 watching TV.; reading; listening to music yes 4D40 wat
423 friends yes 7H;116 watching TV.; reading; listening to music yes 7H;117 w
424 ic not much 8I;154 watching TV.; reading; listening to music no 8I;155 wa
425 yfriend yes 7H;124 watching TV.; reading; playing football sometimes 7H;1
426 to music no 8I;155 watching TV.; reading; playing volleyball not much 8I;
427 ends; etc. no 4D41 watching TV.; reading; playing golf; housekeeping yes
428 listening to music; watching TV.; reading; playing tennis no 8I;148 readin
429 ; reading no 5E 76 watching TV.; reading; playing with my pets not much 5
430 co not much 7H;127 watching TV.; reading; resting no 7H;128 watching TV.;
431 ve time) yes 6F 85 watching TV.; reading; studying yes 6F 86 watching TV.
432 refer writing 4D43 watching TV.; reading; talking with friends a bit 4D44
433 can observe how the opinions vary. Reading is something we can do when we fee
434 stening to music; going for walks; reading (sometimes) sometimes 5E 56 watc
435 like of what we're doing, Any way reading is a way of getting rich culturall
436 and the text goes on a funny way. Reading is to get knowedge of a calm and s
437 nderstand more clearly what are we reading 5E 48 5E 49 They can help u
438 8J;158 8J;159 I think when we reading we have more information give and
439 arefully we understant what are we reading. 4D31 It's always better to have
440 doing those things, so that's why reading his frequenly ignored. 9K;176
441 Because we can learn contents with reading that No. 8I;144 historical and s
442 ays to receive information without reading ex: the television. 9K;194 The r
443 . 8J;158 Know the story without reading the book. 8J;159 When they expl
444 r; watching TV. no 4D35 working; reading; studying yes 4D36 watching TV.;
445 TV., listening to music, writing, reading a little 2B16 watching TV., list
446 rything 3C26 everything Yes. Reading is good, is important. 3C27 poet

CONCORDANCE LINES FROM UNDERGRADUATES' WRITTEN OUTPUT

boring

Left Collocates

1 I find reading comprehension activity **boring** 10L;216 I describe a reading compre
2 compulsory readings. Most of them are **boring** (there are exceptions, of course) and
3 the fact that, often, these books are **boring** and are felt as imposed. 10M;227 Te
4 n our vocabulary but can sometimes be **boring** 10N;253 To understand what's the au
5 comics (...) so English never becomes **boring** too me "Reading" is a kind of self-in
6 nt's knowledge 10M;232 Sometimes is **boring** although we get some precious ideas f
7 ook in a confortable way and if it is **boring** we can put him apart and after a whil
8 ly ignored because people think it is **boring**. 10M;237 I suppose that reading is
9 10L;200 informative texts 10L;201 **boring** texts 10L;202 novels; short-stories
10 but when it is compulsory it is more **boring**. 10M;233 10M;234 William Shakes
11 whole book to one only purpose quite **boring**. this way (reading excerpts) we can
12 hink it's because people find reading **boring** and in their opinion they have better
13 le prefer to watch, they find reading **boring** and they don't want to use their imag

Interesting

Left Collocates

1 2 classical novels; novels with an **interesting** theme For me Reading is a pleasur
2 c 10M;236 everything that has an **interesting** topic The Way Up to Heaven (c.r.);
3 of texts (...) as long as they are **interesting** and useful 10L;216 magazines; a
4 non-fiction (...) because they are **interesting** and provide different point of vie
5 se they all have a purpose and are **interesting**. 10M;241 articles; short-storie
6 ents (...) because they are become **interesting**. since they give us other people'
7 Way Up To Heaven 10L;201 comics; **interesting** magazine articles; poems; books (o
8 not enough "publicity" about good, **interesting** books. Furthermore the first cont
9 ay-to-day events (...) since it is **interesting** and we can learn from them. 10M
10 culture-based texts I think it is **interesting**. 10M;226 newspaper articles; in
11 e ones we are studying 10L;201 **interesting** texts which tell us something new
12 evision is more important and more **interesting** 10L;216 Nowadays reading is freq
13 e adopted to cinema and it is more **interesting** to see a film than read a book.
14 zine and newspaper articles; other **interesting** publications 10L;210 non-ficti
15 l short-stories (...) because it's **interesting** and sometimes funny. Reading is th
16 s who have different and sometimes **interesting** ideas. 10M;227 10M;228 When i
17) because there is always someting **interesting**. 10L;207 10L;208 short-sto
18 2 short-stories I always find them **interesting**. 10L;213 short-stories; newspap
19 s (...) because I always find them **interesting**. In my opinion Reading can help us
20 se the are all different therefore **interesting** in some ways 10L;206 any kind o
21 even being compulsory may be very **interesting** and many times useful. 10M;237
22 es; newspaper articles I find them **interessant** and also useful. 10L;214 texts

interest

Left Collocates

1 ;198 Lack of time and also lack of **interest**. 10L;199 Nowadays tecnology is s
2 like reading about other people's **interest** (hobbies), experiences and lives.
3 knowledge of the language skills, **interest** from the reader. 10M;227 It dep
4 re rare in spite of students don't **interest** any longer to any kind of free rea

pleasure

Left Collocates

1 resting theme For me Reading is a **pleasure**, which develops my criativity and
2 I serch for experience, action and **pleasure** and in a textbook or a text from s
3 entivate them for the benefits and **pleasure** reading brings. 10M;228 More emp
4 new vocabulary, new knowledges and **pleasure**. 10L;208 comics (...) because it
5 y cares to teach us how to read by **pleasure**, only. 10M;222 People do not rea
6 I want to find stories and to feel **pleasure** through the reading. A textbook i
7 ause it is a book I would read for **pleasure** and a text which is studied in sch
8 When I read a book I read it for **pleasure** and the texts which are studied in
9 10L;208 the books are read for **pleasure** and the texts which are studied in
10 ad a book chosen by me, I read for **pleasure** but when it is compulsory it is mo
11 10N;247 When I read a book for **pleasure** I am not worried about stylistics
12 Because if it is a book I read for **pleasure** I do not analyse I just try to und
13 ando Pessoa When I read a book for **pleasure** I don't interpretate every phrase.
14 On the other had if we read it for **pleasure** the concerns towards reading will
15 l involvement and when we read for **pleasure** we are more involved 10L;205
16 Pessoa When we read something for **pleasure** we don't consern as much as a book
17 read a book sometimes is only for **pleasure**, and I needn't study so deep as in
18 every phrase. I read the book for **pleasure**. 10L;203 I take more pleasure i
19 don't notice when reading just for **pleasure**. 10L;211 Everytime we read a bo

20 k is because I like it and its for **pleasure**. 10M;236 "Ode to Solitude", Pope
21 ext in school sometimes is not for **pleasure**. 10N;245 Portuguese ones: Fernan
22 ime job and we donot have time for **pleasure**. 10N;248 Nowadays people are not
23 n we are read a book, we do it for **pleasure**. 10N;243 When I read a book for
24 r pleasure. 10L;203 I take more **pleasure** in reading a book of my choice bec
25 10N;243 When I read a book for my **pleasure** I do not analyse the text in a sem
26 8 comics (...) because it gives us **pleasure** reading it and we learn from them

fun

Left Collocates

1 dual" texts They are more easy and **fun** to work with, 10L;199 novels; c
2 ort-stories (...) because they are **fun** to read and you always take some k

funny

Left Collocates

1 tertaining and most of them have a **funny** ending. 10M;241 short-stories (
2 use it's interesting and sometimes **funny**. Reading is the act of understandi

teacher/s

Left Collocates

1 icult because it is different from **teacher** to teacher 10L;219 It difers fro
2 o teacher 10L;219 It difers from **teacher** to teacher and that is really bad.
3 increase my knowledge through the **teacher** as an expert and through my colleg
4 ding a text or book. 10L;199 The **teacher** give us a text and we must read it
5 text and if it is not correct the **teacher** will guide us to the "truth". 10
6 that is not possible, but with the **teacher**'s help it is easier to understand
7 s 10L;200 10L;201 I think the **teacher**'s opinion is important because he/
8 are able to, with the help of the **teacher**, understand them better and to tru
9 not know something we can ask the **teacher**. Reading is a way of enjoying ones
10 se it is different from teacher to **teacher** 10L;219 It difers from teacher t
11 10L;219 It difers from teacher to **teacher** and that is really bad. 10L;220

1 English novels; texts suggested by **teachers** 10M;231 literary texts 10M;232
2 ouraged by everyone, especially by **teachers** regarding not only compulsory read
3 ut to be somehow sistematic. Some **teachers** do the same reading-comprehension
4 es 10L;210 texts required by the **teachers** 10L;211 short-stories; books 1
5 ry 10L;204 texts required by the **teachers** 10L;205 those that are necessary

have

Left Collocates

43 ore the first contacts that people **have** with books, nomily at school, are
44 zines (...) because they sometimes **have** important issues and also because
45 chool are too big and the students **have** a short period of time to read the
46 requently ignored because students **have** more and more choices, and others
47 ntly ignored, because people don't **have** any spare time to do what they lik
48 ure-watching no 10L;200 I don't **have** much free time, but when I do, I r
49 when on holiday 10L;205 I don't **have** much free time, because apart from
50 stitch than read 10L;220 I don't **have** much free time yes 10L;221 I do
51 h free time yes 10L;221 I don't **have** much free time because apart from
52 the other hand, some people don't **have** the financial means to buy a "good
53 ;237 They are useful when we don't **have** time to read the all work and it r
54 many things to do that they don't **have** time to read. 10M;242 Reading is
55 are entertaining and most of them **have** a funny ending. 10M;241 short-s
56 isements (...) because all of them **have** a second meaning and purpose Readi
57 ;217 magazines (...) because they **have** a more accesseble language for us,
58 3 short-stories (...) because they **have** always a moral. In my opinion read
59 1 short-stories (...) because they **have** always a moral, a message. Reading
60 zines; advertisements Because they **have** an easy and proper language for us
61 g boring and in their opinion they **have** better things to do, besides readi
62 es (...) due to the fact that they **have** suspense. 10M;223 criticisms (.
63 o discuss the book and see if they **have** the sum idea as I have 10N;246 I
64 230 Nowadays people do not seem to **have** (or think they do) the time to ded
65 nts (...) because they allow us to **have** a better understanding of what is
66 the most important things, not to **have** a deep reading in which you read b
67 tual novel. 10L;204 It helps to **have** a general idea of the novel and to
68 he text. 10M;237 It is useful to **have** a second opinion on some themes.
69 rect. 10L;199 It is important to **have** many opinions about an aspect beca
70 I had. 10N;247 I usually like to **have** or to listen to another opinion.
71 10L;214 Because it's important to **have** our own point of view and also to
72 ;211 Maybe because it is harder to **have** time to read, and people think tha
73 he young generation. Sometimes we **have** a full time job and we donot have
74 10N;253 They are useful when we **have** already read the book they summari
75 Reading is ignored because now we **have** computers that give the informatio

76 M;238 Because nowadays the time we **have** free is not enough. 10M;239 I th
77 n that sense. 10L;210 Because we **have** many other easy ways of knowing th
78 sive 10M;240 Because nowadays we **have** other means such as media (Televis
79 aries show us perspectives that we **have** overlooked. 10N;250 They can be
80 en interpretations of something we **have** read are exchanged we have the opp
81 er several questions about what we **have** read. 10L;218 It is a little bit
82 read a text and understand what we **have** read. 10L;209 Reading comprehens
83 hing we have read are exchanged we **have** the opportunity of hearing differe
84 entrate. 10M;232 home At home we **have** the silence you need and it's a fa
85 Probably it is because nowadays we **have** the televison and the computer and
86 adays time is not much and when we **have** time we would rather rest and wath
87 ation may not be sufficient and we **have** to know another people's view abou
88 use when we are reading a book, we **have** to pay more attention, and to be m
89 our personal of view. 10L;217 We **have** to read and be able to answer seve
90 mprehension about it. 10M;224 We **have** to read for the second meaning.
91 10M;224 Shakespeare's sonnets We **have** to read in a very attentive way
92 e a kind of written texts which we **have** to understand The "tools" journal
93 after that we must explain what we **have** understood 10L;200 It can be des
94 expert and through my colleges who **have** different and sometimes interestin
95 we read a compulsory book we will **have** in mind the strategy given in clas
96 consern as much as a book we will **have** to a text about it, in school we a
97 39 Because we you read a book you **have** to pay attention to the sintax, le
98 sit and watch it while a book you **have** to read it. I like to watch TV bu

have to

Left Collocates

1 aquim Pessoa When I read a book, I **have to** concentrate much more, the book mu
2 most everything It is something I **have to** do everyday. without it my day is
3 since I do not read book reviews I **have to** rely on my superiors. 10N;250 Th
4 s Reading is the ability that one **have to** look deeply at a text and understa
5 a more relaxed way because I only **have to** know the most important things, no
6 TV makes it much easier, you only **have to** sit and watch it while a book you
7 so I prefer to listen what others **have to** say about it. 10L;214 Because it
8 ation may not be sufficient and we **have to** know another people's view about t
9 use when we are reading a book, we **have to** pay more attention, and to be more
10 our personal of view. 10L;217 We **have to** read and be able to answer several
11 mprehension about it. 10M;224 We **have to** read for the second meaning. 10M
12 10M;224 Shakespeare's sonnets We **have to** read in a very attentive way 10M
13 e a kind of written texts which we **have to** understand The "tools" journalist
14 consern as much as a book we will **have to** a text about it, in school we anal
15 39 Because we you read a book you **have to** pay attention to the sintax, lexic
16 sit and watch it while a book you **have to** read it. I like to watch TV but I

should

Left Collocates

1 ld read the text one time, then he **should** go through the text one second tim
2 nsiders important. And finally he **should** read a third time. 10L;213 10
3 r walks; reading not as often as I **should** 10N;244 reading; listening to m
4 imagination Reading is a hobby, or **should** be one, that enriches our vocabula
5 een studying it (a book) at school **should** not be the reason why we choose it
6 . 10L;211 10L;212 The student **should** read the text one time, then he sh
7 Reading is a whealty activity that **should** be encouraged by everyone, especia
8 e take a "serious" step forward we **should** be awared about what we are going
9 f the most important facts that we **should** know. The Bluest Eye, Toni Morriso

need

Left Collocates

1 whenever I want. 10M;227 home I **need** quietness and calmness. I prefer
2 udied in school or a textbook if I **need** to comlement my knowledges. 10M;
3 to do with us. [...] 10N;254 I **need** to improve my acknowledge of Engli
4 t. 10L;212 When I read a book I **need** to see some words in the dictionar
5 d the novel's main issue or when I **need** to summarise some ideas and I do n
6 give us most of the information we **need** and give us the oportunity of list
7 ty of listening to all the data we **need** for our daily life. 10M;241 Beca
8 uters that give the information we **need**. 10L;208 Because most of people
9 me At home we have the silence you **need** and it's a familiar place where we

feel

Left Collocates

1 efer reading at home because I can **feel** more confortable. 10N;245 home T
2 me it is more quiet and is where I **feel** better. 10L;209 home It is where
3 tter. 10L;209 home It is where I **feel** good; it is quiet and no-one distu
4 n in our reading. 10L;213 home I **feel** more relaxed, and to tell the trut
5 10L;198 10L;199 10L;200 I **feel** pity for the ones who had to pay f

6 10L;218 10L;219 10L;220 I *feel* sorry for the students at the univ
7 . 10L;205 home Because at home I *feel* very comfortable. 10L;206 home B
8 . 10L;206 home Because at home I *feel* very comfortable. 10L;207 home/
9 book of my choice because I do not *feel* as I have been forced into it. 1
10 of wrong teaching 10L;221 I only *feel* sorry by the fact that the English
11 her's. 10L;213 Sometimes I don't *feel* very certain about my interpretati
12 . 10M;230 home Because I like to *feel* confortable while I am reading. D
13 eading is to be envolved, well, to *feel* envolved and likeing what we are "
14 ause I want to find stories and to *feel* pleasure through the reading. A t
15 y to get into the character and to *feel* the story completely. 10M;238 I

action

Left Collocates

1 ead a book I serch for experience, *action* and pleasure and in a textbook or
2 al novels Reading is not only the *action* of reading is also the action of u
3 the action of reading is also the *action* of understand what you read. 10N
4 tand better the characters and the *action*. 10L;208 they are useful becaus

character/s

Left Collocates

1 ean Rhys 10N;247 In Search of a *Character* 10N;248 I never read a book out
2 Utopia O Alquimista In Search of a *Character* 10M;239 The Picture of Dorian Gr
3 Eye, Toni Morrison; In Search of a *Character*, G. Greene; The Scarlet Letter, Ha
4 Fitzgerald (c.r.); In Search of a *Character*, G. Greene (c.r.); Cal (c.r.); The
5 m Greene 10M;241 In Search of a *Character*, Graham Greene 10M;242 The Blue
6 is Bacon 10M;226 In Search of a *Character*, Graham Greene 10M;227 In Searc
7 l Steele 10N;251 In Search of a *Character*, Graham Greene 10N;252 The Othe
8 Morrison 10N;254 In Search of a *Character*, Graham Greene 10L;198 "indiv
9 n Steinbeck (c.r.); In Search of a *Character*, Graham Greene; Hotel du Lac, Anit
10 Lord of the Flies; In Search of a *Character*, Graham Greene (c.r.); Cal (c.r.)
11 m Greene 10M;227 In Search of a *Character*, Graham Greene 10M;228 The Blue
12 Fitzgerald (c.r.); In Search of a *Character*, Graham Greene (c.r.); Cal (c.r.)
13 Morrison 10M;233 In Search of a *Character*, Graham Greene 10M;234 The Blue
14 d McLaverty (c.r.); In Search of a *Character*, Graham Greene (c.r.); Huckleberry
15 Utopia 10M;240 In Search of a *Character*, Graham Greene 10M;241 In Searc
16 er; The Bluest Eye; In Search of a *Character*; The Adventures of Huckleberry Fin
17 A Way Up to Heaven; In Search of a *Character*; The Bluest Eye, Toni Morrison 1
18 ia, Sir Thomas Moore; In Search of *Character*, Graham Greene 10M;225 The Way
19 Utopia, Thomas Moore; In Search of *Character*, Graham Greene 10M;226 crime sto
20 Utopia, Thomas Moore; In Search of *Character*, Graham Greene 10M;227 almost ev
21 Utopia, Thomas Moore; In Search of *Character*, Graham Greene; 10M;223 detecti
22 dley I usually try to get into the *character* and to feel the story completely.
23 but also to be in the sync of the *character*, to be in all the plot. 10M;238

1 a discussion about the story, its *characters* and way they do their roles. 10
2 l to make us understand better the *characters* and the action. 10L;208 they ar

plot

Left Collocates

1 rocess of text awareness (content, *plot* etc.) and grammar study leading to
2 lp us to understand a bit more the *plot* (story). 10M;238 After reading
3 0N;252 They help us understand the *plot* line better and explain the climax
4 seful when we don't understand the *plot* line. 10M;235 10M;236 I onl
5 of the character, to be in all the *plot*. 10M;238 advertisements (...) be

story

Left Collocates

1 hey help us to understand the hole *story* and to learn how to summarise. I d
2 to understand a bit more the plot (*story*). 10M;238 After reading the boo
3 ying to find the main issue of the *story* and when we are searching for it's
4 ying to find the main issue of the *story* and when we are searching for it's
5 into the character and to feel the *story* completely. 10M;238 I only have
6 50 short-stories (...) because the *story* is rather small and we can make a
7 we can make a discussion about the *story*, its characters and way they do th
8 centrate and better understand the *story*. 10L;212 home I prefer reading a
9 ng excerpts) we can understand the *story*. Reading to me is not only to read
10 the tell in a few words the whole *story*. 10N;251 they are useful as a g

literary

Right Collocates

1 ssues (grammatical, semantical and *literary*) after reading the novels 10M;2
2 10M;234 It is important for our *literary* awareness and our language improve

3 (the local newspaper and sometimes **literary** books) 10N;243 listening to musi
4 10M;229 magazines; interviews; **literary** excerpts 10M;230 texts dealing
5 nes depicting real life. 10M;229 **literary** excerpts; up-to-date magazine arti
6 ts in school 10M;223 criticisms; **literary** novels 10M;224 compulsory texts;
7 with history) 10M;242 classical **literary** novels 10N;243 "difficult" texts
8 novels 10M;224 compulsory texts; **literary** texts 10M;225 literary texts 1
9 ry texts; literary texts 10M;225 **literary** texts 10M;226 compulsory texts;
10 texts 10M;226 compulsory texts; **literary** texts 10M;227 scientific texts;
11 newspapers novels scientific and **literary** texts 10M;230 Memorial do Conven
12 ts suggested by teachers 10M;231 **literary** texts 10M;232 novels; poems; inf
13 reports 10M;235 poems; articles; **literary** texts 10M;236 10M;237 compuls
14 tific articles; informative texts; **literary** texts 10N;247 literary texts 1
15 ve texts; literary texts 10N;247 **literary** texts 10N;248 short-stories; art
16 e texts 10M;233 poems; articles; **literary** texts; essays; etc. 10M;234 poem
17 tories 10L;207 historical texts; **literary** texts; grammatical texts 10L;208
18 literary texts; poetry 10L;221 **literary** texts; poetry 10M;222 crime st
19 ry much to read poetry. 10L;220 **literary** texts; poetry 10L;221 literary
20 s; etc. 10M;234 poems; articles; **literary** texts; reports 10M;235 poems; ar
21 ts; novels; essays; etc. 10M;228 **literary** texts; scientific texts 10M;229
22 texts; scientific texts 10M;229 **literary** texts; scientific texts 10M;230

books

Left Collocates

1 Hole (c.r.); 10M;242 adventure **books** Cal; Animal Farm; Utopia, Sir Tho
2 lf, Dahl; 10L;215 novels; comic **books**; short-stories Cal, Bernard McLave
3 novels Because they are difficult **books** and in class we are better prepare
4 exts; short-stories; excerpts from **books** 10N;251 short-stories; informati
5 vacy 10L;198 novels; history **books**; Greek plays 10L;199 novels; sho
6 publicity" about good, interesting **books**. Furthermore the first contacts t
7 tive stories; criticisms; "ironic2 **books** The Great Gatsby, F. Fitzgerald (
8 novel by John Steinbeck 10L;205 **books** from authors I know magazines; new
9 texts; grammatical texts 10L;208 **books**; short-stories; newspaper and maga
10 er and magazine articles 10L;209 **books**; short-stories; newspaper and maga
11 l newspaper and sometimes literary **books**) 10N;243 listening to music; goi
12 9 home/library I prefer reading my **books** at home but I like studying at the
13 10L;206 those that are necessary: **books**; short-stories 10L;207 historica
14 10L;205 those that are necessary: **books**; short-stories 10L;206 those tha
15 r vocabulary 10N;253 excerpts of **books** studied outside class Learn new t
16 eresting magazine articles; poems; **books** (once in a while) Cal, Bernard McL
17 me; 10L;210 diaries; "romantic" **books** Huckleberry Finn, Mark Twain (c.r.
18 opolitan 10L;219 Richard Bach's **books**; Camões; Florbela Espanca; Bocage
19 es; books 10L;212 short-stories; **books** 10L;213 short-stories; textbooks
20 teachers 10L;211 short-stories; **books** 10L;212 short-stories; books 1
21 do not read frequently because the **books** are expensive and most are read by
22 is difficult to understand and the **books** are quite expensive. 10N;249 exc
23 L;206 10L;207 10L;208 the **books** are read for pleasure and the text
24 0M;239 I think that is because the **books** are too expensive 10M;240 Becaus
25 life. 10M;241 Because almost the **books** that are compulsory reading in sch
26 ory). 10M;238 After reading the **books**, or novels. 10M;239 They help u
27 ve to the youngest generation then **books**. It is our task to incentivate th
28 due to the fact that, often, these **books** are boring and are felt as imposed
29 for a deep understanding of these **books**. Being confronted with new ideas,
30 rst contacts that people have with **books**, nomily at school, are not success

romance

Right Collocates

1 M;241 novels; magazines; articles; **romance** novels; crime stories The Great Ga
2 ny others in Portuguese) 10L;211 **romance** novels Cal, Bernard McLaverty; Th
3 atsby, Fitzgerald (c.r.) 10M;237 **romance** novels; some kinds of fiction The
4 e Queirós (c.r.) 10M;240 novels; **romance** novels; detective novels; magazine

fiction

Left Collocates

1 ories; informative texts 10N;252 **fiction**; non-fiction 10N;253 novels; sho
2 ative texts 10N;252 fiction; non-**fiction** 10N;253 novels; short-stories
3 sting publications 10L;210 non-**fiction** (...) because we learn new things
4 eal vision of life. 10M;235 non-**fiction** (...) because they are interesting
5 day is not complete. 10M;228 non-**fiction** novels Novels. Preferably ones d
6 10M;234 magazines; non-canonical **fiction** (...) because it gives us an oport
7 ass our degree 10M;239 canonical **fiction** (...) because we learn more about
8 ge of it. 10M;242 non-canonical **fiction** 10N;243 classical novels (...)
9 ines; scientific texts 10N;247 **fiction**; comics; classical novels (...) be
10 derstand. No, I can not. 10N;249 **fiction** I can not. 10N;250 short-stori
11 your time. 10N;252 non-canonical **fiction**; canonical fiction (...) because i

12 2 non-canonical fiction; canonical **fiction** (...) because it helps us with our
13 the Slaughter, Roal Dahl 10M;229 **fiction**; novels; thrillers The Great Gatsb
14 Heaven (c.r.); T 10M;233 science **fiction**; thrillers The Bluest Eye, Toni M
15 ;237 romance novels; some kinds of **fiction** The Japnese Gentleman; The Way Up
16 Bluest Eye 10M;238 diaries; non-**fiction**; magazines; advertisements The Wa
17 n; The Color Purple; Cal 10N;245 **fiction**; drama; novels; non-fiction; lyric
18 0N;245 fiction; drama; novels; non-**fiction**; lyrics; scientific texts King Lea
19 n; The Collector 10N;246 science **fiction**; drama; love-stories The Bluest Ey
20 10N;249 magazines; plays; science-**fiction**; love-stories The Bluest Eye (c.r.
21 Cal; Hamlet, Shakespeare 10N;252 **fiction**; non-fiction I can't remember. 1
22 Shakespeare 10N;252 fiction; non-**fiction** I can't remember. 10N;253 novels
23 newspapers; magazines 10N;245 **fiction** newspapers; magazines short-stori
24 t-stories; poems; novels 10N;246 **fiction** newspapers; magazines drama short-
25 s; poems; novels 10N;247 science-**fiction** novels magazines: Times; scientifi

biographies

Left Collocates

1 rs 10L;212 a novel newspapers; **biographies** a novel 10L;213 short-stories;
2 tween 10L;221 historical novels; **biographies**; poetry; essays; newspapers Animal

diary

Left Collocates

1 Errors; Animal Farm; The Star; The **Diary** of Adrian Mole; Leaves of Grass

diaries

Left Collocates

1 The Open Window; Home; 10L;210 **diaries**; "romantic" books Huckleberry Finn
2 mal Farm; The Bluest Eye 10M;238 **diaries**; non-fiction; magazines; advertise

life

Left Collocates

1 lso useful. 10L;214 texts about **life** in other countries (...) because i
2 not bring money, it is a fact but **life** it is not only money. 10L;212 Pr
3 all the data we need for our daily **life**. 10M;241 Because almost the book
4 us be aware of the real vision of **life**. 10M;235 non-fiction (...) beca
5 people are so busy with their own **life** and walk that just ignore reading.
6 onstrate what is happening in real **life**. 10M;234 articles; reports (...
7 s. Preferably ones depicting real **life**. 10M;229 literary excerpts; up-t

lives

Left Collocates

1 nterest (hobbies), experiences and **lives**. 10M;229 magazines; interviews;
2 re of what happens for real in our **lives**. 10M;233 articles (...) because

comprehension

Right Collocates

1 a personal point of view and **comprehension** about it. 10M;224 We have t
2 10L;216 I describe a reading **comprehension** activity as a way of developi
3 xt is not good I find reading **comprehension** activity boring 10L;216 I d
4 notunous. 10M;242 A reading **comprehension** activity is a kind of colecti
5 s about it. 10M;239 Reading **comprehension** activity is learning lexical
6 not know. 10N;248 A reading **comprehension** activity is me someone unders
7 meaning. 10M;225 A reading **comprehension** activity is useful. 10M;226
8 ll. 10L;208 I think reading **comprehension** activity is when we read a te
9 exercises 10L;207 A reading **comprehension** activity it is when you discu
10 u a help for the purpose is a **comprehension** and understanding the differe
11 ose. 10M;223 For me reading **comprehension** goes to a process of text awa
12 have read. 10L;209 Reading **comprehension** is mainly reading a text and
13 meaning. 10L;210 A reading **comprehension** is something to see how conec
14 teachers do the same reading-**comprehension** to different texts. 10N;251

understand

Left Collocates

1 have to look deeply at a text and **understand** and if necessary explain it. 10M
2 ctivity is when we read a text and **understand** what we have read. 10L;209 Readi
3 s better to concentrate and better **understand** the story. 10L;212 home I prefer
4 this way (reading excerpts) we can **understand** the story. Reading to me is not on
5 he different words and, in global, **understand** a text or a book. 10L;220 advert
6 anding of the textbooks. 10M;227 **Understand** the meaning/ meanings the text can
7 to write the vocabulary I did not **understand** and the meaning. 10N;249 I just
8 (...) because some times I do not **understand** the message. Reading for me is to

9 10M;236 I only use when I do not **understand** the novel's main issue or when I n
10 y interpretation but when I do not **understand** the text very well I discuss my in
11 n of reading is also the action of **understand** what you read. 10N;245 magazines
12 imes they are useful when we don't **understand** the plot line. 10M;235 10M;
13 to, with the help of the teacher, **understand** them better and to trudly see ther
14 what is its purpose. 10N;254 the **understand** of the author's message. 1
15 of written texts which we have to **understand** The "tools" journalists use to ex
16 all work and it really help us to **understand** a bit more the plot (story). 10
17 s (...) because it is more easy to **understand** and learn more about the language.
18 0L;221 We must be able to read, to **understand** and then to explain 10M;222 I wo
19 times the language is difficult to **understand** and the books are quite expensive.
20 the teacher's help it is easier to **understand** and to appreciate the different ty
21 t an aspect because it helps us to **understand** and to discover new point of views
22 very useful because we are able to **understand** better the novel. 10L;213 Somet
23 Toni Morrison 10M;225 When we to **understand** better the novel. A Lua Não Está
24 ew about the reading. 10M;225 To **understand** better the text. 10M;226 I have
25 n Notes" because I usually want to **understand** by myself what is written 10N;2
26 y we can analise it and be able to **understand** it better than big ones. 10L;21
27 51 You read a text and then try to **understand** it deeply. Find key words and rea
28 he information I can to be able to **understand** it. 10L;199 I read a book at h
29 10M;228 Read a text thoroughly to **understand** its content and meaning. 10M;229
30 useful/ useless because help us to **understand** some difficult parts of speech.
31 10M;233 Because it helps me, to **understand** some issues. 10M;234 10M;235
32 ensive reading so I am not able to **understand** some words wich I do not hear ever
33 210 10L;211 they are useful to **understand** the book. 10L;212 They are very
34 novels. 10M;239 They help us to **understand** the book text in a magazine 10M;
35 efore I like to read poetry. Is to **understand** the different words and, in global
36 10L;218 because they help us to **understand** the hole story and to learn how to
37 stância, Richard Bach 10L;220 To **understand** the structure I don't remember 1
38 ture I don't remember 10L;221 to **understand** the structure of the work is very
39 ure I do not analyse I just try to **understand** the storie. 10M;241 Because it
40 us with guidelines allowing us to **understand** the text more quickly The Bluest E
41 English language. "Reading" is to **understand** the words 10M;240 short-stories
42 01 I think it means to read and to **understand** what we read. 10L;202 10L;203
43 n sometimes be boring 10N;253 To **understand** what's the author's message and wh
44 N;246 When novels are difficult to **understand**, those notes hepl 10N;247 I pre
45 ful when the novel is difficult to **understand**. 10N;249 Sometimes these summar
46 es (...) because they are easy to **understand**. No, I can not. 10N;249 fiction
47 ucture. 10N;246 Cesário Verde to **understand**/ solve a problem about language an
48 William Shakespeare (sometimes) To **understand**/solve a problem about language and
49 10L;207 They are useful to make us **understand** better the characters and the acti
50 our study. 10N;252 They help us **understand** the plot line better and explain t

understood

Left Collocates

1 that we must explain what we have **understood** 10L;200 It can be described with
2 udents are asked to show that they **understood** the text. 10M;237 I would descri

complete

Left Collocates

1 he students and so as to achieve a **complete** understanding of the textbooks.
2 me. 10N;249 A book is much more **complete** than a text. It has other structu
3 the newspapers do, if not ina more **complete** way. 10L;220 Because there are d
4 veryday. without it my day is not **complete**. 10M;228 non-fiction novels Nov

meaning

Left Collocates

1 ghly to understand its content and **meaning**. 10M;229 Text decoding. 10M;23
2 ading a text and understanding its **meaning**. 10L;210 A reading comprehension
3 because all of them have a second **meaning** and purpose Reading is something t
4 224 We have to read for the second **meaning**. 10M;225 A reading comprehension
5 they are structured, what are the **meaning** of the words (grammatically). 10
6 ulary I did not understand and the **meaning**. 10N;249 I just read for compuls
7 extbooks. 10M;227 Understand the **meaning**/ meanings the text can have. 10M

message

Left Collocates

1 ecause they have always a moral, a **message**. Reading, in my opinion, it is the
2 g and acknowledgement of a certain **message** written by another person. Howeve
3 To understand what's the author's **message** and what is its purpose. 10N;254
4 254 the understand of the author's **message**. 10L;198 I use them before
5 vity is me someone understands the **message** on the text. It is also the study
6 rough a text and try to decode the **message**. 10M;233 magazines (...) because
7 ledge and my ability to decode the **message**. 10M;231 Because sometimes other

8 some times I do not understand the **message**. Reading for me is to discodify a
9 t-stories Understanding a written **message**. 10L;198 Lack of time and also

see

Left Collocates

1 246 I like to discuss the book and **see** if they had the same idea as I had
2 245 I like to discuss the book and **see** if they have the sum idea as I hav
3 of the main reasons because we can **see**, listen and read in television.
4 10M;238 libraray Because when I **see** other people reading or studying I
5 book things that the others do not **see**, or they find another thing 10L;
6 10M;224 They sometimes help me to "**see**" things in the novel that I hae no
7 nema and it is more interesting to **see** a film than read a book. 10N;247
8 sons: it is "better" and easier to **see** a movie than to read a book. 10N
9 ding comprehension is something to **see** how conected students are with a l
10 point of view of another person to **see** if my opinion is the same as her's
11 hemes. 10M;238 Because I want to **see** other people's opinion 10M;239 t
12 ;212 When I read a book I need to **see** some words in the dictionary becau
13 derstand them better and to trudly **see** there beauty and simplicity. For m
14 ers opinion 10L;211 Sometimes we **see** in a book things that the others d
15 new things, in the second time we **see** other new thing. The fact of been

better

Left Collocates

1 I think that at home we can have a **better** concentration in our reading. 10
2 use I am alone and so I can have a **better** concentration. 10N;252 home; bea
3 view, as more opinions they are a **better** conclusion we can take. 10M;233
4 .) because they allow us to have a **better** understanding of what is asked.
5 me it is better to concentrate and **better** understand the story. 10L;212 ho
6 ifficult books and in class we are **better** prepared for a deep understanding
7 library Because I can concentrate **better**. 10N;254 home I have more privac
8 quiet: and where I can concentrate **better**. 10M;234 garden It is fresh, cal
9 is more quiet and is where I feel **better**. 10L;209 home It is where I feel
10 ing and in their opinion they have **better** things to do, besides reading. In
11 for quite obvious reasons: it is "**better**" and easier to see a movie than to
12 n opinions 10L;219 Because it is **better** for me to consctruct my own opion
13 y, on the other hand at home it is **better** to concentrate and better understa
14 se it and be able to understand it **better** than big ones. 10L;211 short-st
15 y help us understand the plot line **better** and explain the climax 10N;253
16 g at night. 10M;228 home I study **better** in familiar surroundings. 10M;22
17 where I can concentrate and study **better**. 10N;251 home I prefer reading a
18 lp of the teacher, understand them **better** and to trudly see there beauty and
19 y are useful to make us understand **better** the characters and the action.
20 because we are able to understand **better** the novel. 10L;213 Sometimes wh
21 e reading. 10M;225 To understand **better** the text. 10M;226 I have my own
22 on 10M;225 When we to understand **better** the novel. A Lua Não Está Á Venda

know

Left Collocates

1 interpretations 10N;247 I donot **know**. 10N;248 A reading comprehension
2 ck 10L;205 books from authors I **know** magazines; newspapers some types o
3 214 short-stories (...) as I never **know** how they will end. 10L;215 all
4 ; poems (...) because if we do not **know** something we can ask the teacher.
5 ost important facts that we should **know**. The Bluest Eye, Toni Morrison 1
6 0N;248 I don't know. Times I don't **know**. My Àntonia 10N;249 comics; cano
7 illers textbooks 10N;248 I don't **know**. Times I don't know. My Àntonia
8 events (...) because it's good to **know** about what is happening around us.
9 y not be sufficient and we have to **know** another people's view about the re
10 Everytime we read a book we get to **know** new things, in the second time we
11 10 because it is very important to **know** others opinion 10L;211 Sometimes
12 a general idea of the novel and to **know** the author. 10L;205 10L;206
13 remember 10L;219 They help us to **know** the main ideas before an exam Não
14 relaxed way because I only have to **know** the most important things, not to
15 10L;212 Because I would like to **know** the point of view of another perso
16 activity you do to check what you **know**, your own interpretation of the te

knowledge

Left Collocates

1 It is a pleasant way of acquiring **knowledge** and widening your imagination. 1
2 ing oneself in virtue of acquiring **knowledge**. 10M;236 texts that can be discu
3 all demand concentration, capital **knowledge** of the language skills, interest f
4 nd of contributing to our cultural **knowledge**. 10M;225 textbooks (...) as thei
5 can help us to extend our cultural **knowledge**. 10L;213 short-stories (...) bec
6 32 novels Reading is a way to get **knowledge**, is going through a text and try t
7 ion, it is the best way of getting **knowledge**. 10L;212 short-stories (...) bec

8 but me interpretation depend of my **knowledge** and my ability to decode the messa
9 obvious that I wish to increase my **knowledge** through the teacher as an expert a
10 adays there are many other ways of **knowledge** about facts like audio-visual.
11 ing at the same time new fields of **knowledge**. 10M;227 almost everything It i
12 es us an oportunity to develop our **knowledge**. No. I can not. 10M;235 novels;
13 p the development of the student's **knowledge** 10M;232 Sometimes is boring alth
14 ;203 A good way of enlarging one's **knowledge** of a language. 10L;204 10L;20
15 feeds the mind and enlarges one's **knowledge**. 10L;204 short-stories (...) bec
16 ut they only give us a superficial **knowledge**. 10M;227 Sometimes these summar

learn

Left Collocates

1 it is more easy to understand and **learn** more about the language. 10M;24
2 since it is interesting and we can **learn** from them. 10M;231 texts dealin
3 ts of books studied outside class **Learn** new things in silence, without muc
4 al texts [It] is also important to **learn** about the country whose language o
5 o understand the hole story and to **learn** how to summarise. I don't remember
6 A textbook is read to help us to **learn** more about something (...) 10L;2
7 thing that you do when you wish to **learn** something or just spend your time.
8 ives us pleasure reading it and we **learn** from them 10L;209 comics; lyric
9 canonical fiction (...) because we **learn** more about the English language. "
10 oing to the cinema and nowadays we **learn** much from "Net". 10L;211 Maybe b
11 L;210 non-fiction (...) because we **learn** new things that someone passed thr
12 0L;221 The problem is that when we **learn** we are going to read by obligatio
13 oppinions about something we will **learn** more and help us to formulate our

learning

Left Collocates

1 who helps us to improve/ develop/ **learning** english structures 10N;246 Where
2 Reading comprehension activity is **learning** lexical structures, the background
3 the country whose language one is **learning**. 10L;204 short-stories (...) be
4 0L;207 textbooks Reading it means **learning** new vocabulary, new knowledges and
5 ading could be defined as a way of **learning** and knowing new things. 10L;218
6 h" and satire. Reading is a way of **learning** more vocabulary, of knowing some a
7 ing for easier and quicker ways of **learning**, like computers, for instance. 1
8 tá Á Venda 10M;226 They make our **learning** easier but they only give us a sup
9 e as an important activity for the **learning** purpose. 10M;223 For me reading

skills

Left Collocates

1 an evaluation of our interprative **skills** 10M;238 Read a text once or twic
2 capital knowledge of the language **skills**, interest from the reader. 10M;2
3 t also more useful to our language **skills**. 10L;215 Because for many people

language

Left Collocates

1 of enlarging one's knowledge of a **language**. 10L;204 10L;205 A text with
2 e how conected students are with a **language**. 10L;211 10L;212 The student
3 ch improves our ability to speak a **language**. 10L;215 Sometimes when the text
4 understand/ solve a problem about **language** and structure. 10N;247 When I r
5 o understand/solve a problem about **language** and structure. 10N;246 Cesário V
6 ecause they have a more accesseble **language** for us, students. Reading could be
7 improve my acknowledge of English **Language**.
8 se we learn more about the English **language**. "Reading" is to understand the wo
9 l world through a specific kind of **language**, which is sometimes difficult to d
10 an activity where we can check our **language** fluency and our observation and al
11 for our literary awareness and our **language** improvement. 10M;235 10M;236
12 lthier but also more useful to our **language** skills. 10L;215 Because for many
13 cause they have an easy and proper **language** for us, students. "Reading": 10L
14 10N;248 magazines Sometimes the **language** is difficult to understand and the
15 ntration, capital knowledge of the **language** skills, interest from the reader.
16 nderstand and learn more about the **language**. 10M;240 articles; short-storie
17 t to learn about the country whose **language** one is learning. 10L;204 short-

exercises

Left Collocates

1 10L;205 A text with complementary **exercises** 10L;206 A text with complementar
2 10L;206 A text with complementary **exercises** 10L;207 A reading comprehension

vocabulary

Left Collocates

1 Reading is a way of learning more **vocabulary**, of knowing some author´s opinion

2 oks Reading it means learning new **vocabulary**, new knowledges and pleasure. 10
3 r should be one, that enriches our **vocabulary** 10N;253 excerpts of books studie
4 es. 10N;252 It helps broaden our **vocabulary** but can sometimes be boring 10N;
5 ading the text I like to write the **vocabulary** I did not understand and the meani
6 or ideas and use an understandable **vocabulary**. 10M;228 I consult them after h

informative

Right Collocates

1 ; magazine and newspaper articles; **informative** texts 10M;241 magazines and news
2 hort-stories; scientific articles; **informative** texts; literary texts 10N;247 li
3 ng. 10M;226 newspaper articles; **informative** texts (...) because we are confron
4 99 novels; short-stories 10L;200 **informative** texts 10L;201 boring texts 10L
5 erty; The Longest Memory 10L;200 **informative** texts Cal; The Longest Memory; The
6 ovels; newspapers; plays 10L;220 **informative** texts 10L;221 informative texts;
7 0L;220 informative texts 10L;221 **informative** texts; guides about literature; et
8 l problems we all face. 10N;250 **informative** texts 10N;251 texts based on c
9 tories; articles; novels 10N;250 **informative** texts; short-stories; excerpts fro
10 articles; short-stories; novels; **informative** texts (...) because they all have
11 ary texts 10M;232 novels; poems; **informative** texts 10M;233 poems; articles; l
12 ory, Fred d'Aguiar 10L;205 short **informative** texts The Open Window; Cal, Berna
13 rom books 10N;251 short-stories; **informative** texts 10N;252 fiction; non-ficti
14 10M;240 articles; short-stories; **informative** texts; excerpts from novels (...)

information

Left Collocates

1 ll because they provide additional **information** often very important to the "agrup
2 10M;223 Because every additional **information** and opinions are important. 10M;
3 ok they summarise, or else lots of **information** get lost. 10N;254 10L;198
4 se that there is a great amount of **information** in these summaries which are pure
5 l have a purpose and have a lot of **information**. 10M;242 10N;243 10N;
6 vision keep our time. Because the **information** gets quickly. 10N;245 Because pe
7 Camões I always try to get all the **information** I can to be able to understand it.
8 ow we have computers that give the **information** we need. 10L;208 Because most of
9 spapers) which give us most of the **information** we need and give us the oportunity

texts based

Left Collocates

1 ;250 informative texts 10N;251 **texts based** on current affairs 10N;252 exc
2 es Fenmore Cooper (c.r.) 10N;243 **texts based** on day-to-day events The Way Up to

related

Left Collocates

1 texts 10M;238 historical texts (**related** to English and German history)
2 of what is asked. 10M;238 texts **related** to the course being studied 10

cultural

Right Collocates

1 criticism about novels 10L;203 **cultural** and historical texts [It] is also
2 elops my criativity and my also my **cultural** knowledges. 10L;203 newspaper ar
3 Reading can help us to extend our **cultural** knowledge. 10L;213 short-stories
4 mething and of contributing to our **cultural** knowledge. 10M;225 textbooks (..

culture

Left Collocates

1 to express themselves. 10M;225 **culture**-based texts I think it is interest
2 10N;244 short-stories 10N;245 **culture**-based texts; historical excerpts
3 s; historical excerpts 10N;246 **culture**-based texts; historical excerpts
4 ...) because it contributes to our **culture**. 10L;215 stories; texts about E

history

Left Collocates

1 xts (related to English and German **history**) 10M;239 novels; dramas; histor
2 more privacy 10L;198 novels; **history** books; Greek plays 10L;199 novel
3 oks (especially texts dealing with **history**) 10M;242 classical literary nove

historical

Left Collocates

1 ut novels 10L;203 cultural and **historical** texts [It] is also important to le
2 istory) 10M;239 novels; dramas; **historical** texts 10M;240 texts from textboo
3 ry: books; short-stories 10L;207 **historical** texts; literary texts; grammatical

4 The Wolf; The Go-Between 10L;221 **historical** novels; biographies; poetry; essay
5 10M;237 compulsory texts 10M;238 **historical** texts (related to English and Germ
6 s 10N;246 culture-based texts; **historical** excerpts 10N;247 texts To rea
7 s 10N;245 culture-based texts; **historical** excerpts 10N;246 culture-based

teacher/s

Left Collocates

1 icult because it is different from **teacher** to teacher 10L;219 It difers fro
2 o teacher 10L;219 It difers from **teacher** to teacher and that is really bad.
3 increase my knowledge through the **teacher** as an expert and through my colleg
4 ding a text or book. 10L;199 The **teacher** give us a text and we must read it
5 text and if it is not correct the **teacher** will guide us to the "truth". 10
6 that is not possible, but with the **teacher**'s help it is easier to understand
7 s 10L;200 10L;201 I think the **teacher**'s opinion is important because he/
8 are able to, with the help of the **teacher**, understand them better and to tru
9 not know something we can ask the **teacher**. Reading is a way of enjoying ones
10 se it is different from teacher to **teacher** 10L;219 It difers from teacher t
11 10L;219 It difers from teacher to **teacher** and that is really bad. 10L;220

1 English novels; texts suggested by **teachers** 10M;231 literary texts 10M;232
2 ouraged by everyone, especially by **teachers** regarding not only compulsory read
3 ut to be somehow sistematic. Some **teachers** do the same reading-comprehension
4 es 10L;210 texts required by the **teachers** 10L;211 short-stories; books 1
5 ry 10L;204 texts required by the **teachers** 10L;205 those that are necessary

other/s

Left Collocates

1 ews; articles I like reading about **other** people's interest (hobbies), exper
2 tention to the sintax, lexical and **other** items 10M;240 Because if it is
3 ention. 10M;234 Becase there are **other** Media which can take the responsab
4 ; magazine and newspaper articles; **other** interesting publications 10L;2
5 oneselfe without interference from **other** people. 10M;236 home I prefer my
6 to be read in a different way from **other** types of texts because it needs a
7 more complete than a text. It has **other** structure. 10N;250 A book canno
8 are. 10L;217 Because people have **other** interests, like TV. 10L;218 Beca
9 10M;240 Because nowadays we have **other** means such as media (Television, R
10 scuss it. 10N;251 I like to hear **other** people's ideas because many time m
11 ul. 10L;214 texts about life in **other** countries (...) because it contrib
12 0M;241 magazines and newspapers in **other** languages; novels; texts from text
13 se. 10L;210 Because we have many **other** easy ways of knowing things, like
14 10N;254 Nowadays there are many **other** ways of knowledge about facts like
15 10L;201 Because there are lots of **other** things to do, for example watching
16 things, in the second time we see **other** new thing. The fact of been study
17 0M;238 libraray Because when I see **other** people reading or studying I do th
18 s. 10M;238 Because I want to see **other** people's opinion 10M;239 to chan
19 e strategy given in class. On the **other** had if we read it for pleasure the
20 At school it is too noisy, on the **other** hand at home it is better to conce
21 gs to do, besides reading. In the **other** hand, some people don't have the f
22 or the ones who had to pay for the **other** mistakes. 10L;201 10L;202
23 reension of the text 10M;230 The **other** people's opinion is important but
24 cter, Graham Greene 10N;252 The **Other** Side of Midnight, Sidney Sheldon
25 y own, as well as listening to the **other**'s. 10N;254 10L;198 10L;1
26 se in these places I can listen to **other** people talking otherwise I would n
27 oint of view and also to listen to **other** people's opinions. 10L;215 10
28 e interesting. since they give us **other** people's opinion about all problem
29 10M;231 A book must be read with **other** eyes. 10M;232 "Daffodils", Willi

1 ts have more and more choices, and **others** "pleasures" as internet, cinema ar
2 I rely on any interpretations and **others** interpretations due to the fact th
3 requently ignored nowadays because **others** things like computers, television
4 cause it is very important to know **others** opinion 10L;211 Sometimes we see
5 (c.r.); Cal, MacLaverty; (and many **others** in Portuguese) 10L;211 romance n
6 ssage. 10M;231 Because sometimes **others** interpretations are worst than min
7 s we see in a book things that the **others** do not see, or they find another t
8 etation so I prefer to listen what **others** have to say about it. 10L;214 Be

people

Right Collocates

1 g as much as they did. Day by day **people** are bussy, and when they are on ho
2 on gets quickly. 10N;245 Because **people** are more interested watching TV se
3 e for pleasure. 10N;248 Nowadays **people** are not reading as much as they di
4 erests, like TV. 10L;218 Because **people** are so busy with their own life an
5 han read a book. 10N;247 because **people** aren't motivated to read they pref
6 ding is a waste of time. 10L;209 **People** çlaim that they do not have enough

7 wadays, reading is ignored because **people** do not have time to do it and it's
8 read by pleasure, only. 10M;222 **People** do not read frequently because the
9 d now Internet. 10M;230 Nowadays **people** do not seem to have (or think they
10 r this activity. 10M;231 Because **people** don't bother 10M;232 In my opini
11 ing is frequently ignored, because **people** don't have any spare time to do wh
12 reading. In the other hand, some **people** don't have the financial means to
13 ke the responsability of informing **people**. Ex. TV. 10M;235 Nowadays, read
14 ng. 10L;213 I think it's because **people** find reading boring and in their o
15 equently ignored nowadays becausse **people** have been looking for easier and q
16 the mass-media are everywhere and **people** have more various ways of spending
17 net, cinema are. 10L;217 Because **people** have other interests, like TV. 1
18 them. And sometimes, in our days, **people** have so many things to do that the
19 urthermore the first contacts that **people** have with books, nomily at school,
20 it is seen as a waste of time and **people** is mostly interested in the "carpe
21 fe without interference from other **people**. 10M;236 home I prefer my parent
22 eading is ignored because nowadays **people** prefer sitting in front of the tel
23 k are a bit expensive and nowadays **people** prefer to watch television or play
24 the televison and the computer and **people** prefer to watch television rather
25 . 10N;251 It is ignored because **people** prefer to watch TV, use the comput
26 book. 10L;204 Because, nowadays **people** prefer to watch, they find reading
27 libraray Because when I see other **people** reading or studying I do the same
28 levision and computers has catched **people**'s attention. 10M;234 Becase ther
29 it. 10N;251 I like to hear other **people**'s ideas because many time mine is
30 rticles I like reading about other **people**'s interest (hobbies), experiences
31 0M;238 Because I want to see other **people**'s opinion 10M;239 to change opin
32 resting. since they give us other **people**'s opinion about all problems we al
33 on of the text 10M;230 The other **people**'s opinion is important but me inte
34 f view and also to listen to other **people**'s opinions. 10L;215 10L;216
35 icient and we have to know another **people**'s view about the reading. 10M;22
36 se TV. is enough nowadays for many **people**, so they neglect reading 10N;250
37 these places I can listen to other **people** talking otherwise I would not like
38 skills. 10L;215 Because for many **people** television is more important and m
39 requently ignored nowadays because **people** think it is a waste of time, they
40 ding is frequently ignored because **people** think it is boring. 10M;237 I su
41 s harder to have time to read, and **people** think that is a waste of time beca
42 we need. 10L;208 Because most of **people** think that reading is a waste of t

prefer

Left Collocates

1 rom other people. 10M;236 home I **prefer** my parent´s house because it is qu
2 and, those notes hepl 10N;247 I **prefer** not to use "York Notes" or "Longma
3 10N;253 poems (...) because I **prefer** poetry rather than prose. 10N;2
4 r place to do it. 10M;222 home I **prefer** reading at home due to the fact th
5 I need quietness and calmness. I **prefer** reading at night. 10M;228 home I
6 ave more privacy. 10L;202 home I **prefer** reading at home because I have mor
7 me It is quieter. 10N;244 home I **prefer** reading at home because I can feel
8 d so I am relaxe 10N;248 home I **prefer** reading at home, because it is a p
9 er read at house. 10N;250 home I **prefer** reading at home, because it is the
10 and study better. 10N;251 home I **prefer** reading at home because I am alone
11 rstand the story. 10L;212 home I **prefer** reading at home because I think th
12 alone when I read 10L;216 home I **prefer** reading at home, because it is mor
13 at home. 10L;204 home Because I **prefer** reading in peaceful places. 10L;
14 fortable. 10L;199 home/library I **prefer** reading my books at home but I lik
15 rtain about my interpretation so I **prefer** to listen what others have to say
16 never disturbed. 10M;237 home I **prefer** to read at home because I can alwa
17 from the reading. 10L;214 home I **prefer** to read at home because I can read
18 7 10L;208 10L;209 Normally I **prefer** to rely on my own interpretation o
19 is ignored because nowadays people **prefer** sitting in front of the television
20 bit expensive and nowadays people **prefer** to watch television or play comput
21 10L;204 Because, nowadays people **prefer** to watch, they find reading boring
22 evison and the computer and people **prefer** to watch television rather than re
23 N;251 It is ignored because people **prefer** to watch TV, use the computer and
24 physical way (this is to say that **prefer** going to discos, to drink a lot, t
25 think it is a waste of time, they **prefer** images than letters. 10N;244 Rea
26 ople aren't motivated to read they **prefer** to go to the cinema, to the café a

enjoy

Left Collocates

1 t's a quiet place in which one can **enjoy** oneselfe without interference from
2 ecause it is more relaxing, we can **enjoy** the book in a confortable way and
3 me Because I am more relaxed and I **enjoy** reading before I go to sleep. 10
4 more relaxing way and it makes us **enjoy** much more are reading. 10L;220 h

like

Left Collocates

1 e there are different alternatives **like**: TV, computer and sports 10L;221
2 s (...) because sometimes they are **like** a mirror of the society. 10L;21
3 ther ways of knowledge about facts **like** audio-visual. 10L;198 ma
4 il. If I read a book is because I **like** it and its for pleasure. 10M;236
5 10M;228 interviews; articles I **like** reading about other people's inter
6 entration. 10N;252 home; beach I **like** reading at home because no one bot
7 fer reading my books at home but I **like** studying at the library too becaus
8 magazine articles (...) because I **like** to analyse the title and every gra
9 turbs me. 10L;215 home Because I **like** to be alone when I read 10L;216
10 lps my interpretation. 10N;253 I **like** to compare different interpretatio
11 the sum idea as I have 10N;246 I **like** to discuss the book and see if the
12 10N;243 10N;244 10N;245 I **like** to discuss the book and see if the
13 centrate. 10M;230 home Because I **like** to feel confortable while I am rea
14 and we can discuss it. 10N;251 I **like** to hear other people's ideas becau
15 der. 10L;203 home When I read, I **like** to lie down in order to relax and
16 L;218 poetry (...) first because I **like** to read and writte poetry and seco
17 ortable. 10L;207 home/ library I **like** to read at home and in the library
18 29 10M;230 When I read a book I **like** to read it calmly however in Unive
19 19 lyrics (...) as I said before I **like** to read poetry. Is to understand t
20 ile a book you have to read it. I **like** to watch TV but I think that readi
21 10N;248 After reading the text I **like** to write the vocabulary I did not
22 10L;219 poetry (...) because I **like** very much to read poetry. 10L;2
23 cause people have other interests, **like** TV. 10L;218 Because people are s
24 sier and quicker ways of learning, **like** computers, for instance. 10N;254
25 in school I would possibly do not **like** it and that text would be studied
26 ople talking otherwise I would not **like** to read, because the silence makes
27 ave any spare time to do what they **like** most.• 10N;251 It is ignored bec
28 red nowadays because others things **like** computers, television keep our tim
29 other easy ways of knowing things, **like** watching Tv., going to the cinema
30 idea as I had. 10N;247 I usually **like** to have or to listen to another op
31 er thing 10L;212 Because I would **like** to know the point of view of anoth

television/TV

Left Collocates

1 is so advanced, that computers and **television** substitute 10L;200 Because it is
2 ding is frequently ignored because **television** and computers has catched people's
3 time to dedicate to a good book. **Television** and cinema are easier substitutes
4 ause others things like computers, **television** keep our time. Because the inform
5 he wide spread use of media: first **television** and now Internet. 10M;230 Nowada
6 use we can see, listen and read in **television**. 10M;233 Reading is frequently i
7 and are felt as imposed. 10M;227 **Television**, computer games may seem more attr
8 we have other means such as media (**Television**, Radio, newspapers) which give us
9 10L;215 Because for many people **television** is more important and more interes
10 bother 10M;232 In my opinion the **television** is one of the main reasons because
11 ple prefer sitting in front of the **television** set instead of picking up a good b
12 nd nowadays people prefer to watch **television** or play computer. 10N;253 Readin
13 omputer and people prefer to watch **television** rather than reading. 10L;213 I t

1 requently ignored nowadays because **TV**. appeared and fascinated many pote
2 10N;249 Reading is ignored because **TV**. is enough nowadays for many peopl
3 sability of informing people. Ex. **TV**. 10M;235 Nowadays, reading is ig
4 people have other interests, like **TV**. 10L;218 Because people are so b
5 e are different alternatives like: **TV**, computer and sports 10L;221 The
6 more pratical 10L;206 Because of **TV** 10L;207 Reading is ignored becau
7 d in reading. 10L;205 Because of **TV**. and cinemas. It's more pratical
8 10L;219 Because more often news on **TV**. tells us that the newspapers do,
9 10L;214 It is ignored because the **TV** makes it much easier, you only hav
10 0 Because it is substituted by the **TV**. 10L;201 Because there are lots
11 have to read it. I like to watch **TV** but I think that reading is not on
12 red because people prefer to watch **TV**, use the computer and they think t
13 to do it and it's easier to watch **TV**. instead of reading 10M;236 In m
14 eople are more interested watching **TV** set than reading 10N;246 Novels
15 e time 10L;212 reading; watching **TV**. ;listening to music not much 10
16 really 10L;202 reading; watching **TV**. ;listening to music; visiting my
17 ng yes 10L;207 reading; watching **TV**. ;listening to music yes 10L;208
18 ng; reading yes 10M;229 watching **TV**. no 10M;230 practicing sports; t
19 things to do, for example watching **TV**. or playing computer. 10L;202 Ma
20 ic yes 10N;245 reading; watching **TV**. yes 10N;246 reading magazines;
21 s of knowing things, like watching **Tv**., going to the cinema and nowadays
22 ic yes 10L;208 reading; watching **TV**.; dancing; going for walks; swimmi
23 ading sometimes 10M;233 watching **TV**.; going for walks; listening to mu
24 chance 10L;204 at home; watching **TV**.; going out (sometimes) when on ho
25 oing out with my friends; watching **TV**.; going to the cinema; reading not

26 L;214 listening to music; watching TV.; going to the cinema not much: on
27 really 10L;219 reading; watching TV.; going to the cinema; yes, but I
28 I have the time 10M;224 watching TV.; going for walks; listening to mu
29 th homework yes 10M;228 watching TV.; going for walks; driving; readin
30 etimes 10L;209 reading; watching TV.; going for walks; talking to frie
31 usic not really 10M;232 watching TV.; going for walks; listening to mu
32 during holidays 10M;231 watching TV.; listening to music not really
33 ic; reading yes 10M;226 watching TV.; listening to music; reading yes:
34 my friends or boyfriend; watching TV.; listening to music not really
35 4 going out with friends; watching TV.; listening to music 10M;235 go
36 ports sometimes 10M;236 watching TV.; listening to music; reading; wri
37 ing; writing no 10M;237 watching TV.; listening to music; reading (som
38 elf no 10M;239 reading; watching TV.; listening to music yes 10M;240
39 ading a little 10M;225 watching TV.; listening to music; reading yes
40 L;215 listening to music; watching TV.; reading (sometimes) not much 1
41 ening to music; studying; watching TV.; reading yes 10N;252 going out
42 cinema; going for walks; watching TV.; reading yes 10L;218 walking wi
43 r less 10N;254 reading; watching TV.; sleeping; going for walks yes
44 L;198 listening to music; watching TV.; spending time with friends; read
45 ic yes 10N;253 reading; watching TV.; studying more or less 10N;254
46 t much 10L;211 reading; watching TV.; studying; going out with my frie
47 (at the beach) 10M;242 watching TV.; working in the countryside; walk
48 my brothers no 10M;223 watching TV; going to the cinema only when I h
49 time we would rather rest and wath TV. than try to concentrate or readin

cinema

Left Collocates

1 te to a good book. Television and **cinema** are easier substitutes for this ac
2 nd others "pleasures" as internet, **cinema** are. 10L;217 Because people have
3 s, like watching Tv., going to the **cinema** and nowadays we learn much from "N
4 music; watching TV.; going to the **cinema** not much: only magazines and newsp
5 10M;223 watching TV; going to the **cinema** only when I have the time 10M;22
6 wimming yes 10N;249 going to the **cinema** or disco no 10N;250 going to the
7 or disco no 10N;250 going to the **cinema** or disco; reading; going to the be
8 d to read they prefer to go to the **cinema**, to the café and that happen with
9 eading; watching TV.; going to the **cinema**; yes, but I'd rather crosstitch t
10 y family and friends; going to the **cinema**; going for walks; watching TV.; re
11 going out for coffee; going to the **cinema**; practicing sports sometimes 10M
12 riends; watching TV.; going to the **cinema**; reading not much 10L;214 listen
13 ng to music; reading; going to the **cinema**; swimming not much 10M;234 going
14 ng 10N;246 Novels are adopted to **cinema** and it is more interesting to see

film

Left Collocates

1 nd it is more interesting to see a **film** than read a book. 10N;247 becaus

movie

Left Collocates

1 it is "better" and easier to see a **movie** than to read a book. 10N;243 It

internet

Left Collocates

1 choices, and others "pleasures" as **internet**, cinema are. 10L;217 Because peo
2 of media: first television and now **Internet**. 10M;230 Nowadays people do not

Computer/s

Left Collocates

1 prefer to watch television or play **computer**. 10N;253 Reading is frequently i
2 or example watching TV. or playing **computer**. 10L;202 Maybe it's because nowa
3 as imposed. 10M;227 Television, **computer** games may seem more attractive to
4 days we have the televison and the **computer** and people prefer to watch televis
5 people prefer to watch TV, use the **computer** and they think that it is somethin
6 e different alternatives like: TV, **computer** and sports 10L;221 The problem i

1 tly ignored because television and **computers** has catched people's attention.
2 ing is ignored because now we have **computers** that give the information we need.
3 and quicker ways of learning, like **computers**, for instance. 10N;254 Nowadays
4 owadays because others things like **computers**, television keep our time. Becaus
5 ays tecnology is so advanced, that **computers** and television substitute 10L;20

music

Left Collocates

1 m quietly while I listen to a calm **music**. 10L;211 home At school it is to
2 at home because I can always have **music** playing which gives the reading an
3 riends; watching TV.; listening to **music** 10M;235 going out with my boyfr
4 46 reading magazines; listening to **music** no 10N;247 talking with family
5 ends; with my family; listening to **music** not much 10M;241 listening to mu
6 eading; watching TV. ;listening to **music** not much 10L;213 going out with
7 10M;231 watching TV.; listening to **music** not really 10M;232 watching TV.;
8 friend; watching TV.; listening to **music** not really 10L;219 reading; watc
9 eading; watching TV. ;listening to **music** yes 10L;208 reading; watching TV
10 eading; watching TV.; listening to **music** yes 10M;240 talking with friends
11 ith friends; reading; listening to **music** yes 10N;253 reading; watching TV
12 d 10N;244 reading; listening to **music** yes 10N;245 reading; watching TV
13 ; going to the beach; listening to **music** yes 10N;251 listening to music;
14 fé not much 10L;210 listening to **music**; doing cross-stitching not much
15 rary books) 10N;243 listening to **music**; going for walks; reading not as o
16 ic not much 10M;241 listening to **music**; going out for coffee with friends
17 10M;237 watching TV.; listening to **music**; reading (sometimes) not really
18 TV.; going for walks; listening to **music**; reading a little 10M;225 watch
19 TV.; going for walks; listening to **music**; reading sometimes 10M;233 watch
20 10M;225 watching TV.; listening to **music**; reading yes 10M;226 watching TV
21 10M;226 watching TV.; listening to **music**; reading yes: crime stories 10M;
22 TV.; going for walks; listening to **music**; reading; going to the cinema; swi
23 10M;236 watching TV.; listening to **music**; reading; writing no 10M;237 wat
24 o music yes 10N;251 listening to **music**; studying; watching TV.; reading y
25 eading; watching TV. ;listening to **music**; visiting my friends more or less
26 10L;198 listening to **music**; watching TV.; spending time with
27 ng not much 10L;214 listening to **music**; watching TV.; going to the cinema
28 newspapers 10L;215 listening to **music**; watching TV.; reading (sometimes)

listen

Right Collocates

1 e main reasons because we can see, **listen** and read in television. 10M;233
2 o it at my bedroom quietly while I **listen** to a calm music. 10L;211 home At
3 N;247 I usually like to have or to **listen** to another opinion. 10N;248 1
4 home because in these places I can **listen** to other people talking otherwise
5 our own point of view and also to **listen** to other people's opinions. 10L;
6 t my interpretation so I prefer to **listen** what others have to say about it.

concentrate

Left Collocates

1 ecause it is the place where I can **concentrate** and study better. 10N;251 home I
2 ecause it's quiet: and where I can **concentrate** better. 10M;234 garden It is fre
3 0N;253 home; library Because I can **concentrate** better. 10N;254 home I have more
4 ause I have more privacy, so I can **concentrate** harder. 10L;203 home When I read
5 ding. 10M;225 home At home I can **concentrate** more. 10M;226 home Because I can
6 quiet place and it is where I can **concentrate** myself on the reading. 10M;225 h
7 10L;198 home It is where I can **concentrate**, because it is more quiet and wher
8 y It's the only place I can really **concentrate**. 10M;232 home At home we have th
9 other hand at home it is better to **concentrate** and better understand the story.
10 ssoa When I read a book, I have to **concentrate** much more, the book must be the cl
11 ther rest and wath TV. than try to **concentrate** or reading a book. 10L;203 Readi
12 0M;229 home It is easier for me to **concentrate**. 10M;230 home Because I like to

noise

Left Collocates

1 perfect place to do it without no **noise**. 10L;201 home Because at home I

silence

Left Collocates

1 outside class Learn new things in **silence**, without much fuss, in a calm way.
2 nd in the library because there is **silence** and concentration. 10L;208 home
3 ould not like to read, because the **silence** makes me nervous. 10M;242 home I
4 10M;232 home At home we have the **silence** you need and it's a familiar place

quiet

Left Collocates

1 ´m reading. 10M;224 home It is a **quiet** place and it is where I can concen
2 eal. 10M;235 home Usually it's a **quiet** place in which one can enjoy onese
3 ome It is where I feel good; it is **quiet** and no-one disturbs me. 10L;210
4 eading at home, because it is more **quiet** and I have my own free space, my r

5 08 home Because at home it is more quiet and is where I feel better. 10L;
6 an concentrate, because it is more quiet and where I felt more confortable.
7 laxed. 10M;233 home Because it's quiet: and where I can concentrate bette
8 noisy and at the library it is too quiet, so I would rather read at house.
9 10L;217 home Because it is very quiet. 10L;218 home because it is more

1 lt to understand and the books are quite expensive. 10N;249 excerpts base
2 scinated many potential reader for quite obvious reasons: it is "better" an
3 g a whole book to one only purpose quite boring. this way (reading excerpt

place

Left Collocates

1 r reading at home, because it is a place, where I am not disturbed by nobod
2 lence you need and it's a familiar place where we can be relaxed. 10M;233
3 . 10M;231 libraray It's the only place I can really concentrate. 10M;23
4 own in order to relax and the only place I may do that is at home. 10L;20
5 ;200 home Because I have a perfect place to do it without no noise. 10L;2
6 rstanding one must have the proper place to do it. 10M;222 home I prefer
7 ding. 10M;224 home It is a quiet place and it is where I can concentrate
8 10M;235 home Usually it's a quiet place in which one can enjoy oneselfe wi
9 reading at home, because it is the place where I can concentrate and study

time

Left Collocates

1 book in English requires time and time is something that I haven't and th
2 they do not have enough available time to read, but I think that the main
3 a different way and in a different time. 10N;249 A book is much more co
4 school because there is not enough time to do it so. 10N;251 I usually
5 d 10L;220 I don't have much free time yes 10L;221 I don't have much f
6 s 10L;221 I don't have much free time because apart from being a student
7 Because I can have and find a free time for that 10L;221 home For readin
8 10M;230 When I read in my free time I usually do not pay much attentio
9 y 10L;205 I don't have much free time, because apart from studying I hav
10 o 10L;200 I don't have much free time, but when I do, I read newspapers.
11 eration. Sometimes we have a full time job and we donot have time for ple
12 apart from studying I have a full-time job. No. Only a magazine per week:
13 my friends sometimes, when I have time 10L;212 reading; watching TV. ;1
14 a full time job and we donot have time for pleasure. 10N;248 Nowadays p
15 ignored because people do not have time to do it and it's easier to watch
16 They are useful when we don't have time to read the all work and it really
17 Maybe because it is harder to have time to read, and people think that is
18 things to do that they don't have time to read. 10M;242 Reading is freq
19 time is not much and when we have time we would rather rest and wath TV.
20 Grey Utopia; newspapers magazines; Time Os Maias, Eça de Queirós 10M;240
21 other people's ideas because many time mine is not the correct 10N;252
22 0L;202 Maybe it's because nowadays time is not much and when we have time
23 itten message. 10L;198 Lack of time and also lack of interest. 10L;1
24 s because it is seen as a waste of time and people is mostly interested in
25 nd people think that is a waste of time because it does not bring money, i
26 he students have a short period of time to read them. And sometimes, in o
27 ause people think it is a waste of time, they prefer images than letters.
28 e think that reading is a waste of time. 10L;209 People claim that they
29 e student should read the text one time, then he should go through the tex
30 ike computers, television keep our time. Because the information gets qui
31 To read a book in English requires time and time is something that I haven
32 sing them and aquiring at the same time new fields of knowledge. 10M;227
33 retation of a text and at the same time we open our minds to new ideas 1
34 uld go through the text one second time but this time with a pencil to und
35 to know new things, in the second time we see other new thing. The fact
36 ecause people don't have any spare time to do what they like most. 10N;
37 leeping; going for walks; spending time by myself no 10M;239 reading; wa
38 g to music; watching TV.; spending time with friends; reading (sometimes)
39 to the cinema only when I have the time 10M;224 watching TV.; going for
40 se it is pleasant and it helps the time pass by 10N;253 home; library Be
41 eem to have (or think they do) the time to dedicate to a good book. Telev
42 es. 10M;238 Because nowadays the time we have free is not enough. 10M;
43 more various ways of spending the time. 10M;224 I believe reading is ig
44 And finally he should read a third time. 10L;213 10L;214 It's an usef
45 the text one second time but this time with a pencil to underline the phr
46 learn something or just spend your time. 10N;252 non-canonical fiction;

text/s

Left Collocates

1 s much as a book we will have to a text about it, in school we analise lit

2 a kind of self-interpretation of a text and at the same time we open our m
3 ferent texts. 10N;251 You read a text and then try to understand it deep
4 get knowledge, is going through a text and try to decode the message. 1
5 hension activity is when we read a text and understand what we have read.
6 comprehension is mainly reading a text and understanding its meaning. 1
7 that one have to look deeply at a text and understand and if necessary ex
8 k. 10L;199 The teacher give us a text and we must read it and after that
9 nd pleasure and in a textbook or a text from school rarely I find that.
10 understanding them according to a text given. 10L;201 short-stories (..
11 t of view. 10M;222 When I read a text I rely on any interpretations and
12 A book cannot ever be studied as a text in school because there is not eno
13 easore when I read a textbook or a text in school sometimes is not for ple
14 terprative skills 10M;238 Read a text once or twice and answer questions
15 words and, in global, understand a text or a book. 10L;220 advertisments
16 ity of reading and understanding a text or book. 10L;199 The teacher giv
17 s for which I read a textbook or a text stodied in school. 10M;226 Shake
18 ause when you read a textbook or a text studied in class, it implies more
19 M;235 When I read a textbook as a text studied in school I would possibly
20 he text can have. 10M;228 Read a text thoroughly to understand its conte
21 ad a book in the same way I read a text which is studied in school or a te
22 ok I would read for pleasure and a text which is studied in school is anal
23 he aim of the reading 10M;228 A text which is studied in school is "rea
24 a language. 10L;204 10L;205 A text with complementary exercises 10L
25 omplementary exercises 10L;206 A text with complementary exercises 10L
26 bed with a one or two reading of a text. 10L;201 I think it means to rea
27 book is much more complete than a text. It has other structure. 10N;25
28 me. 10N;252 Both a textbook and text studied in school are usually read
29 hey help us to understand the book text in a magazine 10M;240 When we ar
30 its content and meaning. 10M;229 Text decoding. 10M;230 While we are r
31 comprehension goes to a process of text awareness (content, plot etc.) and
32 ;218 lyrics (...) because from one text we can discovered many menings No,
33 agine lots of things in one single text. 10L;219 poetry (...) because I
34 d possibly do not like it and that text would be studied in detail. If I
35 n a more vast comphreension of the text 10M;230 The other people's opini
36 ctivity it is when you discuss the text analised in full. 10L;208 I thin
37 hinks about a specific part of the text and if it is not correct the teach
38 structures, the background of the text as book. 10M;240 10M;241 Mono
39 derstand the meaning/ meanings the text can have. 10M;228 Read a text th
40 N;247 10N;248 After reading the text I like to write the vocabulary I d
41 r my pleasure I do not analyse the text in a semantic way. 10N;244 When
42 uage. 10L;215 Sometimes when the text is not good I find reading compreh
43 imply pay attention to the way the text is written and if it corresponds t
44 ines allowing us to understand the text more quickly The Bluest Eye, Toni
45 ime, then he should go through the text one second time but this time with
46 0L;212 The student should read the text one time, then he should go throug
47 n but when I do not understand the text very well I discuss my interpretat
48 w me another interpretation of the text, but mine can be also correct. 1
49 use he/she has already studied the text. 10L;202 10L;203 10L;204 B
50 ly on my own interpretation of the text. 10L;210 because it is very impo
51 10M;225 To understand better the text. 10M;226 I have my own interpret
52 ify the more difficult part of the text. 10M;237 It is useful to have a
53 d to show that they understood the text. 10M;237 I would describe as an
54 ow, your own interpretation of the text. 10N;250 Sometimes it turns out
55 one understands the message on the text. It is also the study of the sent

1 emselves. 10M;225 culture-based texts I think it is interesting. 10M;
2 -stories 10N;245 culture-based texts; historical excerpts 10N;246 c
3 excerpts 10N;246 culture-based texts; historical excerpts 10N;247 t
4 informative texts 10L;201 boring texts 10L;202 novels; short-stories; p
5 ticles; essays magazines canonical texts 10M;234 love stories newspapers;
6 advertisements magazines canonical texts 10M;235 comics; love stories new
7 ticles comics; magazines canonical texts 10M;236 poems; novels newspapers
8 Roald Dahl 10M;234 non-canonical texts; magazines The Pearl, John Steinbe
9 ts 10M;236 10M;237 compulsory texts 10M;238 historical texts (relate
10 ten textbooks magazines compulsory texts 10M;238 Hamlet Utopia O Alquimis
11 magazines love stories compulsory texts 10M;242 A Cidade e as Cenas, Eça
12 erature; etc. 10M;222 compulsory texts in school 10M;223 criticisms; li
13 terary novels 10M;224 compulsory texts; literary texts 10M;225 literary
14 iterary texts 10M;226 compulsory texts; literary texts 10M;227 scientif
15 reading-comprehension to different texts. 10N;251 You read a text and the
16 erary novels 10N;243 "difficult" texts 10N;244 novels; short-stories
17 ; texts from textbooks (especially texts dealing with history) 10M;242 cl
18 texts; literary texts; grammatical texts 10L;208 books; short-stories; ne
19 0L;207 A Cor Púrpura grammatical texts 10L;208 Romeo and Juliet, Shakes
20 10M;239 novels; dramas; historical texts 10M;240 texts from textbooks; no
21 pulsory texts 10M;238 historical texts (related to English and German his

22 10L;203 cultural and historical texts [It] is also important to learn ab
23 short-stories 10L;207 historical texts; literary texts; grammatical texts
24 m Greene 10L;198 "individual" texts They are more easy and fun to work
25 apers; plays 10L;220 informative texts 10L;221 informative texts; guide
26 hort-stories 10L;200 informative texts 10L;201 boring texts 10L;202 n
27 e all face. 10N;250 informative texts 10N;251 texts based on current
28 10N;251 short-stories; informative texts 10N;252 fiction; non-fiction 1
29 10M;232 novels; poems; informative texts 10M;233 poems; articles; literar
30 nd newspaper articles; informative texts 10M;241 magazines and newspapers
31 26 newspaper articles; informative texts (...) because we are confronted wi
32 hort-stories; novels; informative texts (...) because they all have a purp
33 ngest Memory 10L;200 informative texts Cal; The Longest Memory; The Great
34 Aguiar 10L;205 short informative texts The Open Window; Cal, Bernard McL
35 ticles; short-stories; informative texts; excerpts from novels (...) becaus
36 mative texts 10L;221 informative texts; guides about literature; etc. 1
37 ; scientific articles; informative texts; literary texts 10N;247 literary
38 cles; novels 10N;250 informative texts; short-stories; excerpts from book
39 e studying 10L;201 interesting texts which tell us something new 10
40 10L;198 short-stories 10L;199 texts that make you think 10L;200 t
41 s; short-stories; poetry 10L;204 texts required by the teachers 10L;205
42 e articles; dictionaries 10L;210 texts required by the teachers 10L;211
43 essant and also useful. 10L;214 texts about life in other countries (...
44 10M;224 compulsory texts; literary texts 10M;225 literary texts 10M;226
45 10M;226 compulsory texts; literary texts 10M;227 scientific texts; novels
46 ted by teachers 10M;231 literary texts 10M;232 novels; poems; informati
47 literary texts 10M;225 literary texts 10M;226 compulsory texts; litera
48 10M;235 poems; articles; literary texts 10M;236 10M;237 compulsory te
49 rs novels scientific and literary texts 10M;230 Memorial do Convento Ro
50 literary texts 10N;247 literary texts 10N;248 short-stories; articles;
51 icles; informative texts; literary texts 10N;247 literary texts 10N;248
52 10M;233 poems; articles; literary texts; essays; etc. 10M;234 poems; art
53 10L;207 historical texts; literary texts; grammatical texts 10L;208 books
54 texts; poetry 10L;221 literary texts; poetry 10M;222 crime stories
55 o read poetry. 10L;220 literary texts; poetry 10L;221 literary texts
56 10M;234 poems; articles; literary texts; reports 10M;235 poems; articles
57 cientific texts 10M;229 literary texts; scientific texts 10M;230 classi
58 s; essays; etc. 10M;228 literary texts; scientific texts 10M;229 litera
59 ews; literary excerpts 10M;230 texts dealing with day-to-day events (..
60 we can learn from them. 10M;231 texts dealing with day-to-day events (..
61 is happening around us. 10M;232 texts dealing with day-to-day events (..
62 about certain problem. 10M;236 texts dealing with social problems (...)
63 of acquiring knowledge. 10M;236 texts that can be discussed in class Re
64 nding of what is asked. 10M;238 texts related to the course being studie
65 dramas; historical texts 10M;240 texts from textbooks; novels; scientific
66 es Fenmore Cooper (c.r.) 10N;243 texts based on day-to-day events The Way
67 s; historical excerpts 10N;247 texts To read a book in English require
68 ;250 informative texts 10N;251 texts based on current affairs 10N;2
69 papers in other languages; novels; texts from textbooks (especially texts d
70 10M;230 classical English novels; texts suggested by teachers 10M;231 li
71 ories; etc. 10L;215 all types of texts 10L;216 novels; short-stories
72 will end. 10L;215 all types of texts (...) as long as they are interest
73 nt to read. 10L;205 any kind of texts (...) because the are all differen
74 n some ways 10L;206 any kind of texts (...) because there is always some
75 different way from other types of texts because it needs a special attenti
76 books After reading these kinds of texts we can talk and discuss about them
77 10N;246 magazines; scientific texts 10N;247 fiction; comics; class
78 d. 10N;245 magazines; scientific texts 10N;246 magazines; scientific
79 10M;228 literary texts; scientific texts 10M;229 literary texts; scientif
80 10M;229 literary texts; scientific texts 10M;230 classical English novels
81 s; non-fiction; lyrics; scientific texts King Lear, William Shakespeare; Th
82 from textbooks; novels; scientific texts; magazine and newspaper articles;
83 ys 10N;247 magazines; scientific texts; novels Hamlet, Shakespeare; Uma A
84 iterary texts 10M;227 scientific texts; novels; essays; etc. 10M;228 li
85 as love stories; detective stories texts which are recommended 10M;241 no
86 o our culture. 10L;215 stories; texts about English students 10L;216
87 s. 10N;251 scientific/technical texts I think that "reading" is somethi
88 s: Times; scientific and technical texts thrillers textbooks 10N;248 I do
89 ook I read it for pleasure and the texts which are studied in school are co
90 ooks are read for pleasure and the texts which are studied in school are co
91 10M;225 textbooks (...) as their texts cover different issues. 10M;226
92 s (...) they are a kind of written texts which we have to understand The "

reading

Left Collocates

1 omplementary exercises 10L;207 A reading comprehension activity it is when
2 rstanding its meaning. 10L;210 A reading comprehension is something to see

3 vity boring 10L;216 I describe a *reading* comprehension activity as a way of
4 or the second meaning. 10M;225 A *reading* comprehension activity is useful.
5 10M;241 Monotunous. 10M;242 A *reading* comprehension activity is a kind o
6 10N;247 I donot know. 10N;248 A *reading* comprehension activity is me someo
7 the plot (story). 10M;238 After *reading* the books, or novels. 10M;239 T
8 al, semantical and literary) after *reading* the novels 10M;230 They are use
9 0N;246 10N;247 10N;248 After *reading* the text I like to write the vocab
10 09 comics; lyrics; textbooks After *reading* these kinds of texts we can talk a
11 pay attention and imagin what I am *reading* as if it was real. 10M;235 home
12 ike to feel confortable while I am *reading*. During the summer vacations I al
13 envolved and likeing what we are "*reading*". It's something that sometimes c
14 t decoding. 10M;230 While we are *reading* a book we are given certain inform
15 raig Raine No, because when we are *reading* a book, we have to pay more attent
16 nd it makes us enjoy much more are *reading*. 10L;220 home Because I can have
17 They can be useful, because before *reading* the novel we can have the main ide
18 ding the time. 10M;224 I believe *reading* is ignored nowadays because it is
19 have better things to do, besides *reading*. In the other hand, some people d
20 efull reading to the holetext; but *reading* a book does not necesssarily means
21 in class, it implies more carefull *reading* to the holetext; but reading a boo
22 watching TV.; going to the cinema; *reading* not much 10L;214 listening to mu
23 ts that can be discussed in class *Reading* is the ability that one have to lo
24 on activity is a kind of colective *reading*, it is, everyone says what he thin
25 most the books that are compulsory *reading* in school are too big and the stud
26 portant things, not to have a deep *reading* in which you read beyond and betwe
27 ;250 going to the cinema or disco; *reading*; going to the beach; listening to
28 ing TV.; going for walks; driving; *reading* yes 10M;229 watching TV. no 10
29 use it has humour and it is a easy *reading*. No. 10L;205 short-stories (...)
30 cles; anything to do with England *Reading* is an intellectual chalenge which
31 ause I am more relaxed and I enjoy *reading* before I go to sleep. 10M;241 I
32 tionary because it is an extensive *reading* so I am not able to understand som
33 ;237 excerpts (...) because I find *reading* a whole book to one only purpose q
34 people prefer to watch, they find *reading* boring and they don't want to use
35 3 I think it's because people find *reading* boring and in their opinion they h
36 s when the text is not good I find *reading* comprehension activity boring 10
37 reading it, or even when I finish *reading* it, I realise that I have learned
38 e time for that 10L;221 home For *reading* and understanding one must have th
39 est any longer to any kind of free *reading*, they are already full by the read
40 g TV.; spending time with friends; *reading* (sometimes) no 10L;199 reading;
41 cing sports; talking with friends; *reading* yes, especially during holidays
42 10N;252 going out with friends; *Reading*; listening to music yes 10N;253
43 s interesting and sometimes funny. *Reading* is the act of understanding the wr
44 own life and walk that just ignore *reading*. 10L;219 Because more often news
45 e it helps us with our imagination *Reading* is a hobby, or should be one, that
46 10L;203 I take more pleasure in *reading* a book of my choice because I do n
47 imagination, which is required in *reading*. 10L;205 Because of TV. and cine
48 ; reading (sometimes) no 10L;199 *reading*; nature-watching no 10L;200 I d
49 y friends no, not really 10L;202 *reading*; watching TV. ;listening to music;
50 trate or reading a book. 10L;203 *Reading* is ignored because nowadays people
51 my friends more or less 10L;203 *reading*; relaxing; doing embroidery whenev
52 10L;206 Because of TV 10L;207 *Reading* is ignored because now we have com
53 06 studying; reading yes 10L;207 *reading*; watching TV. ;listening to music
54 ;listening to music yes 10L;208 *reading*; watching TV.; dancing; going for
55 stand what we have read. 10L;209 *Reading* comprehension is mainly reading a
56 sleeping; etc. sometimes 10L;209 *reading*; watching TV.; going for walks; ta
57 cross-stitching not much 10L;211 *reading*; watching TV.; studying; going out
58 etimes, when I have time 10L;212 *reading*; watching TV. ;listening to music
59 ing (sometimes) not much 10L;216 *reading*; going for walks; at home resting
60 ning to music not really 10L;219 *reading*; watching TV.; going to the cinema
61 more about the English language. "*Reading*" is to understand the words 10M;
62 0M;228 interviews; articles I like *reading* about other people's interest (hob
63 tion. 10N;252 home; beach I like *reading* at home because no one bothers me
64 eat or do something else while I´m *reading*. 10M;224 home It is a quiet plac
65 and read in television. 10M;233 *Reading* is frequently ignored because tele
66 3 10M;234 10M;235 10M;236 *Reading* even being compulsory may be very
67 swer questions about it. 10M;239 *Reading* comprehension activity is learning
68 ending time by myself no 10M;239 *reading*; watching TV.; listening to music
69 9 10M;240 10M;241 10M;242 *Reading* is a whealty activity that should
70 don't have time to read. 10M;242 *Reading* is frequently ignored nowadays bec
71 09 Reading comprehension is mainly *reading* a text and understanding its meani
72 glish never becomes boring too me "*Reading*" is a kind of self-interpretation
73 learning purpose. 10M;223 For me *reading* comprehension goes to a process of
74 with an interesting theme For me *Reading* is a pleasure, which develops my c
75 every graphological aspect. For me *reading* is an activity where we can check
76 here beauty and simplicity. For me *reading* is prosses of understanding and ac
77 s I do not understand the message. *Reading* for me is to discodify a messge a
78 ey have always a moral, a message. *Reading*, in my opinion, it is the best way
79 watching TV.; listening to music; *reading* (sometimes) not really 10M;238 p

80 ing for walks; listening to music; *reading* a little 10M;225 watching TV.;
81 ing for walks; listening to music; *reading* sometimes 10M;233 watching TV.;
82 watching TV.; listening to music; *reading* yes 10M;226 watching TV.; listen
83 watching TV.; listening to music; *reading* yes: crime stories 10M;227 helpi
84 ing for walks; listening to music; *reading*; going to the cinema; swimming not
85 watching TV.; listening to music; *reading*; writing no 10M;237 watching TV.
86 fer images than letters. 10N;244 *Reading* is frequently ignored nowadays bec
87 not as often as I should 10N;244 *reading*; listening to music yes 10N;245
88 listening to music yes 10N;245 *reading*; watching TV. yes 10N;246 readin
89 eading; watching TV. yes 10N;246 *reading* magazines; listening to music no
90 7 talking with family no 10N;248 *reading*; riding my bike; walking on the be
91 idays they want to rest. 10N;249 *Reading* is ignored because TV. is enough n
92 so they neglect reading 10N;250 *Reading* is frequently ignored, because peo
93 vision or play computer. 10N;253 *Reading* is frequently ignored nowadays bec
94 ; listening to music yes 10N;253 *reading*; watching TV.; studying more or le
95 .; studying more or less 10N;254 *reading*; watching TV.; sleeping; going for
96 s for many people, so they neglect *reading* 10N;250 Reading is frequently ig
97 10N;248 Nowadays people are not *reading* as much as they did. Day by day p
98 s 10L;200 short-stories; novels *Reading* can be defined as the act of impro
99 10M;231 comics 10M;232 novels *Reading* is a way to get knowledge, is goin
100 tion. 10N;244 classical novels *Reading* is not only the action of reading
101 ore interesting 10L;216 Nowadays *reading* is frequently ignored because stud
102 ople. Ex. TV. 10M;235 Nowadays, *reading* is ignored because people do not h
103 t's easier to watch TV. instead of *reading* 10M;236 In my opinion reading is
104 s 10L;198 It's the activity of *reading* and understanding a text or book.
105 by the shade of a tree instead of *reading* indoors. 10N;243 home It is quie
106 Reading is not only the action of *reading* is also the action of understand w
107 e book, if we read them instead of *reading* the book it will not hel 10M;23
108 y. 10M;238 I only have a way of *reading*. 10M;239 Because we you read a
109 cause there are different types of *reading*: reading beyond the lines, between
110 nd them interesting. In my opinion *Reading* can help us to extend our cultural
111 e a lot, o 10M;225 In my opinion *reading* is frequently ignored nowadays as
112 of reading 10M;236 In my opinion *reading* is frequently ignored because peop
113 have always a moral. In my opinion *reading* is to be envolved, well, to feel e
114 ath TV. than try to concentrate or *reading* a book. 10L;203 Reading is ignor
115 have a better concentration in our *reading*. 10L;213 home I feel more relaxe
116 ay Because when I see other people *reading* or studying I do the same thing
117 them for the benefits and pleasure *reading* brings. 10M;228 More emphasis is
118 (...) because it gives us pleasure *reading* it and we learn from them 10L;2
119 dy better. 10N;251 home I prefer *reading* at home because I am alone and so
120 e privacy. 10L;202 home I prefer *reading* at home because I have more privac
121 to do it. 10M;222 home I prefer *reading* at home due to the fact that there
122 hen I read 10L;216 home I prefer *reading* at home, because it is more quiet
123 the story. 10L;212 home I prefer *reading* at home because I think that at ho
124 s quieter. 10N;244 home I prefer *reading* at home because I can feel more co
125 am relaxe 10N;248 home I prefer *reading* at home, because it is a place, wh
126 at house. 10N;250 home I prefer *reading* at home, because it is the place w
127 quietness and calmness. I prefer *reading* at night. 10M;228 home I study b
128 e. 10L;204 home Because I prefer *reading* in peaceful places. 10L;205 home
129 e. 10L;199 home/library I prefer *reading* my books at home but I like studyi
130 have a second meaning and purpose *Reading* is something that we must do if we
131 re are different types of reading: *reading* beyond the lines, between the line
132 ematic. Some teachers do the same *reading*-comprehension to different texts.
133 "provocation of laugh" and satire. *Reading* is a way of learning more vocabula
134 from the very right moment I start *reading* it, or even when I finish reading
135 rpts) we can understand the story. *Reading* to me is not only to read but also
136 proper language for us, students. "*Reading*": 10L;217 magazines (...) becau
137 esseble language for us, students. *Reading* could be defined as a way of learn
138 week: Newsweek 10L;206 studying; *reading* yes 10L;207 reading; watching TV
139 ween the lines and the superfitial *reading*. 10L;219 lyrics (...) as I said
140 something we can ask the teacher. *Reading* is a way of enjoying oneself in vi
141 to work with 10L;207 textbooks *Reading* it means learning new vocabulary,
142 re interested watching TV set than *reading* 10N;246 Novels are adopted to ci
143 er to watch television rather than *reading*. 10L;213 I think it's because pe
144 fic/technical texts I think that "*reading*" is something that you do when you
145 Because most of people think that *reading* is a waste of time. 10L;209 Peop
146 s boring. 10M;237 I suppose that *reading* is getting much more rare in spite
147 like to watch TV but I think that *reading* is not only healthier but also mor
148 ;227 It depends on the aim of the *reading* 10M;228 A text which is studied
149 have music playing which gives the *reading* another level. 10M;238 libraray
150 ding, they are already full by the *reading* they are sent to do to classes.
151 friends to distracted us from the *reading*. 10L;214 home I prefer to read a
152 ow another people's view about the *reading*. 10M;225 To understand better th
153 re I can concentrate myself on the *reading*. 10M;225 home At home I can conc
154 s and to feel pleasure through the *reading*. A textbook is read to help us to
155 nalised in full. 10L;208 I think *reading* comprehension activity is when we
156 for pleasure the concerns towards *reading* will be different. 10M;224 Shake

157 listening to music; watching TV.; reading (sometimes) not much 10L;216 rea
158 ma; going for walks; watching TV.; reading yes 10L;218 walking with my frie
159 to music; studying; watching TV.; reading yes 10N;252 going out with frien
160 can be described with a one or two reading of a text. 10L;201 I think it me
161 stening to music; going for walks; reading not as often as I should 10N;244
162 y purpose quite boring. this way (reading excerpts) we can understand the st
163 e things that we don't notice when reading just for pleasure. 10L;211 Ever

APPENDIX B

UNIVERSIDADE DA MADEIRA
SECTOR DE DOCUMENTAÇÃO
E ARQUIVO

APPENDIX B (CD ROM VERSION)

I. PILOT STUDY 303

- READING EVALUATION QUESTIONNAIRE 303
- INFORMANTS' OUTPUT/ITEM (SAMPLING) 309
- DATA ANALYSIS: PILOT STUDY 323

INFORMANTS' PROFILE 323

VALIDITY (Pilot Study) 324

Answer/No Answer 324

II. INFORMANTS' OUTPUT/ITEM (WHOLE UNIVERSE) 335

III. OBSERVATION REGISTER 418

- INTERVIEWER'S NOTES (OBSERVATION REGISTER PART I) 424
- TEACHERS' OUTPUT (OBSERVATION REGISTER PART II/III) 427

IV. 12TH FORM NATIONAL EXAMINATION SAMPLES 440

Errata

Appendix A

The Latin abbreviation "*e.g.*" should be followed by a comma (*e.g.*,) for consistent issues concerning Volume I, except for the cases in which it is used in the "Reading Evaluation Questionnaire" and in the transcription of informants' response, notably on pages:

Page		
40	*e.g.*	, *e.g.*,
51	*e.g.*	*e.g.*,
55	**Table A. III. 25.** - *e.g.*	*e.g.*,
61	**Table A. III. 32. / 33.** - *e.g.*	*e.g.*,
62	**Table A. III. 33.** - *e.g.*	*e.g.*,
64	**Table A. III. 36.** - *e.g.*	*e.g.*,
134	**Comics / Cartoons – (*e.g. A Turma de Mónica*)**	(*e.g.*, *A Turma de Mónica*)
136	**Non-Fiction**	*e.g.*, "A História de Sérgio"
137	**Newspapers**	(*e.g.*, *Diário de Notícias; Jornal da Madeira*)
139	**Non-Fiction**	(*e.g.*, "About Mozart, Bach, Vivaldi")

Other Corrections

Page	Table and/or Words or Phrases	Words or Phrases	Figures
94	**Table A. III. 78. English Novels – Original Version / Secondary School**	Considering rather the total of occurrences	76
94	**Table A. III. 78. French Novels – Original Version / Secondary School**	Considering rather the total of occurrences	16
98	**Table A. III. 78. English Novels – Original Version / Secondary School**	Excluding - *Bonjour Tristesse*	
99	**Table A. III. 78. English Novels – Original Version / Secondary School**	Excluding - "Witches"	
99	**Table A. III. 78.** ***Op. cit.*** (final row)	Considering the total of titles	76; 218; 294
99	**Table A. III. 79. French Novels – Original Version / Secondary School**	Include - *Bonjour Tristesse*	4
99	**Table A. III. 79. French Novels – Original Version** (final row)	Considering the total of titles	16; 1; 17
101	**Table A. III. 80. Authors / Novels / Secondary School** (row 27)	Shelley instead of "Shelly"	
103	**Table A. III. 87. English Short Stories / Secondary School** (row 20)	Including - "Witches"	1
103	**Table A. III. 87.** ***Op. cit.,*** (final row)	Considering the total of occurrences	20; 75; 95
132	**Table A. III. 112. (2nd Section) "Literary Text" / Secondary School**	Considering the total of occurrences	2; - ; 5
132	***Op. cit.*, "Non-Fiction" / Secondary School**	Considering the total of occurrences	15; 22; 5; 4
132	***Op. cit.*, "Fiction" / Secondary School**	Considering the total of occurrences	97; 8; 42; 79
133	**Table A. III. 113. "Non-Fiction" / Categories**	Excluding - *O Mundo de Sofia*	
133	***Op. cit., Ibidem.***	Considering the total of occurrences	15; - ; 15
135	***Op. cit.*, "Fiction" / Secondary School** (9th Section)	Including - *O Mundo de Sofia*	1
135	***Op. cit., Ibidem.***	*Great Gatsby* (exclude "Crime Novels")	
136	***Op. cit., Ibidem.***	Considering the total of occurrences	97; 54; 151
138	**Table A. III. 115. "Fiction" / Secondary School**	Including - *O Mundo de Sofia*	1
138	***Op. cit., Ibidem.***	Considering the total of occurrences	42
138	Instead of *Romance Novels* (italicised in row 34)	Romance Novels	
139	**Table A. III. 115. "Non-Fiction" / Secondary School** (row 4)	Excluding - *O Mundo de Sofia*	1
139	***Op. cit., Ibidem.***	Considering the total of occurrences	5;- ; 5
140	**Table A. III. 116. "Unspecified"** - Instead of (capitalised) "The Ones Teachers Ask For."	"The ones Teachers Ask for."	
143	**Table A. III. 116. "Other Texts"** - Instead of "Scientific texts" / "Texts About Technology" (inconsistent capitalisation)	"Scientific Texts" "Texts about Technology"	
153	**Table A. III. 125.** instead of "By Variables"	"By Institution"	

Appendix B

Page	Table and/or Words or Phrases	
427	**Item A11. Sex, Line 9**	By "Male" instead of "Female"