

**UNIVERSIDADE FEDERAL DE ALAGOAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS E LINGÜÍSTICA
FACULDADE DE LETRAS**

TÂNIA MARIA MARQUES COUTINHO

**CONCEPTIONS AND STATUS OF READING IN ENGLISH
AT UNIVERSITY COURSES IN MACEIÓ**

**Tertiary Sector Courses - Computing Sciences
and Executive Secretariat**

MACEIÓ-AL

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Dissertação de Mestrado apresentada ao
Programa de Pós-Graduação em Letras e
Linguística da Universidade Federal de
Alagoas.

Orientadora: Profa. Dra. Maria Inez Matoso Silveira

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Dissertação aprovada como requisito para
obtenção do grau de Mestre em Lingüística pelo
Programa de Pós-Graduação em Letras e
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ABSTRACT

COUTINHO, Tânia Maria Marques. *Conceptions and status of reading in English in university courses in Maceió – tertiary sector courses - computing sciences and executive secretariat*. Maceió, AL (Brazil), Master Course Dissertation, Post-Graduation Program in Language and Linguistics, Federal University of Alagoas (UFAL), 2008.

The aim of this work was to investigate the treatment given to reading in classes of English as a foreign language at colleges in Maceió, especially in two courses of the tertiary sector of economy – Systems Analysis Courses and Executive Secretariat Course. The relevance of the work is related to the importance of reading in English as a necessary activity to the academic and professional literacy. From this research it was possible to observe reading conceptions and its status in force nowadays in the institutions studied. In order to investigate that issue, the methodology used was based on the observations of classes in four colleges in which the discipline “Inglês Instrumental” (English for Specific Purposes) is taught. Thus, this work can be considered as being a qualitative research, of an ethnographic kind. Besides classroom observations, field note taking, informal interviews and questionnaires for both students and teachers were also used. The theoretical background was based on the studies of the history of reading, the socio-cognitive and discursive aspects of reading strategies, foreign language teaching approaches and principles of English for Specific Purposes. One of the results obtained indicated that, in a general way, the teachers observed included some of the English for Specific Purposes assumptions in their classes in spite of demonstrating strong influences of the traditional features of language teaching.

KEY WORDS: *reading in English at college – English for Specific Purposes – reading conceptions – reading strategies*

RESUMO

COUTINHO, Tânia Maria Marques. *Concepções e status da leitura em inglês em cursos universitários em Maceió – cursos do setor terciário: análise de sistemas e secretariado executivo*. . Maceió, Dissertação de Mestrado, Programa de Pós-Graduação em Letras e Lingüística, FALE, UFAL, 2008.

O objetivo deste trabalho foi investigar o tratamento dado à leitura em aulas de Inglês como língua estrangeira em faculdades de Maceió, especificamente em cursos do setor terciário da economia – Análise de Sistemas e Secretariado Executivo. A relevância do trabalho está relacionada à importância da leitura em inglês como uma atividade necessária aos letramentos acadêmico e profissional. A partir desta pesquisa foi possível observar as concepções e seu status em vigor nos dias atuais nas instituições estudadas. Para tal investigação, a metodologia usada foi baseada em observações de aulas em quatro faculdades em que a disciplina Inglês Instrumental é ensinada. Dessa forma, a pesquisa pode ser considerada como qualitativa, de cunho etnográfico. Além das observações em sala de aula, registros, entrevistas informais e questionários escritos para ambos alunos e professores também foram usados. O referencial teórico foi baseado em estudos sobre a história da leitura, os aspectos sociocognitivos e discursivos envolvidos nas estratégias de leitura; abordagens do ensino de línguas estrangeiras e nos princípios do ensino de inglês para fins específicos. Um dos resultados obtidos indicou que, de modo geral, os professores observados utilizam alguns princípios de inglês instrumental em suas aulas, apesar de demonstrarem fortes influências de aspectos tradicionais de ensino de línguas.

PALAVRAS-CHAVE: *leitura em inglês na faculdade – inglês instrumental – concepções de leitura – estratégias de leitura*

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INTRODUCTION

Teaching English as a foreign language has been part of my professional life since 1992 when I started teaching in private schools and later in public schools. At present, besides teaching in Language Teacher Education courses, I have also been teaching English for Specific Purposes (ESP) in higher education in professional courses of the tertiary sector. In my pedagogical practice, I have observed that many students present some difficulties regarding to reading texts in English. Such students, cannot explain satisfactorily why these difficulties occur while they are reading and what they can do to overcome them. Some of them attribute this fact to the way they learned to read in the native language and they believe they transferred this way to the way they learned it in English.

About this, Alderson (1984, p.2) says that “the reason the students cannot read adequately in English is that they cannot read adequately in the native language, in the place”. On the other hand, Goodman (1970) considers that there are only some indications that the reading process in a foreign language is similar to the reading in native language. Nevertheless, in my pedagogical practice I have noticed that the skills in reading in native language has to do with profitable skills in foreign language.

Still according to some of my university students, the emphasis in reading in the previous school grades was given to grammatical aspects and translations. They just had to read to show they could do that according to the patterns of the language. As we know, in spite of the new trends which guide teachers to use a communicative approach in their classes, the traditional approach of teaching is still remembered and used by many of them.

It is also important to emphasize that the kind of texts teachers take to their classrooms can stimulate, or not, students to improve reading. It is necessary to use authentic materials, such as texts selected from magazines, newspapers and other media and take into account the purposes students can have to read in a foreign language. Rivers and Temperley (1978), point out five possible purposes for reading, according to Taglieber (1988): reading for information, reading material to

intercommunication, reading for fluency in all kinds of materials, reading for literary analysis and reading for translations.

In other words, a reading program to be meaningful must be centered in genres, which are more frequent in our cultural and social interaction (poems, letters, advertisement, scientific articles, news, and so on).

In relation to the importance of reading, Alderson (1984, p.1) comments that “in many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success and personal development“. Lado (1972, apud TAGLIEBER, 1988) concludes that reading facilitates foreign language learning. In fact, it is desirable that it is taught since the beginning of English courses. Due to this, I decided to detach reading as the basis of my work among the four abilities regarding foreign language learning (writing, listening, speaking and reading).

The general aim of this work is to investigate the position of reading in English Language in Maceiό, especially in professional courses. In this sense, the research question which guided this study is the following: what is the status of reading and its current conceptions in the curricula of the mentioned courses?

As specific objectives, this work intends to present an overview of reading, its practices and evolution, its relation to the main approaches of English as a foreign language teaching and reading for specific purposes. Cognitive aspects will also be presented, via reading strategies and discursive aspects and a sociocognitive approach of reading. While the cognitive view tries to understand the way the mind works during the reading process, discourse analysis tries, on the other hand, to understand the text in a more contextualized way, emphasizing reading “ between the lines “, searching for the implicit, the intentions of the author and the several voices that appear in the text. These two approaches, cognitive and discursive, will be considered as complementary in this work. After discussing about all these reading features, teachers’ role as mediators during reading activities will be analysed, as well as the way colleges deal with reading nowadays.

In order to organize all these features regarding reading, this work is divided into three chapters. In Chapter I, an overview of reading as social and school practice in the western world is presented. The history of reading is shown in order to analyse

reading development in the ancient societies, its initial concepts, the way reading was worked, how it was used to impose dogmas and its evolution as time went by. Then, social and educational aspects of reading in Brazil from the colonial period until nowadays are presented. The main objective is to analyse the way Brazilian schools deal with reading in English as a Foreign Language and its function in modern society. Following, the main foreign language teaching approaches regarding the treatment given to reading in each of them are presented. In the Traditional approach, the focus is on the reading of canons. In the Structural approach, the text is used as a pretext to reinforce grammatical and cultural aspects. And, finally, the Communicative approach, which emphasizes social functions in reading, genres diversification and development of strategies. English for Specific Purposes is also mentioned in the end of this chapter.

Chapter II presents cognitive aspects and development of strategies in order to show the cognitive aspects related to reading, to review the main reading models and their representatives and to discuss about reading strategies. A sociocognitive approach is also presented to show that, besides cognitive aspects, it is also necessary to consider discourse analysis contributions to the reading practices. In fact, this topic proposes an approach based on these two aspects, cognitive and discursive, in order to deal with reading as a whole. In the end of this chapter, reading at schools and the teacher as mediator are presented.

Chapter III presents and analyzes data obtained along the research carried out at colleges in Maceió. It is important to say that this research privileged university courses in the tertiary sector of economic activities. In this sense, data were collected from three Systems Analysis Courses and one Executive Secretariat Course. The objective was to define what the status and the conception of reading is, as well as the reading practices in force at colleges in which the discipline English Language is taught, regardless the course. From this data analysis, it was possible to investigate the treatment given to reading in English as a foreign language classes.

To give support to this work a qualitative research of an ethnographic kind was used. The intention was to observe and register eight classes in four different colleges. Teachers and students answered questionnaires and participated in informal talks. Names were not cited and all the information collected helped to develop this research.

Chapter I

READING AND ITS PRACTICES – OVERVIEW AND APPROACHES

Along humankind history, reading was always inserted in a social context and suffered cultural influences, which determined what, when and in which way texts could be read and who could read them. Due to this, reading indicated social practices in force in a given society. In this work, reading and its practices and a brief overview of reading in its historical aspects are presented in order to show its evolution, influences suffered by it and the way it was intrinsically related to a context. More specifically, reading in the Western world and reading in Brazil are presented. In the former, the main aspects to be detached are the invention of the press by Gutenberg, the first forms of books and the Church influence upon reading. In the latter, the main aspects are reading trajectory from the Colonial to the Empire periods, the consolidation of bookshops and libraries, the opening of public schools and the efforts of Brazilian writers in consolidating and spreading reading with the divulgation of their books throughout this country.

1. Reading in the Western World

To some authors, for example Cavallo & Chartier (1998), reading history in the Western world is a result of several features occurred in the social, economical and cultural fields along the history of humanity. Among these features, the influence of the Church upon what was written and read is, undoubtedly, the most remarkable one, but the invention and development of the press is equally remarkable.

From the invention of the press by Gutenberg, books became accessible to different levels of society and reading became part of daily habits. Reading could be used just for fun or to get general information. The branch of information led readers to develop reading strategies in order to give meaning to the world.

If until the end of the 18th century books were seen as an “art object” in which readers observed not only contents but also graphical features, such as the quality of the paper, its weight and transparency, after that period readers changed, or

developed, a new reading conception, searching for meaning beyond written texts. Reading conception varies according to social practices of reading and to techniques of written press of each age (BARBOSA, 1994).

Barbosa also cites that in the Antiquity, knowledge was transmitted orally. Later, knowledge was transmitted through written texts in *volumens*, a papyrus scroll which made reading difficult. Readers were seen as “listeners” due to the fact that most of the written texts were a result of oral traditions, that is, they did not participate in reading effectively, they just had to listen to what was transmitted according to the assumptions of those who read to them.

The papyrus was substituted by the parchment in the 1st century after Christ, it was more flexible and printed on both sides of the sheets. Later, the *codex*, the first form of portable book, was originated from the parchment. In the Middle Age, the spiritual culture emerged and the Church controlled written texts, and consequently reading, selecting them to put in parchments, producing new ones, limiting intellectuality to those who entered monasteries and teaching reading in Latin, which should be learned by heart. Because of those facts, books were seen as a “sacred symbol”, exactly as it was in the Classical Age. Learners should read aloud, silent reading appeared only later. This modality of reading was initially practiced by British monks during the 9th and 11th centuries and spread at universities in the 13th century. It changed reading conceptions in force, as well as its purposes, and developed in readers at that age the first notions of reading ever heard of. Reading became more effective.

As time went by, the Church lost its control upon teaching due to the expansion of urban areas, the commerce development and the appearance of universities, in which intellectual productions were discussed, ancient texts were translated and books were used as teachers’ resources. It is important to emphasize that these books were still restrict and almost handmade. However, as the quantity of readers grew up, there was a need for a mechanical way of writing. It was when, in 1444, Gutenberg invented the press. Besides his invention, other facts contributed to develop and facilitate reading, such as the implementation of public schools, the use of ink in xylographic printing on fabric, the spread of paper in Europe, the division of

texts in chapters, the substitution of gothic letters by italics ones, the regulation of words spelling and punctuation and Luther's contributions regarding the spread of God's words through the printed page.

Still according to Barbosa (1994), the Church tried to impose its power again excomungating Luther and proposed that schools and Christian instruction were inseparable. Even so, reading reaches other levels of society, mainly from the 17th century, and different genres started being read.

The Renaissance and the Enlightenment also promoted changes in reading. Liberal thoughts permeated new publications and in the end of the 18th century *La Nouvelle Héloïse*, by Rousseau, revolutionized the history of reading, not only because of the extensively search for its copies, but also because of its emotional feature. Pedagogical and infant literature also stood out at that age.

As a result of all this social, economical and cultural development, reading became, little by little, the target of writers and scholars, as for example Nicolas-Antoine Viard, who thought of reading as a search for comprehension instead of a memorization exercise.

Reading became more and more a necessity. Yet, the consolidation of the journal in England and France spread reading throughout the world and influenced a generation of new readers. Nowadays, the influence and consolidation of reading can be easily observed in most of the courses in which English language is taught and it is based on all these assumptions regarding reading development that reading status and conceptions at colleges in Maceió were analyzed in this work.

2. Reading in Brazil

Reading and the press started to be developed in Brazil from 1808, when King João VI had to transfer the royal administration to Rio de Janeiro and felt the need for publishing his proclamations, sermons and journals. Besides controlling what was published, he also censured some publications. This censorship only finished with the Constitution imposed to him in 1821 and when other typographies were opened.

With the development of press, the history of reading in Brazil was inserted in a discussion about authors' nationalities and the themes they approached in their books or texts. King João VI also created a university and transferred the Academia Naval to Rio de Janeiro. Higher education also contributed to disseminate books and reading. Teachers translated some important books and wrote new ones, according to their disciplines. As the demands were bigger than the offers, some books had to be imported from Portugal by bookshops.

All the events contributed to reading, society recognized its importance and the increase of students at schools served to reinforce it. It is important to mention that schools were not accessible to everybody. At that age, slavery hindered literacy and reading from reaching a larger number of people and delayed education in Brazil as a whole.

Things were not so different from the Colonial period to the Empire. However, Pedro I instituted primary instruction to all citizens. The provinces should be responsible for this instruction while he should be responsible for education in Rio de Janeiro and for higher education. Disciplines and grades were established later, and so were the problems, such as teachers' authoritarianism and the poverty of teachers' methods. Meanwhile, private schools were opened. Both private and public teachers were not satisfied with their salaries by the 1820s and some worry regarding the quality of teaching was concerned, as well as the right choice of a course book and curriculum¹.

The first signs of the formation of a reading society appeared by 1840 in Rio de Janeiro. The resources used to produce literature, the consolidation of bookshops and libraries and the efforts in opening public schools contributed to that. One of the representatives of this period was Manuel Antônio de Almeida, who first published in leaflet "Memórias de um Sargento de Milícias", in 1853, and later in a book, in 1855. In spite of the author's efforts, the book was not successful due to the fact that, according to Lajolo and Zilberman (1996), he considered readers as "fragile and

¹ It was only from the promulgation of a law on October 15th, 1827 that teachers were recognized as professionals. By this time many important changes occurred in education in Brazil as a whole.

unprepared”, sometimes guiding their reading, other times overestimating their previous knowledge, the author tried to use reading strategies which instead of facilitating it, confused readers. However, complicity between text and reader could be observed in that book, as well as in Machado de Assis’ “Questão de Vaidade”, written in 1864. The latter permitted readers to be “shrewd and able to suffer a narrative from the beginning to the end of it” (p. 20). There was a tendency to please readers, in which writers tried to keep a dialogue with them, anticipating or making a retrospective of events in order to keep readers’ attention. Complicity could also be observed in another text by Machado de Assis, “A mão e a luva”, 1874, and in “Quincas Borba”, 1891.

An important feature during the beginning of the history of reading in Brazil was the role played by the narrator, who, through the writers’ strategies, maintained a communication with readers, but not a dialogue. This dialogue only appeared from Graciliano Ramos on, in “São Bernardo”, 1934, which changed the role played by readers in Brazilian fiction, searching for their comprehension and being equal to them, questioning them and asking for answers regarding human worries.

Besides those features related to the relationship between the text and the reader, the history of reading in Brazil in the 19th century was also a result of social and cultural development, such as occurred in the Western World. The Press arrived in Brazil later on; Brazilian writers depended on Portuguese editors and presented some difficulties to publish their books. 70% of the population was illiterate until the end of the 19th century and reading, as it was said before, was not so accessible to less privileged social classes, mainly in what concerns slavery, which reduced reading to a few polite white persons; not to mention all the other difficulties regarding reading formation and implementation.

In order to publish, divulgate and sell their books, writers tried to convince influential people in society to help them. They also negotiated their books directly with buyers, made subscriptions in journals, offering their work, and let books be sold in places as stores and other places where they could be sold. The direct selling of books at that time is considered by Lajolo and Zilberman (1996.) as a negative aspect to writers. By the moment they did that, they connived at the current system and

renounced copyrights, instituted on July 21st, 1793 in France, accepting any payment for their production. As payment was not enough, some writers had to work as teachers or in public positions. These matters related to payment and teachers' valorization started to change mainly from Monteiro Lobato on, in the beginning of the 20th century, when the author emphasized and questioned the conceptions the world imposed to writers.

Therefore, important changes permeated literature in Brazil and several writers had their works published and well paid, some with more or less difficulty than others. But the fact is that changes occurred and reading was becoming more and more accessible and necessary. Monteiro Lobato was also responsible, by the 1920, for the prominence and selling of course books which were considered by him as profitable and priority, and for an innovative technique in text production, the typing. The improvements in the negotiation of books and the advantages received by their publications had its zenith from the 1920s. In the 1930s, literature in Brazil approached social features.

In the end of the 19th century, the panorama of education and editorial system was not so different as it was in the beginning of the century. After the institution of Republic, new attempts regarding public instruction emerged, but they were not so successful. Changes started to be really noticed by the 1930s, when the Ministry of Education was created, school projects were reformulated and the course books reinforced reading and literature. It did not mean that problems were solved. However, it was remarkable that things could change and that education could contribute to the formation of readers if effective measures were taken in relation to public policies that could implement an infrastructure that allowed the access to reading material

According to Zilberman (1999), the history of reading is beyond the history of literature and it goes through the text, dealing specially with an institution (the school), a technique (writing) and a technology (the establishment of writing), which permitted, from the 15th century, the industrial production of printed texts.

The author also cites that a reading society is a result of these three aspects and that reading is able to transform individuals deeply. It occurs when they go from the condition of illiterate to the condition of reader.

The main comparison between reading and literature reside in the fact that, for many years reading depended on the literature imposed to readers and on the way writers were seen by society. Writers and intellectuals had their work considered as “art”, not a job, so, they could not ask for a good remuneration for it. Sometimes they had to follow Portuguese poets regarding the themes and the way they wrote. They were restricted to certain patterns of publication and press and had some difficulty in relation to making Brazilian literature acceptable and known. Reading was in charge of playing the role of straying away from difficulties and making national features accessible.

Another important institution in the history of reading is the school, responsible for the consolidation of reading, writing and literature teaching. It is in its structure that conceptions on reading are discussed and approaches and techniques are developed in order to contribute to readers’ formation. It is at schools that teaching, based mainly on reading, helps to construct a literate society and to decrease the high illiteracy rates.

Reading in Brazil, as well as reading in the Western World assumptions, were equally important to define the status and conceptions of reading at colleges in Maceió. These assumptions served as foundation to the researches carried out in this work and were essential to consolidate the results obtained.

3. Reading in foreign language teaching approaches

The teaching of reading ability suffered some influences of approaches and methods along the history of foreign language teaching. These influences determined how reading should be taught in each age and, at the same time, showed that the context dictated the rules of teaching as a whole.

According to Brown (1994), between the 1880s and 1980s language teaching was involved in a search that would teach students a foreign language. This search was called method. Before starting talking about method it is important to talk about the difference between approach, method and techniques. An approach is a set of assumptions regarding the nature of language, learning and teaching. Method is a plan for systemic presentation of a language based on a selected approach. Techniques are the specific activities used in the classroom, consistent with a method and in harmony with an approach.

As an attempt to improve language teaching, some methods were developed and elaborated based on a new structure and on new assumptions, but they took from the previous methods some of their positive aspects. The main approaches and methods will now be summarized in order to show not only the context in which they were inserted but also the treatment given to reading in each of them.

3.1 Traditional Approach

According to historical registers, Brown (op.cit.) cites that the Traditional Approach was one of the first to be known in foreign language teaching. In this approach the emphasis is on the Classical Method, based on the teaching of Latin or Greek. Its focus was on grammatical rules, memorization of vocabulary, many declensions and conjugations, translations and reading of texts and written exercises. In the 19th century, the Classical Method came to be known as the Grammar Translation Method, in which the major characteristics are: classes were taught in the mother tongue with little active use of the target language; much vocabulary was taught with isolated words; exercises were based on grammatical rules, sentences constructions and translations of isolated phrases; the emphasis was on grammar, which provided the rules for putting words in order; little or no attention was given to pronunciation.

It is important to point out that if, on the one hand, students used to see this method as a tedious experience of memorizing unusable grammar rules and vocabulary, teachers, on the other hand, had, and still have, some “advantages” regarding its use: it requires few specialized skills from them, texts based on grammar

and translation are easy to elaborate and correct and communicative abilities are not required. Unfortunately these characteristics have contributed to make this method so popular among teachers.

According to Brown (1994), after the Grammar Translation Method, the Gouin and the Series Method introduced the history of “modern” foreign language teaching, beginning in the late 1800s. This method was created by François Gouin, a French teacher of Latin. He started by observing his three-year old nephew and other children development regarding their mother tongue acquisition. Through his observations he concluded that “language learning was primarily a matter of transforming perceptions into conceptions“, so he created the “Series Method”, which taught learners directly (without translations) and conceptually (without grammatical rules or explanations) a series of connected sentences that were easy to perceive.

In spite of the large number of grammatical aspects, vocabulary items and new words inserted in the fifteen sentences of the first lesson of a foreign language class, Gouin was successful with his insights because lessons were related to reality and the language was easily understood. However, his method and insights did not take hold immediately. Applied linguists started to consider Gouin’s assumptions one generation later, when, at the turn of the century, based on the “Series Method”, the Direct Method became extensively known and practiced. The main characteristics of the Direct Method are: introductions were given in the target language; only everyday vocabulary and sentences were taught; exercises were based on questions and answers about texts and dialogues studied; culture was mentioned for the first time as part of learning; oral communication skills were taught around question-and-answer exchanges between teachers and students; grammar was taught inductively; speech and listening comprehension was taught; there was an emphasis on pronunciation and grammar.

This method was also called Berlitz Method, thanks to Charles Berlitz, one of its representatives. Direct or Berlitz Method became very popular in the end of the nineteenth century. By the end of the first quarter of the twentieth century it had declined in Europe and in the United States, when it was extensively criticized for its weak theoretical foundations.

By the middle of the 20th century this method was revived and redirected into what was considered “the most visible of all language teaching revolution in the modern era”, the Audiolingual Method, one of the most important methods of the Structural Approach.

In relation to reading, it is important to emphasize that, as a reaction to the attempts of direct method of privileging oral language, another tendency valued reading as the main objective of foreign language teaching and learning process at schools. In fact, according to Silveira (1999) and Finochiaro & Brumfit (1983), this reaction begun between the second and the third decades of the 20th century in Canada and the United States. The Reading Method did not differ very much from the grammar-translation method. The innovation it brought to language teaching was the systematic use of texts and comprehension of reading. The main characteristics of this method were: reading of classical texts in which exercises were used in order to analyze grammatical aspects useful to the comprehension of the text; translation was still extensively required; use of great amount of texts to be read since the first stages; vocabulary was controlled in the first lessons and its expansion was stimulated as the amount of reading was increased; the teacher did not have to be fluent in the spoken language, but he/she must have some notions about pronunciation.

Due to the emphasis given to reading and comprehension, this method can be considered, in a certain way, as a precursor of the instrumental approach of foreign language teaching. As time went by, the Reading Method included some activities by influence of the direct and structural methods.

3.2 Structural Approach

Still based on Brown (1994), during World War II the United States perceived the need for Americans to become orally proficient in the language of both their allies and their enemies. Then, the U.S. military required special intensive courses focusing on aural/oral skills. Those courses were called Army Specialized Training Program (ASTP) or the “Army Method” based on oral activities, pronunciation and conversation practices. Therefore, there was a language teaching revolution and a national interest

in foreign languages and educational institutions adopted the Army Method's new methodology.

Finochiaro and Brumfit (1983) comment that in the 1950s the Army Method came to be known as the Audiolingual Method, based mainly on linguistic and psychological theories and having as major characteristics: new material presented in dialogue form; learning compared to the formation of automatic habits (overlearning), acquired through extensive exercises (pattern drills); emphasis on mimicry, memorization of set of phrases and repetition of drills and pronunciation; non-use of translation; little or no grammatical explanations, grammar taught by inductive analogy; limited vocabulary, learned in context; cultural features extremely explored; use of tapes, language labs and visual aids²; mother tongue rarely used by teachers; successful responses reinforced.

Even based on respectable theoretical perspectives at that time, the Audiolingual Method popularity did not last forever and its popularity waned mainly thanks to Wilga Rivers' criticism upon the method. She defended that in this method students were not given the opportunity to acquire a long-term communicative proficiency. Linguists observed that language was not really acquired through a process of habit formation, that students' errors were not to be avoided at all costs and that this method was not able to contemplate their perspectives regarding language acquisition. However, adaptations of the Audiolingual Method are still found in contemporary methodologies.

The structural methods did not give priority to reading. Once the emphasis was on the aural-oral skills, reading used to be postponed and texts were artificially written specially to reinforce grammatical structures of the language. In higher stages, reading focused cultural aspects of countries where English language was spoken.

From the Audiolingual Method, the teaching of English as a foreign language moved forward to the decade of the seventies, in which there were several researches on second language learning and teaching. At that time a number of innovative methods were conceived. Those methods were called "designer" methods and were a

² As a matter of fact, in Brazil, not the audio-lingual, but the audiovisual method was more disseminated in foreign language institutes, whose programmes, especially between the 70s and the 80s, were based on that approach.

result of the findings of multidisciplinary researches, such as: Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response and the Natural Approach. Silveira (1999) and Brown (1994) present the main assumptions and principles regarding these methods.

To the Community Language Learning, language is more than a system for communication. Learning involves culture, social processes, developmental and educational communicative processes, that is, the whole person.

Suggestopedia defends that learning occurs through suggestion, with learners in a deeply relaxed state, induced through baroque music. Students have to be able to acquire advanced conversational competence as quickly as possible.

In the Silent Way each language is composed by elements that give it a unique rhythm and spirit. Learning a second language is different from learning the mother tongue. Second language learning is an intellectual cognitive process. Surrendered to the music of the language, silent awareness then active learner's experiences.

Total Physical Response is a structural, grammar-based view of language. According to this method, second language learning is the same as mother tongue learning. Comprehension comes before production. Oral proficiency is taught to help learners communicate intelligibly with native speakers.

To the Natural Approach, meaning is the essence of the language. It emphasizes vocabulary, not grammar. There are two ways of second language development: acquisition (a natural subconscious process) and learning (a conscious process). According to Krashen (1982), the acquisition process leads to a more effective mastering of the language.

These "designer" methods were criticized, but the most important is that they let significant foundations to future studies on language teaching and were being laid in what soon came to be popularly known as the Notional-Functional Syllabus, which already foresaw a communicative tendency to foreign language teaching.

3.3 Communicative Approach

The Notional-Functional Syllabus started to be used in the United Kingdom in the 1970s. According to Brown (1994, p.67), the focus of the Notional-Functional Syllabus is its “attention to functions as the organizing elements of English language curriculum” and it is based on the pragmatic purposes to which we use language, for this reason it is seen and described by some linguists and scholars as an approach, not a method.

Notions are related to existence, space, time, quantity, quality and contexts. Functions are related to identifying, accepting, declining, asking permission, etc. Some of the characteristics of the Notional-Functional Syllabus are: presentation of dialogues, conversation practices, role plays, chart work, multiple choice exercises and discussion activities. It is important to point out that the Notional-Functional Syllabus did not develop communicative competence in learners, but because of its functional purposes and contextual settings, it was a precursor to Communicative Language Teaching.

Communicative Language Teaching has, in the historical field of language teaching and learning, its assumptions based on pedagogical exploration means for “real-life” communication, on the development of learners’ linguistic fluency and on the aim of facilitating lifelong language learning among students.

In this method, language is seen as a system for the expression of meaning through interaction and communication in the target language. Activities involve real communication including both functional skills and linguistic objectives. Other features are: introduction of authentic texts; contribution of learners’ own personal experiences as an important element in the classroom; communication with a purpose, an intention; effective communication related to contextualization; mother tongue used as a resource to explain activities, when necessary; teaching of the four abilities at the same time; errors seen as a natural result of the development of communicative abilities; activities done in small groups in order to enable students to negotiate meaning; native speakers’ culture considered as an important feature; a link between classroom language and language activation outside classroom; need for students to

be able to acquire communicative competence, that is, to be able to send, receive and negotiate meaning as an interactive participant in both spoken and written discourse.

It is relevant to remark that reading plays an important role in the Communicative Approach, mainly because of the value given to authentic reading materials. In this perspective, reading is also viewed as a means to develop some indispensable competences for reading proficiency, such textual, rhetoric and pragmatic competences. Besides this, text typology and discourse genres were considered as important features of strategic reading. These factors launched the bases for English for Specific Purposes (ESP).

4. English for Specific Purposes

After the Second World War in 1945, there was an enormous expansion of technology and commerce. Due to this expansion and to the power of the United States in the post-war period regarding those two fields, many people tried to learn English more extensively. The objective was not to learn it for pleasure or personal development, but to learn a language then considered as a means to be up dated with international business as a whole.

According to Hutchinson and Waters (1995, p.6), "...English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language". With the influence of English language, people from different areas, such as doctors, researchers and students, started looking for courses with defined purposes, and the need for learning it became eminent. English courses for specific groups of learners appeared soon. Courses were given in order to make learners participate on "real communication" and to understand texts in a specific area. It was necessary to make the learners' *needs analysis*, one of the aims of the ESP programme. The development of English for Specific Purposes occurred between the 1960s and the 1970s, reaching different countries in a fast way.

4.1 Origin and development of ESP in Brazil:

In the 70s, a group of university teachers who were participating in an M.A. in Applied Linguistics at the Catholic University of São Paulo (PUC-SP), presented some worry concerning some difficulties they had in offering English courses. In order to develop a project at national level, the Programme in Applied Linguistics, headed by Antonieta Celani, counted on the collaboration of a British Council visiting professor specialized in ESP. The project included visits to twenty universities, where teachers, rectors and students would participate in meetings to present their interest and needs to adopt such project. Therefore, seminars were offered and their results were collected in “Working Papers”, which had teachers’ involvement in the production of materials and shown the main studies on ESP as well as its main objective: to develop, understand and practice an approach based on the use of effective reading strategies.

In Brazil, projects aiming at the adoption of ESP started to be discussed in the 70s and its summit occurred, according to Celani (1998), between the 80s and the 90s. The main objective was to improve the use that Brazilian researchers, science teachers and technicians made of the English language. During this period, it was observed that it was possible to apply the techniques used to reach such objective not only in science or technology, but also in other areas and in different courses at Brazilian universities.

In the beginning, the emphasis was on the use of authentic texts and on reading ability, more specifically on reading strategies because of the strong influence from psycholinguistic reading models, such as Goodman’s and Smith’s models, whose principles will be seen on the second chapter of this dissertation. The use of ESP also changed teachers’ role, who came to be seen as mediators and that, more often than not, needed their students’ knowledge, who were inserted in the area in which they taught.

According to Celani et al (2005), other important contributions were given by Tony Deyes, John Holmes and Mike Scott, who helped to develop the project in its initial phase and were responsible, among others, by the summit of the project between the 80s and the 90s. More than a project on ESP, this project gave a

Brazilian approach to ESP due to the extensive participation of both teachers and students as well as to the previous knowledge they brought to it. As a result of the efforts of all those involved in the project, it was possible to observe that not only English as a foreign language was becoming more comprehensible, but also Portuguese and Spanish teachers were using some reading strategies based on the ESP project, mainly those teachers who taught writing for academic purposes.

On the second phase of the project, between 1986 and 1989, other institutions were attracted by the ESP conceptions and included it in their pedagogical programme, such as the CEFETs (Technological Centers for Higher Education), which were known as Federal Technical Schools at that time. It is relevant to say that at the end of the second phase, by the 1990's, language teaching based on ESP principles started to be enriched more intensively with the contributions from discursive theories of language. In this way, elements from discourse analysis and socio-interactional approaches have brought important subsidies to the process of teaching of reading in foreign languages, mainly in ESP.

From the year of 2000 on, ESP has started to incorporate resources from virtual media. In this sense, the use of computers in ESP courses and projects has been presented in seminars and encounters of the area in several Brazilian universities and technological institutes, including in distance education modality.

Therefore, due to the large number of institutions, teachers, students and specialists interested on the ESP assumptions and conceptions, we can say that what was initially a project restricted to a group of teachers, supervised by PUC-SP, became a nation-wide project, and why not to say, a very significant approach adopted by several teachers in Brazil and extremely relevant to students' learning.

4.2 Methodological foundations of ESP

During the development of the project, the methodology to be used was proposed and the suggestions for testing reading comprehension were presented. In relation to the methodology, the intention was to develop appropriate strategies aiming at reading comprehension. These strategies, mainly strategies for coping with texts,

should be more useful than any given individual lexical, syntactic, phonological, or morphological items (SCOTT, 2005:31). In the case of testing reading comprehension, achievement tests were indicated because according to the author they were able to evaluate to what extent students had learned. The author also cited open-ended questions, summary-type tests, multiple-choice questions, true/false questions and cloze testing as the most used test procedures; however, in order to accomplish all of them, he suggested three specific procedures:

- 1) tests for detailed comprehension, based on cloze with different word-class multiple-choice options;
- 2) tests for main points comprehension, based on paragraph or sentence re-ordering and
- 3) tests for main points comprehension based on finding the extra irrelevant sentences.

These tests should be chosen according to the teachers' purpose and should allow students to participate in the evaluations in a more effective way, to be exposed to a different kind of examination and to comprehend texts better.

Tests, as well as the other features related to teaching/learning process must, initially, consider students' needs, in agreement with teachers' purposes in order to avoid a traditional attitude. Teachers must observe more closely the kind of materials and resources they bring to the classroom and the students' role when they have to face to materials and resources proposed.

Based on Celani et al (2005), in a general way, ESP project proposed that teachers had to consider that students were all different from each other and these differences had to be taken into account. Materials, especially textbooks, had to be adequate to teachers' methodology or written by them, when necessary. They could not expect students to do the same thing at the same time, that is, each student had his/her own time as far as learning was concerned. Students' role came to be more closely observed and considered by the 80s when significant political changes interfered in education as a whole. In Brazil, the change from an authoritarian to a democratic regime, arose in some scholars an interest in making students understand and participate in social and political discussions. From those discussions it was

possible to perceive that not only political changes were necessary at that moment but also educational ones. Students were not only observers of the new changes, but they could give their opinion and demand that those changes could bring some benefits to them. Furthermore, the audio-lingual method of language teaching, which was based, among other features, on massive repetition of drills, gradually gave place to communicative methods, which served to consolidate the real function of students in the teaching/learning context. There was a tendency to eliminate traditional features and teachers came to be conscious of students' needs in relation to learning a foreign language.

By observing the panorama presented, those who were engaged in the Brazilian ESP project proposed learning based on some relevant aspects: **why** students learn what they learn, **how** they learn it and **to what extent** effective reading strategies could contribute to develop reading process.

In short, the aspect "why learning" refers to the relevance of some contents students have to face. It is necessary to analyse why students are learning some contents and their relevance to the course they are attending. In this sense, students have to know the reasons to study certain contents.

"How to learn" is related to considering students' previous knowledge in relation to some techniques regarding foreign language acquisition. It is also related to discussing with students on the way they learn English, their own techniques to learn vocabulary and grammar, for example, as well as to propose a diary in which they could record their progress, difficulties, feelings and beliefs in learning a foreign language.

In relation to reading strategies and their contribution to the reading process, the main point to be considered is that teachers have to take into account that each student has to be helped to find an effective set of techniques for learning vocabulary, grammar, reading strategies, etc.

All these aspects based on the students' consciousness upon the foreign language learning, will lead them to develop reading comprehension. It will also lead

them to become critical readers once they will start to read “between the lines”, interfering on authors’ arguments and reacting emotionally and intellectually to texts.

These comments on foreign language teaching approaches and on ESP assumptions are extremely important to this dissertation and can be considered as its rationale. They can also lead teachers to extract from such methods their insightful assumptions, adapting them to their own teaching context or situation. Language teachers’ responsibility is to analyse to what extent the features of these methods can contribute to develop reading in classroom.

During the observations made at colleges in Maceió, it was possible to compare teachers’ attitude to the main characteristics of the mentioned approaches. In spite of considering teaching as essentially based on ESP assumptions, they sometimes made use of activities in which texts translations were required as well as exercises based on grammatical rules, in a reference to some of the main characteristics of the Traditional Approach. In relation to the Structural Approach, teachers generally used tapes and repetition of drills. Communicative Approach could be observed in the use some teachers made of authentic texts and in the links between the contents or texts used in the classroom and the use students could make of the texts outside the class.

ESP characteristics could also be observed, mainly when reading strategies were developed, when students brought to the classroom their previous knowledge and when they could contribute to the class with experiences they had in the area they were studying. Other characteristics of the approaches and the use teachers made of them will be specified in the data analysis of this work.

Chapter II

READING: FROM COGNITIVE TO DISCOURSIIVE ASPECTS

Reading is an activity that involves many factors or aspects of language. Language, in its turn, comprehends some elements related to affective, cognitive and discursive aspects. Affective aspects are related to readers' attitude and motivation during the act of reading. Cognitive aspects demand some readers' strategies developed in order to understand texts. One of these strategies is, for example, inference. Discursive aspects are related to some aspects such as intention, implicit elements, ideologies and cultural features. Based on these explanations, these features regarding reading will now be described and discussed aiming at the importance they have in relation to the reading process.

1. Affective and cognitive features

Affective and cognitive features influence directly in the processing of information and in the results of the learning of reading in a foreign language. Besides, they are responsible for text comprehension, resulting of the interaction between the resources used by readers during reading (previous knowledge, reading strategies) and the text characteristics. That is to say, affective features (attitude and motivation) and cognitive ones (linguistic ability and cognitive skills) are represented by the readers' beliefs and previous knowledge, which are essential to the production of meaning.

These features are related to the conditions presented by readers and interact during reading processing. About this, Pinto (1999, p.95) cites that

Affective and cognitive conditions not only connect themselves, but also interact and are interdependent. This occurs because of the reader's motivation, his/her values and attitudes in relation to the content influence the acquisition of new ideas, the textual processing, the text comprehension and the use of strategies³.

³ The original text in Portuguese is: *As condições afetivas e cognitivas não só interrelacionam-se, como interagem e são interdependentes. Isto porque a motivação do leitor, seus valores e sua atitude para com o conteúdo influenciam a aquisição de novas idéias, o processamento textual, a interpretação do texto e o uso estratégico.*

To achieve these conditions students must participate of activities in which they can comprehend, experiment and evaluate their learning experiences. Teachers must promote interactive classes in order to allow students to do all that

For many years reading was considered as a perceptual and mechanical activity based on the graphical processing. The emphasis on cognition occurred when some scholars considered meaning in sentences and its permanence in memory. Between the 60s and the 80s, psycholinguistics contributions were associated to reading, emphasizing affective and cognitive features.

Ruddell and Unrau (1994), cite that affective and cognitive features are responsible for attainment and production of messages. These authors propose a socioconstrutivist approach of reading, in which the main components are the reader, the text and the teacher, involved in a classroom context. They also cite cognitive operations involved in the comprehension process: identification and classification of information, hypotheses, recognition of textual organization, analysis, synthesis, recognition of temporal and spatial relation, evaluation of comprehension and monitoring.

In order to promote the construction of meaning and to develop reading processing, students' learning must integrate four kinds of knowledge:

- systemic: related to phonetics, phonological, lexical, morphological, syntactic and semantic levels;
- of the world: related to human experiences;
- of textual organization: related to the oral and written texts which are known by learners;
- of interactional patterns: related to the way interaction is promoted, to message contents, to the sender, to the receptor, the audience and the results.

Teachers play the role of mediators, guiding students to become conscious of the acquired knowledge, transforming their thoughts into actions and permitting them

to find out their own answers. Thus, students can attribute meaning to texts, negotiating it with other students and with the teacher.

2. Development of Strategies

To understand about reading strategies more specifically it is necessary, firstly, to conceptualize reading and to have a general view about its rationale and theoretical models.

Goodman (1970) says that the process of reading is a meaning production process that, although beginning in the graphical signs of the print paper, it really occurs in readers' mind, behind the eyes.

Silveira (1993) describes models of reading as "an attempt of explanation of mental processes (cognitive and linguistic) which occur when the individual is engaged in the act of reading". In her work, she points out the main models, their defenders and their main characteristics, that will now be summarized.

According to Goodman (1970), reading is a psycholinguistic guessing game and an active process. There is only one reading process to any language and to any text and the emphasis is on the top-down processing. Nuttal (1996, p.16) reinforces this argument by saying that in this process

we draw on our own intelligence and experience - the predictions we can make, based on the schemata we have acquired - to understand the text. (...) This kind of processing is used when we interpret assumptions and draw inferences. We make conscious use of it [top-down processing] when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at the next step.

There is also an emphasis in the use of reading strategies such prediction, selection, inference, confirmation and correction to understand texts. It is important to point out that the ESP (English for Specific Purposes) incorporates all the principles of psycholinguistic models of reading.

Frank Smith (1989) also describes cognitive and linguistic processes during the reading. He cites that effective reading is based on the non-visual information more than on the visual information and that children learn to read through materials and activities related to what they already know. The author also defends that the learning of reading depends on the practical and meaningful interaction between teachers and students.

Gough (1971), in his turn, sees reading as a serial processing. Therefore, he puts an emphasis on the bottom-up processing, in which the reader starts by firstly recognizing the visual information and then he/she searches for the meaning by associating this visual information to his/her previous knowledge. In this process the reader is like a decoder who works with all the visual information. Nuttal (1996, p.17) explains that

In the bottom-up processing, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. We can make conscious of it when an initial reading leaves us confused (...) Thus bottom-up processing can be used as a corrective to 'tunnel vision' (seeing things only from our own limited point of view).

Laberge and Samuels (apud SILVEIRA, 1993) see reading as an automatic processing. They describe the main phases involved in the relationship between the written word and its meaning and there is a special emphasis in the mechanisms of attention.

Rumelhart (1981)) emphasizes the interaction between the processes involved in the reading to obtain the comprehension of the text. "... meaning becomes possible through the interaction process between the reader and the writer, via text" (MOITA LOPES, 1996, p.149). According to him, semantic knowledge influences the perception of the words and the reader has a tendency to substitute one word for another in order to continue understanding the text.

Stanovich (1980) defends that the readers can compensate deficiencies in reading making use of top-down and bottom-up processing when they do not know

some words or the subject in a text. A relationship with the studies of ESP can be observed in this model.

Just and Carpenter (apud SILVEIRA, 1993) emphasize the visual performance in the reading process. The reader integrates new and old information and there is a search for textual coherence in the sentences.

Kintsch and Van Dijk (apud SILVEIRA, 1993) emphasize the process of comprehension of texts. There is also an emphasis in semantic, cognitive and contextual presuppositions and texts are seen as a set of propositions. Macrostructures as a topic of discourse are cited with three rules: deleting, generalization and construction.

As we could observe, each of those models refuses or completes the other, however, none of them can contemplate reading process as a whole by itself. According to Silveira (1999), these models also suffer philosophical and historical influences of the language sciences and of human behavior according to the period in which they are inserted. However, all of them contribute to understand the reading process.

After all these comments about theoretical models it is necessary to point out the reading strategies and their relationship with the models. These strategies are related to the mental operations the reader accomplishes when he/she has to deal with the information in search for text comprehension. The strategies "are mental unconscious (cognitive) or conscious (metacognitive) operations to which the reader resorts during the processing of the text" (NICHOLLS, 2001, p.103).

Goodman (apud SILVEIRA, 1993), in a certain way, introduced the concept of strategies when he considered reading as a psycholinguistic guessing game and detached prediction, selection, inference, confirmation and correction as basic reading strategies. He also cited the flexibility of reading and privileged the top-down processing.

There are also other equally important strategies to the reading process, such as:

- Skimming: fast reading to find out the general idea of the text;
- Scanning: fast reading to find out specific information;
- Detailed reading: searching on detailed information;
- Searching for main ideas: used to summarize and discussing about the text;
- Critical reading: reading to question about different points of view in the text.

It is necessary to say that all these assumptions about reading processing were enriched by new trends related to language teaching. These new trends are based on discourse analysis and on the concept of genre, known by their functional and organizational features and by the contexts in which they are used (MEURER, 2000).

In relation to reading, discourse analysis has to do with the use of language as communication. It has to do not only with the patterns of a language as a system but also with the functioning of the language.

During the act of reading, discourse analysis allows readers to extrapolate the written text and reach discourse functions in it, which can vary according to readers' age, to their previous knowledge and experiences and to the community in which they are inserted. Cultural features and readers' beliefs are extremely relevant, as well as interactive activities of reading, which can lead readers to negotiate meaning.

Discourse analysis contributions are considered important because they help students to develop critical reading, to read "between the lines" and to search for the "implicit" in a text, that is to say, to read "beyond the lines", aiming at discovering what is subjacent in terms of ideology and the various forms of power relationship. In a general way we can say that effective reading is a result of both form and function, which go together in order to develop reading regarding production of meaning.

3. A Sociocognitive approach of reading

In order to show an overview of reading regarding the conceptions in which it was inserted, Leffa (1999) tried to organize the history of reading based on three

theoretical perspectives: ascending approaches, based on the text, descending approaches, based on the reader, and the conciliating approaches, based on a discursive community.

On the first perspective, texts were as clear as possible and vocabulary was based on simple or common words. Some texts were rewritten in order to eliminate “strangeness”. In a general way, texts should be “given” to the reader and their main characteristics should be intelligibility and transparency. This perspective dominated reading studies mainly in the 1950s and 1960s in the United States. The major criticism upon this perspective is related to the sequential model proposed by Gough in 1972, when he wrote an article in which reading process was considered as laboriously sequential or linear. Some years later, the author refuted his own theory and a new article was written considering that different texts or textual genres were read in different ways. Meaning was not in the text, but in readers’ experiences.

The second perspective has its focus on readers. Previous experiences, assumptions, linguistics and encyclopedic knowledge, as well as affective features are now considered. Readers attribute meaning to the text and play an active role on the reading process. Other characteristics of this perspective are the use of reading strategies and the use of non-visual information. In order to investigate what happened to readers’ minds during reading process, the use of reading strategies and non-visual information got to be more carefully observed. And this fact was responsible for the main criticism related to this perspective: how could it be possible to describe the reading process? Cognitive features were difficult to be described or explained and a psycholinguistic approach was required.

The third perspective is based on psycholinguistic and social approaches. The psycholinguistic approach is related to interactive features which involve the author, the reader and the text and to the compensatory theory of Stanovich, which considers that we can compensate a deficit of knowledge making use of another mechanism as inference, for example. However, it is on the social approach that this third perspective is better defined. In this case, the discursive community is responsible for the meaning extracted from texts. Social interaction, interactional behavior and readers’ convictions are the bases of this perspective. The discursive community also selects what can be

read, sometimes the reading of texts is restricted, but it is also responsible for the relationships among the members of a group. In this perspective, reading is a collective act.

Leffa (1999) cites the interactive approach as a way to explain reading adequately, considering some features related not only to the text, to the reader and to the discursive community, but also to the way these aspects influence themselves. The author states that in spite of considering reading from these three perspectives, they are not isolated during the reading process; on the contrary, they interact during this complex process according to a specific focus or objective at a certain moment.

4. Reading at schools

School institutions have always been responsible for the teaching and development of reading in our society. However, if, on the one hand, this fact contributed to make reading more accessible, on the other hand, it also contributed to establish social practices of regulation regarding the act of reading.

For many years, and unfortunately nowadays in most of our schools, reading has been seen as a decoding act, preventing students from questioning, discussing and clearing some doubts related to the contents and comprehension of texts. Besides, reading books and course books are generally non-contextualized and incompatible with students' interests and reality. These negative aspects become still more harmful if we consider that most of the time schools are the only means of interaction between students and texts.

Most reading activities are based on identifying specific and obvious statements, such as dates and names which are often clear in texts. Sometimes, reading is used only to develop oral practice, without considering texts' themes or contents and causing some constraints when students are asked to read aloud. The problem in this case is that when we read aloud we are usually worried about reading correctly, we think mainly about punctuation and text organization. Interpretation is left aside. As a consequence, students do not perceive the importance of reading to their learning. On the contrary, they get to see reading as a tedious, repetitive and

irrelevant practice. By considering these negative experiences and the fact that most of our students do not have the habit of reading, the result could not be otherwise: an abhorrence towards reading that can also be observed when students are at colleges.

According to the graduation course chosen, students have to deal with reading in a more effective way, comprehending and analysing texts related to specific areas, using reading strategies and spreading their knowledge. If they are not exposed to all these experiences, they will present serious difficulties concerning reading, which can interfere in their development and limit their success in the Labour Market. Reading is the basis for academic, professional and personal success once it permits the knowledge of the world as a whole.

As we know, the difference between being only literate and being an efficient reader depends on the way reading is worked. It is the school duty to work reading by taking into account the society in which students are inserted, their habits, their way of living and thinking, that is, their history.

Schools must promote reading through activities organized taking the learner into account, considering their integral development and preparing them to face a literate society. To achieve this, teachers must diversify texts and textual genres, develop reading strategies, permit students to participate with their previous knowledge and develop their formation as readers.

Researches on the role that reading plays on foreign language classes point to a tendency in defining what the priority on foreign language teaching is: teaching reading integrated with the other abilities or developing oral abilities emphasizing reading. About this Paiva (2000) comments that since the 70s and later, with the publication of the *Parâmetros Curriculares*, some researchers have presented two different opinions in relation to teaching reading. Some of them defend that foreign language teaching must integrate the four abilities, some other believe that the only ability which can be taught successfully is reading.

Meanwhile, still according to the author, countries like Russia and China emphasize teaching for communication as the most important skill regarding a foreign

language. The choice for this kind of skill is based mainly on globalization, on the need students have to be in contact or know different cultures, ideas, traditions and beliefs and on the personal development this skill can bring to their lives aiming at job prospects. This conception of teaching English at schools for communication or multilingualism is also shared by South Africa and the United States, which adopted it in their educational program. All the countries mentioned defend that only by knowing social structures of the target culture, and consequently language, students can really develop learning as a whole. Being proficient in languages may lead students to spread their knowledge and to have a global view of the world as far as industrialization, commerce and politics are concerned.

In spite of this tendency in teaching English for communication, Paiva (2000) cites that some researches on Applied Linguistics insist in giving priority to reading among the other abilities. She makes it clear and defends that even recognizing the importance of reading, this ability must be integrated to the other ones aiming at the development of individuals as a whole, allowing students to understand and interact with people in different countries.

There are different opinions in relation to how to teach reading at schools, however, its importance to students' development as a whole is remarkable and considering it as priority to English as a foreign language courses will certainly allow them to improve their knowledge and to develop other skills.

Chapter III

THE RESEARCH AT COLLEGES

In this chapter, we discuss the methodology used to carry out the research. First of all, we define the type of research in which it can be inserted, the instruments used to collect data; the period and the local where it was carried out. The results obtained from questionnaires and observations were discussed through the commentaries presented at the end of each class observed, as well as after each table or figure.

1. Qualitative Ethnographic Research

This research can be considered as being both qualitative, because it investigates how and why decisions are made and tries to understand aspects of the human behavior, and ethnographic, which studies personal experiences and permits the researcher's participation or observation. André (1995, p.27) defines an ethnographic research as "a method of research developed by anthropologists to study culture and society...[in which] the main preoccupation of education researchers is with the educational process". In this sense, in education, we do not work with ethnographic research, but with research of an ethnographic nature. An ethnographic research in education can include in its data collection interviews, observations and documents which will be inserted in a narrative description. Charts and diagrams can also be included in it.

The data for this research was collected through classroom observations, field note-taking, informal interviews and questionnaires for both students and teachers. Four teachers and forty-eight students participated in this research which was carried out in four colleges in Maceió in which the discipline English for Specific Purposes is taught. As a matter of fact, in Brazil, this subject is called "Inglês Instrumental" not only at universities, but also at technical schools.

Eight classes were observed in each college, being two classes each time. Colleges, students and teachers' names were not cited and when it was necessary to talk about them, they were defined as College 1 (C1), Teacher 1 (T1) and so on. In College 1, classes were observed from March 27th to May 15th. In College 2, from March 28th to May 2nd. In College 3, observations were accomplished from October 2nd to October 17th. In College 4, from October 9th to October 23rd. That is, all the research was accomplished in 2007 from March to October. In each pair of classes the following features were observed: the beginning of the class, the aim of the lesson, the content of the class, the resources used by the teacher and the class development. Commentaries on the lessons were also carried out.

After all the observations were related, it was possible to show the status and the conceptions regarding reading in these colleges. For this, it was necessary to analyse all data collected emphasizing the results of teachers and students' questionnaires.

2. Reading in colleges

COLLEGE 1

On the first college, the course observed was System Analysis and Development. The class was composed by 30 students with an average age between 17 and 45 years. The teacher is graduated in Economy, which she concluded in 1998, and post-graduated in Teaching/Learning of Foreign Languages, concluded in 2005. Both courses were carried out at the Universidade Federal de Alagoas. She has been teaching English for about 25 years and works at another institution. At present, she is participating in a Master course at the same university.

Class 1

The classroom was organized in a semi-circle and the teacher pointed out the importance of knowing a foreign language. The aim of this class was to work with the present continuous tense and inverted constructions, to translate sentences and to infer words and their meaning in a context. The content was the Present Continuous

Tense and the resources used were a worksheet organized by the teacher and the whiteboard.

In the beginning of the class, the teacher explained that they would see the present continuous tense and asked them to open their worksheets on the page related to the subject (SEE APPENDIX 1).

The teacher read the sentences in the worksheet and asked about the characteristics of the sentences. Some students cited the verb to be and the “ing” in the end of the verbs. During the reading she asked if there were some inverted constructions and cleared some doubts. She asked students about possible answers before answering them. The emphasis was on vocabulary. She always interrupted reading to ask if students had understood; some of them affirmed.

As a suggestion to work inference she told the students to answer the questions trying to translate them. They had 15 minutes to do it. At that moment she made the roll call.

Students helped each other and the teacher walked through the classroom observing the activity. She let them get to the answers and translations by themselves. When students insisted in a specific word, she asked them to negotiate in relation to its meaning, in order to give meaning to the sentence. In the end of the activity she cited that to understand a text well the students must know vocabulary, pay attention to the context, which can modify the meaning of a word, and infer about it. According to her, some activities help students to familiarize with a foreign language little by little. It is common for learners to find some translations strange. She also emphasized the importance of reading in different areas and stimulated the reading of different kinds of texts and books.

Correction was made. Each student read a sentence and the teacher asked if other students would translate it in a different way. She always asked for silence and did not like students to mock at their friends' difficulties. After correcting the activity she thanked and said good bye.

Commentary

The classroom organized in a semi-circle permitted a more effective participation of the students besides facilitating the teacher's motion. Students tried to clear some doubts with closer colleagues and seemed to be interested in answering the activity. They also cleared some doubts with the teacher and participated in the oral correction.

The teacher managed to keep the group organized and demonstrated some control upon it when it was necessary. Sometimes she assumed a stricter and more demanding attitude aiming silence and avoiding parallel talks during the activity.

Students' attitudes regarding the teacher was based on respect, which did not avoid moments of fun and laughter. They felt comfortable to question her and knew when it was the right moment to stop with inconvenient attitudes. Some students stood out during the oral correction, showing their knowledge of English language. During these classes students did not read aloud.

During this class, it was possible to observe that in spite of working with some reading strategies, such as inference, the teacher used some characteristics of the Traditional Approach: extensive use of vocabulary, translations of sentences and emphasis on grammatical features.

Class 2

The class began with the presentation of the content to be worked and the indication of the page on the worksheet. The aims were to show, through the sentences of the activities, the use of the simple present tense and to identify inverted constructions. Vocabulary acquisition was also worked. The main content was the Simple Present Tense (SEE APPENDIX 2). The resources used were a worksheet and the whiteboard.

The teacher read the sentences in the activity and asked students to translate them. She asked: “Any inverted constructions? Any unknown word? Is there anything you didn’t understand in the sentences?”

She wrote on the whiteboard:

He/she/it – verb + s	I say
	You say
	He says
	She says
	It says
	We say
	You say
	They say

Students cleared some doubts about certain words, asked about some constructions and identified what could be the verb. They related the sentences and words to their use on a daily basis, facilitating their comprehension.

In some situations they perceived that the same word could have a meaning in their area and another one in a general way. Initially they had 15 minutes to finish the activity, but some students asked for more time.

During the correction some students read the translations they had made. They made some adjustments in relation to some words and sentence structure. The teacher pointed out the verb in the third person and the difference in relation to the “s” of the plural form and the “s” of the possessive case. She also pointed out the importance of knowing the mother tongue well in order to transfer some knowledge to the foreign language and to the reading of several texts to improve speaking, writing and to elaborate academic papers better. Farewells.

Commentary

As in the class previously observed, the teacher’s posture and the students’ participation during the accomplishment and the correction of the activity were the same. There were some moments of fun with laughter and some situations that demonstrated the level of friendship between the students and the teacher. However,

when silence was required, all of them stopped with the interruptions and turned their attention to the activity proposed.

The teacher conducted her class in a way that she could reach her aims. Doubts were immediately cleared, not only in relation to translations but also in relation to grammatical aspects which were also interesting to some students. To them, as well as to the teacher, the explanation of some grammatical contents could facilitate the comprehension of the sentences and help to translate them in a more correct way.

The exchange of knowledge between the teacher and the students could also be observed. In some situations, when she needed some specific information on the functions of terms used on the System Analysis area, students contributed with their own experiences and, together, teacher and students associated some translation to the function that it represented.

Once again, characteristics of the Traditional Approach appeared during the class. The grammatical item was pointed out and translations were required again. However, it is important to emphasize that previous knowledge and exchange of experiences were also present, showing some characteristics of the ESP. It seemed that, in this class, the teacher was requiring students' attention and participation in a way that they felt more confident about showing their knowledge.

Class 3

The classroom was organized in a semi-circle and the aims of the class were to identify inverted constructions and to translate a text. The resource used was a text: Clipboard (SEE APPENDIX 3). Students had 5 minutes to identify inverted constructions in the text. Each student received a photocopy of it.

The roll call was made and the teacher told them how many inverted constructions there were in each paragraph. Sometimes, the students asked her for help, but she answered that they could be able to find the inverted constructions by themselves.

During the correction she asked: “What are the inverted constructions in the first paragraph?” Students identified and read them aloud and the teacher repeated after them. It was this way until the end of the text. Translation was not required in this stage of the activity.

After all the inverted constructions had been identified, she asked them to translate the text. They translated it for about 20 minutes. During the correction some volunteers read what they had translated. Others contributed with a more organized sentence or completing them. They generally had some difficulty in the same words or sentences and it was observed that some of the students explained some terms used in the area they worked or studied in order to give meaning to the word or sentence as well as to help the others to understand the text better. Two paragraphs were corrected. Farewells.

Commentary

Students’ behavior was not different in this class. The way they participated in it, their contribution with personal experiences and the teacher’s posture during the activity were the same.

They seemed to be interested in answering the activity and tried to approximate the translation they made to the right translation when the teacher said they were not “on the right way”. From the first class observed to this third one, the teacher kept the same characteristics of her activities.

Class 4

The classroom was organized and the next evaluation was registered. The aim of this class was to finish the translations of the inverted constructions of the text given in the previous class.

Students had to finish the activity of the previous class. Their behavior was the same of the previous classes. Inference was emphasized. Oral correction was made after all the students had finished.

Commentary

Students just had to finish the activity of the previous class, so they did not demonstrate difficulty in doing that.

In the end of the class she commented on the test students had done some weeks before (SEE APPENDIX 4). The test was also based on translation. Students just had to translate one paragraph of a text.

COLLEGE 2

The course observed was System Analysis. The class had 29 students with an average age between 18 and 30 years old. The teacher is graduated in Languages (Letras: Português/Inglês), concluded in 1996, and post-graduated in Literature, concluded in 2006. He has been teaching English for 16 years. Besides this college, he also teaches in another college and in a state school.

Class 1

In the beginning of the class the teacher asked the students to open the worksheet on unit 4. The aim was to work with reading hypotheses. He worked with the text "The Computer System". Pages 30, 31, 32 e 33 (SEE APPENDIX 5). Besides, he also used the whiteboard and the students used dictionaries.

Initially the teacher asked the students about what they thought they could see in the text according to the title. Students detached some words which were on the text: keyboard, software, hardware, input devices, output devices, storage devices.

Some references were made about explanations made in previous classes. Oral correction of questions referred to the text were also made. Silent reading of the full text was made and the students were oriented to observe cognate words and words seen previously. They had some minutes to do that activity. The teacher asked: "What does a computer system do? In how many parts is it divided?" The teacher

asked the students to identify answers on the text. Students identified them and the teacher read the extract referred to the answers.

The next activity was on page 32. They had to complete the diagram. While students answered the activity the teacher made the roll call and asked students to bring dictionaries the next class in order to work with semantic field.

There was oral correction of the diagram indicating students to answer or letting them talk. The teacher made some comments: students could find answers on the text even if it was not explicit in it; they could infer based on their own experiences with computers. After correcting, the teacher told them about the next activity. They had to make groups of 4 people.

The teacher asked if they had already heard about semantic field and said that it was the study of meaning. It was a group of words whose meaning present the same comprehension. Then, students had to answer page 32, activity 1: vocabulary expansion. Farewells.

Commentary

The environment in the classroom was fun. It was perceived that some students made some groups by themselves because some of them did not have the worksheet. They chose their places according to close friendship. Not all the students participated in the activity, but some of them participated in the correction looking at their friends' worksheet.

The group in the front part of the class was more participative and often answered questions made by the teacher. There were many chairs in the class so the teacher had some difficulty to walk through them. Even so, all doubts were cleared. Students seemed to feel at ease with the teacher. There was not imposition, but solicitation to what activities could be done. He did not demonstrate authoritarianism and always waited for the students to answer before giving answers to them.

In an informal talk, the teacher commented that his students were adults, so there was no need to reprimand them or try to keep them in the classroom. They had to appreciate what they were doing or leave the class when they did not want to be in it. Students did not do oral reading during this class. During this class, inference, prediction and scanning were the reading strategies developed.

Class 2

The class was organized in groups of 5. The aims were to work with lexical expansion related to the computing area and to know new words. As part of the content the teacher talked about semantic field of words and its importance to reading. A worksheet and the dictionary were used. After that, oral correction of the last class activity was made. The teacher asked: "Any doubt? No doubts?" The teacher wrote on the board: Syntax: - organization of a sentence in a structure.

The class went on, and the students were asked to answer question 2 on page 33. The teacher said that the activity could be used as an evaluation for those who had missed some of the previous tasks or for the ones who wished to do it as an extra activity. The teacher oriented the students during the activity.

The roll call was made. In the end of the activity students gave a sheet with the answers to the teacher and left the classroom.

Commentary

The four groups formed tried to answer the activity with attention. When it was necessary, students asked for help and continued to answer. The teacher always walked among the students observing the activity and clearing doubts. Sometimes he made reference to contents which were previously seen in order to explain some questions. He pointed out the notions of semantic field, lexis and other new words which were in the sentences. All the students did the activity and gave it to the teacher in the end of the class.

The worksheet used by the students had some important characteristics: it presented activities based on the recognition of cognates, helped students to develop reading strategies and allowed students to infer the content of the texts.

Class 3

The teacher handed in the activities done in the previous class. The aim was to revise contents worked until the moment. The content was based on the revision of comparative, superlative, discourse markers, linking words, simple present, contextual references, semantic field and relative pronouns. The resources were the whiteboard and the worksheet.

The teacher emphasized the importance of reading to the course they had chosen and associated reading to the production of meaning. He differentiated reading from translation. According to him, there were some tips on the text which facilitated its comprehension. When facing a text written in a foreign language, students must create hypotheses before reading, read it quickly and observe its theme more specifically. It is necessary to relate the text with own experiences. He also cited the importance of spreading the lexis referred to the course in which students are inserted.

From the discussion about the text, the teacher wrote on the whiteboard:

- gerar hipóteses de leitura;
- vocabulário: cognatas, transparentes e falso cognatos;
- palavras familiares (cognatos que temos com determinadas palavras);
- palavras universais.

The teacher pointed out other kinds of tips that could be observed in the text: “don’t”, “graphic signs (?)”.

To emphasize the matter of semantic field he wrote the following example: books, pens, notebooks and dictionaries. He explained that even if you do not know what a notebook is, it is possible to associate it to the school objects due to the semantic field in which the word is inserted.

He defined inference as a synonym of deduction, anticipation. After these explanations related to the text comprehension, he started the revision of some grammatical aspects and wrote on the whiteboard:

1) grau comparativo e superlativo- observar os sufixos “er” + “than” e “est” para os adjetivos curtos e “more” e “the most” (prefixos) para os adjetivos longos.

2) marcadores discursivos: then, finally, after...

3) linking words: but, because, so...

4) simple present

5) referências contextuais: ex: pronomes.

Maria foi ao shopping. Ela comprou um computador.

6) campo semântico: palavras que pertencem a um determinado grupo maior. Campo de significação. Exemplos: carro, moto, avião = transportes.

7) pronomes relativos: who, which, that.

After these explanations, he corrected an activity on the notebooks related to relative pronouns. He made some observations about the test students would do the next class (SEE APPENDIX 6) and reinforced the relationship between teacher and students, which must be based on friendship. He asked students to point out their difficulties, to study reading texts and to try to do the test the following class only by consulting the worksheet and the dictionary, without asking the teacher and the other students. Finally, he said good-bye to the students.

Commentary

During the revision, some students commented about their doubts and demonstrated some worry in relation to the way the test could be and if they would be able to answer it without the teacher’s help.

Most of them participated in the revision and remembered some tips which could facilitate text comprehension. They associated the lexis to the area they were studying.

The teacher demonstrated a special worry in relation to the results of his students in the test on the next class. He hoped they could follow some tips and use

some reading strategies, such as skimming, to comprehend the general idea of the text and identify some words used in the area as well as its functions. He cited that the priority is to make his students understand texts and that some grammatical aspects could appear in texts, but they were not so important as its comprehension.

It was interesting to observe that the teacher had enough knowledge in relation to the use of reading strategies and how to develop them in his students through activities with texts. Words as hypotheses, comprehension and inference were usually mentioned. Sometimes, it was possible to observe that the students could compare English and Portuguese grammatical items in order to facilitate the text comprehension.

Class 4

The class was organized in groups of 3 and the teacher indicated the activity to be done and the time the students had to do it. The aim was to work with computing language, comprehending and explaining that language. He used a text: "Computing languages" (SEE APPENDIX 7). Besides, the worksheet and the dictionary were used.

Each group received a part of the text with specific computing language as follows:

Group 1: C++

Group 2: HTML

Group 3: Java

Group 4: Java Script

Group 5: Visual Basic

Group 6: Delphi

Students had to comprehend and prepare a lesson with the given text. After translating the text, students were subdivided in numbers 1, 2 and 3 and formed new groups. Each student had now to explain the computing language received to the others, in a way that, in the end of the activity, all of them could know a little about all the languages. They had 20 minutes to finish the activity.

In the next stage students would go back to their initial group and answer page 88, in which they should complete a chart with the main information in the text. Then, the roll call was made. Students solved some doubts with the teacher and continued to do the activity until the end of the class.

Commentary

It was possible to perceive that during this activity the teacher seemed to be well organized and he knew exactly how to reach his aims, that is, make students participate in different groups in the class. He wanted to promote interaction among them. Students participated in the activity in a way that they formed groups with people who were not so close to them.

It was observed that the activity allowed a higher interaction among them and that the way teacher conducted it made the class dynamic and participative. The terms related to the computing language were translated, discussed and understood by everyone. The translations they made were considered by the teacher as excellent and correct.

COLLEGE 3

The course observed was Information System. The class had 15 students with an average age between 18 and 24 years old. The teacher has been graduated in Languages (Letras: Português/ Inglês) since 1986, specialized in EFL Teaching, 1996. She did a Master course in Linguistics in 1999 and is currently participating in a PhD in Linguistics. All her courses were done at the Universidade Federal de Alagoas. She does not have any other activity besides teaching and does not teach anywhere else.

Class 1

Students arrived in the class and the teacher said they were going to revise the test done the previous class (SEE APPENDIX 8). The content of the class was based

on the subjects seen in the tests such as superlatives and comparatives, terms used in the area and on the study on magnetic drives. The resources used were the test, the whiteboard, the text and the CD player.

The teacher explained each question in the test. Students cleared some doubts and observed the mistakes they had made. Sometimes, students explained to the others some specific terms, helping the teacher to understand it better, such as “printed circuits“. The second question was read by the teacher. Texts 1, 2, 3 and 4 were translated by students.

The teacher asked if someone had translated it in a different way. Students continued to participate until the end of the correction. They generally agreed with the teacher when she explained why some questions were right or wrong. She also considered that some marks could be higher and changed them when students explained why they considered the answers they had given were right according to some previous contents or explanations. She negotiated with them in a way that all of them seemed to be satisfied with their marks in the end of the correction.

After the correction was made, the teacher asked them to discuss about the following terms in pairs:

- 1) 3.5 inch diskette
- 2) Hard disk
- 3) Removable hard drive
- 4) Tape drive
- 5) Pocket-sized drive
- 6) Microdrive

After some minutes, some volunteers explained the terms and talked about their definition, size and storage capacity. They also talked about their use nowadays. Then, based on these previous comments and on students' experiences, students received a photocopy with the given terms in which definition, size, storage capacity and pictures could be seen (SEE APPENDIX 9).

Students were asked to read and answer activities. They read it silently. Question 1 was corrected with students' participation. Question 2 was commented and

sentences were explained and translated before students listened to it in order to facilitate their comprehension during the listening activity.

As some students did not complete the questions, the teacher played the conversation again. They conferred and commented about the questions. Roll call was made.

Commentary

It was possible to observe that teacher and students kept a good relationship between them, which contributed to the effective participation of the students, promoted interaction among them and turned the class pleasant. All information students gave during the activities were considered relevant and taken into account by the teacher.

It is important to point out that the teacher always required students' previous knowledge and experiences before answering or correcting activities. Another important fact is related to the way she negotiated marks and considered students' arguments when they demonstrated they were right.

During this class, the teacher used different resources in order to diversify and call students' attention. The use of listening activities showed that it was possible to use them in this course and in others in which English for specific purposes is taught. In an informal talk, the teacher said that they also had some classes in the computer laboratory. She generally tried to bring to the class different activities and tried to develop reading strategies. This teacher used different resources in her classes, facilitating students' comprehension in relation to the activity proposed and keeping their attention.

Class 2

In the beginning of the class the teacher made some comments on future works and seminars. The aim of the class was to revise the text used the previous class and

to introduce a new text. She explained that they would learn the modal verb “must”. For this, she worked with the texts “Protect your data” (SEE APPENDIX 10) and “Technical details” (SEE APPENDIX 11). The whiteboard was also used.

After talking about the previous class, the teacher gave to the students a new text “Protect your data” and asked them to answer question 3.a. Students had some minutes to answer it and then they participated in the correction adding information about the area or previous knowledge, based on their own experiences.

The following activity was about the modal verb must. In order to explain its use the teacher wrote a sentence on the whiteboard: “You must protect your floppies against high temperatures.”

So, she gave the text and asked the students to answer question B in pairs. They had some minutes to answer it. While they answered the activity, she wrote on the whiteboard:

I / you / he / she / it / they – must read / write / do the exercise

You must not leave your floppies near the water.

O “modal verb” must pode ser usado no presente e no futuro:

You must do the activity now. (presente)

You must do the activity tomorrow. (futuro)

No passado usa-se o “had to”

You had to do the activity yesterday. (passado)

The teacher corrected the activity and all the students participated in it as they did in other activities. Each sentence was discussed and contributions were accepted and shared.

The next activity, 4.a, was based on reading. The teacher gave the students the text “Technical details” and asked them to read it and answer the activity. After that, she asked them to answer three questions in Portuguese:

1) O que significa “floppy disk” e por que ele é chamado assim?

- 2) Exemplifique em números as vantagens do HD sobre os disquetes.
- 3) Qual a diferença entre “ access time x data transfer rate?”

They could discuss in pairs and write answers according to the text. During the correction, students read their answers aloud and the teacher confirmed it. Roll call was made.

Commentary

Students' behavior was not different during this class. Their participation and relevant contributions continued to be observed. During the correction of the reading activity the teacher asked: “Em que parte do texto vocês encontraram esta resposta?” and “ Que pistas vocês usaram para chegar a tal resposta?”.

There was also a worry in relation to the terms and words used. Sometimes, students commented that some data were updated and that some components of the area were more modern, changing their storage capacity, for example. Students did not demonstrate difficulty in answering the activity, on the contrary, they seemed to enjoy it and did not lose the opportunity to show what they knew.

Even having to present grammatical items, the teacher always associated them to the area students were and to the previous knowledge they had. Inference was developed as well as prediction.

Class 3

The teacher talked about activities and seminars promoted by the institution during the week and invited students to participate. She explained that the aim of the class was to learn some suffixes. The resources were the whiteboard the overhead projector and the text “Sufixos” (SEE APPENDIX 12).

The teacher gave the text to the students, read it and explained it, translating some words and citing some examples.

When she cited the suffixes and the noun, some students inferred the translation and made some reference to the noun. She also emphasized that suffixes were used in nouns, adjectives, verbs and adverbs,

Next, to emphasize the use of suffixes and in order to show them in a context, she gave them a new text with thirteen sentences (SEE APPENDIX 13). They had to translate the underlined words according to the context. She told them to infer their meaning.

During the correction, she asked each student to translate the underlined words in the sentence. Then, the student had to translate the whole sentence. In a general way, they translated correctly. She emphasized the grammatical class of the words. The teacher accepted some different translations when it made sense (e.g. report: relatório, reportagem).

They tried to infer all the time and made some adjustments in some sentences. After each sentence had been translated, she asked about the kind of text or magazine in which the sentence could be inserted, as well as the main theme.

Commentary

Students seemed to enjoy the class, mainly because during the accomplishment of the activity they could revise grammatical items. It was possible to observe that they had a more effective participation this time and that some of them, who had never participated in the previous classes, contributed with important information or comments. In relation to reading, inference was extensively worked and the way they tried to attribute meaning based on previous knowledge was also remarkable.

There was only one aspect to point out in relation to the use of the resources by the teacher: even giving each student a photocopy of the text, she used the overhead projector with the same sentences, however, students did not look at it, rather, they

seemed to be more interested in observing the text that they had in their hands. Translation was extensively worked in this class.

Class 4

The teacher gave students a new text and said they would emphasize the use of suffixes. She used the text “Exercise: word building” (SEE APPENDIX 14) and gave the students the exercise, asking them to answer question 5. Students should try to answer it by themselves. They had some minutes to do it. While they answered the activity, roll call was made.

The teacher generally walked among the students observing the accomplishment of the activity and clearing some doubts. Students had to answer all the exercise at home and bring it the following class.

Commentary

As the teacher emphasized the use of the suffixes and students seemed to understand their use well, they did not present difficulty in answering the activity. In some moments, it was possible to observe that some students tried to help others, showing that they had really learned the subject. In fact, the teacher’s participation, explaining and guiding students to find the answers, was essential to make students become more confident in relation to what they were doing.

COLLEGE 4

The course observed was Executive Secretariat. The class had 18 students. The teacher is graduated in Administration, concluded at Cesmac in 2002, and post-graduated in Docência do Ensino Superior, 2005, at Instituição Maurício de Nassau. Currently, she is participating in a Master course in Portugal in Business Management. She has been teaching for about 6 years and is the coordinator of the course in this college.

Class 1

The teacher asked the students to open the books on page 28. The aim was to learn some specific terms of the area and the text used was “Office systems”, which was not made available to me by the teacher. The text is on the following book: KNIGHT, Gareth, O’NEIL, Mark & HAYDEN, Bernie. Business book 2, Professional English. Cambridge: 2004. The teacher also used the whiteboard and the CD player.

After reading some terms and sentences, the teacher asked the students to translate and repeat them. Most of the class was given in English. To emphasize the comprehension of the terms, the teacher asked the students again about the translation and said they should answer an activity. They tried to answer it in pairs, mainly because some of them had not brought the book

After some minutes, the teacher corrected the activity. She read the question and indicated a student to complete it. Translation was required to make students understand the activity better. Sometimes she asked for the students’ attention.

For the next activity, exercise 2, part A, they had to listen to a dialogue in a CD in order to connect sentences. After playing the CD twice, she gave a photocopy of the written dialogue to the students (SEE APPENDIX 15). She emphasized that students should read lessons at home before they were seen in the classroom in order to facilitate their comprehension. So, she corrected the whole activity, alternating English and Portuguese talks.

Commentary

Less than 10 students were in the class that evening. However, in spite of this, the few students in the class did not participate in it as they should. They seemed to be ashamed and, sometimes, they did not answer the teacher’s questions regarding the activity.

When they had to translate or write some sentences, they generally participated more, but when they had to listen to the CD to complete the question,

they demonstrated some difficulty. According to them, reading is easier than listening. The teacher tried to reinforce the importance of studying lessons at home before they were seen in the class in order to facilitate text comprehension.

Class 2

The teacher talked about the previous class and a written activity was proposed. The aim was to emphasize the use of **if** and **when**. She used the whiteboard and the exercise on page 29 (the teacher did not make this appendix available to me). The teacher wrote on the whiteboard:

IF/ WHEN

- 1) Use if + present for things that may or may not happen in the future.
 - If you want to make an internal call, press 9.
 - If you want to make an external call, press 1.
- 2) Use when + present for things that will happen in the future.
 - When João calls, take a message and I'll call him back.
 - When you hear the dialing tone, dial the number.

After writing it on the whiteboard, the teacher asked them: "What does **if** mean?" A student answered and translated the first sentence. The same happened with **when**. Next, she asked them to answer page 29, activity to emphasize the use of "if" and "when".

During the activity, she helped some of the students. To correct it, she cited the question and the name of a student, who completed the sentences. She explained that some sentences could be completed with both "if" or "when". In the end of the class, she gave students a new activity (SEE APPENDIX 16). They had to answer it at home and bring the next class.

Commentary

During this class, students tried to participate a little more because they knew it was important to show to the teacher that they were learning and because she asked for their answers and then explained the question. When a name was cited to answer some question, the student tried to answer it, even if answers were not completely

right. It was possible to observe that students translated sentences correctly and that they seemed to understand the content.

In relation to the relationship between the teacher and the students, it was possible to observe that most of them did not ask for her help during the activity. Sometimes, it was difficult to analyse to what extent students felt comfortable with her. However, in informal talks they commented that she was a really good teacher.

The students also commented that the teacher always brought different activities to the classes and that reading, listening, writing and speaking were generally practiced in the exercises, some of these skills with more emphasis than others. In relation to reading, strategies were not developed in these classes. The emphasis was on the grammatical items and on the development of the four basic skills.

Class 3

In the beginning of the class the teacher made some comments on the test students had done two weeks before. Then, she told the students they should point out some specific questions on the test in order to emphasize some contents. After that she gave a photocopy of an exercise to them (SEE APPENDIX 17).

The teacher gave to the students the test they had done and pointed out some specific questions. She commented that marks should have been better due to the explanations they had had before. Students agreed with her and considered they should have had more attention to answer the test. As the teacher was not feeling fine that night, she gave the students an exercise to answer at home.

Commentary

Most of the class was based on the comments on the test. Students analysed each question with the teacher and observed the mistakes they had made. Some doubts were cleared and students considered that the test was not so difficult. They demonstrated some worry regarding future tests and asked her about extra activities or work.

Class 4

The teacher explained that the subject would be “quantifiers”: much, many, little, a little, few, a few, a lot of. The resources used were the whiteboard, the CD player and the text “Placing in order” which was not made available by the teacher.

The teacher wrote on the whiteboard:

Quantifiers

1) Much (uncountable nouns)

- I don't have much time.
- How much coffee do you drink?
- There is so much violence nowadays.
- Much still remains to be done.
- This is much more important than you think.
- Thank you very much.

2) Many (countable nouns)

- Paul has many friends in Brazil.
- There are many cats in my house.

3) Little (uncountable nouns)

- Mary has little patience with her children.
- I have little money.

4) A little

- We have a little more time.

5) Few (countable nouns)

- There are few animals in my farm.
- I have few friends.
- In the last few days...

6) A few

- I have a few friends.

7) A lot of

- Paul spent a lot of time cleaning the house.

After students had finished writing, she explained each quantifier and asked them to translate sentences orally. Some observations were also made in relation to the formal and informal use of some of the sentences.

During the explanation she asked some students to cite examples of sentences using quantifiers. They said some sentences and she corrected or completed some of them, explaining the right use of the quantifier. Some of the sentences students said were:

- I have a little more coffee.
- I have a little more freedom.

Afterwards, she asked them to listen to a dialogue in a CD. Then, she gave a photocopy of the dialogue to them. Each student read a sentence and the whole class tried to translate it (SEE APPENDIX 18). In the end of the class she gave them an exercise to answer at home (SEE APPENDIX 19).

Commentary

This class was more participative. Students had been studying with the teacher for some periods, due to this, questions were immediately answered and translations were made almost simultaneously. During the listening activity, most of them understood and completed sentences. Some of them also demonstrated fluency in English and asked her to read the written dialogue.

By observing the four colleges, it is possible to make some comments regarding the way reading was worked, the most developed reading strategies and the main characteristics of the approaches presented in Chapter I.

Generally, reading strategies were developed in the four colleges with more or less emphasis in some of them. Inference, prediction, scanning, skimming and correction were more mentioned and worked, mainly in College 2. In relation to the teaching approaches, it was observed that the four teachers were influenced by the characteristics of the Traditional Approach, mainly because of the extensive use of translations.

Characteristics of the Structural Approach were observed when the teachers brought to their classrooms different resources and when exercises based on repetition of drills were required. Characteristics of the Communicative Approach were not observed. Students did not talk in English to the teacher or friends, they did not keep a conversation among them and they were not given the opportunity to develop oral ability.

ESP assumptions were usually observed. The four teachers worked with texts based on the area students were inserted, previous knowledge was required and experiences were exchanged. Unfortunately, these characteristics were not present on the tests teachers made, which were generally based on grammar items or translations.

Other comments on the colleges, teachers, strategies and approaches will be made on the following topic, where students and teachers' questionnaires will be analysed.

3. Research and data analysis

Based on the observations carried out in the colleges and on the answers of students' and teachers' questionnaires, data will now be analysed. Initially, students' answers will be presented. Then, teachers' answers will be presented and some features will be compared with those ones mentioned by the students. Finally, it will be possible to investigate in which features students and teachers have common assumptions as well as their conceptions regarding reading and its status in the colleges observed.

3.1. The student's questionnaire

The "Questionário do Aluno" (SEE APPENDIX 20) was answered by 48 students and according to each question the following results were obtained:

Fig. 1. **The most appreciated activities by the students in English classes:**

Activities	Degrees of preference
Reading	1 st preference
Grammar	2 nd preference
Writing	3 rd preference
Conversation	4 th preference
Songs	5 th preference
Films	6 th preference

Reading was considered as the most appreciated activity. In spite of the extensive use of translations in the classes, students recognized the importance of reading to their course and pointed out the need for reading specific texts and technical manuals in the area. If, on the one hand, translations were related to the Traditional Approach, reading texts in the studied area was, on the other hand, a characteristic of the ESP. This fact seemed to indicate that even when some traditional characteristics arose, it was possible to adequate such characteristics to students' needs.

Fig. 2. **Skills considered as the most difficult:**

Activities	Order of difficulty
Grammar	1 st place
Writing	2 nd place
Reading	3 rd place
Conversation	4 th place
Listening	5 th place
Vocabulary	6 th place

It is possible to observe that grammar occupied the first place in relation to the difficulty presented by the students followed by writing. Reading was mentioned on the third place. During the observations made in the colleges, it was noticed that all the teachers pointed out the grammatical item to be studied at a certain moment of their classes. Once again, Traditional and ESP characteristics were present in this

situation. When the teacher emphasized grammatical items, students were directly inserted on the Traditional Approach of teaching, but when this grammatical item was relevant to texts comprehension and when those texts were contextualized, an ESP approach could be easily identified. One of the ESP proposals is that grammar should be taught in a context, in an implicit way, guiding students to learn it indirectly, as it was also observed in the Structural Approach. Another aspect which deserves to be mentioned is that teachers should guide students to identify the grammatical item in the texts instead of exposing it to them in the beginning of the classes.

Fig. 3. Importance given to reading among the four basic skills (listening-speaking-reading-writing):

Topics	Nº of students
It is as important as the other skills.	17
It is the most important skill on the foreign language learning.	15
It is the most important skill to our course.	13
It is not important.	0

Even considering reading as the most appreciated activity in Question II, most of the students considered that it was as important as the other skills. This fact will be emphasized in Question X, when students suggested that teachers use several and different resources in order to improve classes and diversify activities. Two students did not answer this question and one answer was nullified. Students recognized the importance of reading as it was said before, but they also would like to develop other abilities.

Fig. 4. Resources used by the teacher on reading activities:

Didactic resources	Number of citations
Texts from a specific course book that is, the book adopted.	17
Texts from newspapers, magazines and printed books.	17
Texts from several course books, other than the adopted one.	11

Texts from the Internet.	10
Other: Worksheet.	7

Many students marked several alternatives because teachers generally used to bring different kinds of texts to classes, regardless of the course book or worksheet they had adopted. It is relevant to notice that texts from course books were still one of the main resources used by teachers, despite other sources available nowadays. In a certain way, texts from the Internet already occupy their place in the classroom.

Fig. 5. **Students' experience in learning English as a foreign language:**

Experiences		Number of citations
Elementary and high school classes.		35
Schools of English.		11
Videos, songs, cable tv.		11
Private classes.		3
Trips, exchange studies.		1
Contact with English speaking friends.		1
Other:	The Internet	3
	Job	2
	Courses and personal interest.	1

In spite of the large number of English schools, most of the students answered that their experience is originated from elementary and high school classes. It was predicted that students would answer like that. As it is known, many students do not have access to English schools, due to financial conditions. At the same time, it is important to observe that some students mentioned videos, songs and cable TV. This fact shows that they have personal interest in learning English through these resources. Teachers must pay attention to this fact.

Fig. 6. **Level of proficiency in English Language:**

level	Number of answers
Beginner	31
Intermmmediate	16
Advanced	1

Most of the students considered their proficiency as beginners based on the fact that they had just studied English in elementary or high school, as it was observed in Question VI. They considered they had little experience with the language and classified their knowledge on it as basic. Sixteen students considered their proficiency as intermediate because they had more access to the language through videos, cable TV, the Internet, etc. They all came from schools of English and tried to develop their English outside class. Only one student considered his/her proficiency as advanced. Just to mention, this student helped the teacher with the students and cleared doubts.

Fig. 7. **Definition to the English classes in the college:**

	College 1	College 2	College 3	College 4	Number of answers
Monotonous	3	2	-	-	5
Dynamic	12	13	3	3	31
Involving	5	1	4	3	13

In College 4, one student marked two alternatives.

In College 1 dynamic classes were attributed to reading, which, according to the students, stimulated their interest and allowed them to read and translate texts or technical manuals in the area they study. They were also dynamic because they promoted interaction between teacher and students and because the teacher worked with the meaning of the words in relation to the mother tongue. Classes were involving because students could participate effectively in the classes, texts used were important to their everyday context and doubts were cleared out. Some students

mentioned that monotonous classes were related to the extensive translations of texts and to little emphasis in speaking.

In College 2 classes were dynamic because the teacher promoted interaction through group works and researches, different kinds of texts were used and students learned grammar, reading and translation of texts in their area. According to the students, English could be learned in different ways during the classes. Involving classes were related to the contents discussed and to the group activities, in which students could learn English with the teacher and with the friends. As the teacher did not work with songs and films, some students considered classes as monotonous. Other students considered that classes were always the same and fell into the old groove.

In College 3 classes were dynamic because the teacher used several didactic resources, such as games and CD player and different activities were developed during the classes, that is, there was not routine. The teacher brought interesting texts and current questions about the course to the classroom. According to them, classes always revealed new things. Classes were Involving because the teacher encouraged students' participation, texts awoke them to learn more on the subject and contents on the course facilitated communication.

In College 4 classes were dynamic because students practiced reading, listening, grammar and writing, works were developed in groups or individually and oral and written exercises were developed. They were involving because the teacher tried to understand students' difficulties and there was interaction between her and the students.

Suggestions to the teacher in relation to English classes:

In College 1 students suggested that the teacher could adopt a course book instead of using a worksheet, use songs, films and videos. Other suggestions were: to work with technical texts about the area, to practice conversation and vocabulary, to repeat explanations and to translate manuals and programs.

In College 2 it was suggested that the teacher could use films, songs and translations with slang and informal language, to use the computing laboratory for researches, to practice writing and speaking, to reduce the number of group activities, to use several resources and to teach outside class.

In College 3 the suggestions were: to use games, to practice speaking and to emphasize vocabulary and pronunciation.

In College 4, to speak slowly and to practice writing, reading and listening.

3.2. The teacher's questionnaire

The answers in the "Questionário do Professor" (SEE APPENDIX 21) will now be presented.

Fig. 8. **Activities appreciated by the students:**

Teacher	Answers
Teacher 1	<i>Grammar is the most appreciated activity by the students, followed by reading.</i>
Teacher 2	<i>Only grammar and reading were worked due to the course objective and due to the competences presented by his students.</i>
Teacher 3	<i>Songs were the most appreciated by students, followed by films, reading, oral production, grammar and written production.</i>
Teacher 4	<i>Grammar is the most appreciated activity, followed by reading, oral production, written production, films and songs.</i>

By comparing students' and teachers' answers we can observe that while students considered reading as the most appreciated activity in English classes, teachers considered that grammar was the most appreciated one, followed by reading. In one of the teachers' answers, songs were more appreciated by students. These different opinions between students' and teachers' answers indicate that students recognize the importance of reading to their course and that teachers, in spite of thinking that grammar was the most appreciated activity by students, gave priority to reading in their classes.

Fig. 9. Importance given to reading among the four basic skills (listening-speaking-reading-writing):

Teacher	Answers
Teacher 1	<i>"I consider reading as the focus of my work because students must read and understand texts, manuals in English. It occupies the first place in importance."</i>
Teacher 2	<i>"Due to a particular aspect between the curricula and the competences the student brings to the course, I consider reading as fundamental, that is, it subsidizes the development of subjects as "Programação" and other academic activities."</i>
Teacher 3	<i>"Reading is the main skill in the English course in the current college, in this specific course of English for Specific Purposes to Information System."</i>
Teacher 4	<i>"Reading is as necessary as writing, listening and speaking, but I recognize reading as the basis of learning a foreign language. I try to implement the habit of reading in daily activities in the classroom."</i>

The four teachers considered that reading was the most important skill and recognized its relevance to the course in which they taught. They used reading as the focus of their work, associating it with other activities proposed, and this was observed during the field note taking.

Fig. 10. What do you understand by reading?

Teacher	Answers
Teacher 1	<i>Reading is an interactive process between reader and text. This interaction occurs through the reader's expectations balance with the information inserted on the text.</i>
Teacher 2	<i>Reading is production of meaning.</i>
Teacher 3	<i>Reading is an activity which depends not only on the knowledge of the language system but also on its wider use, on the context in which the text is inserted, for example, and it is an activity of production, by nature. The reader produces meaning with the author of the text, or discourse.</i>
Teacher 4	<i>Reading comes before the reading of a word, that is, the act of reading occurs through our experiences. Reading inserted us in a wider world of knowledge and meanings.</i>

From the answers exposed here we can say that, in a general way, the four teachers had similar opinions related to reading, which was associated with terms such as interaction, production of meaning, previous knowledge and elements of context. Their opinions about reading showed a broad view of this activity, different from some conceptions that teachers had in the past when reading was used to pick up explicit information in a text or to evaluate oral features.

Fig. 11. **The function reading assumes in the teacher's program:**

Teacher	Answers
Teacher 1	<i>Reading assumes an instrumental function.</i>
Teacher 2	
Teacher 3	<i>The function is instrumental aiming at the comprehension of specific texts in the area.</i>
Teacher 4	<i>I use language practices through reading activities, text production and linguistic analysis.</i>

Teachers attributed an instrumental function to reading, using this approach in their classes in order to develop students' comprehension. Despite their opinions, during class observation, some traditional practices were still used. In this sense, exercise involving translation was used in almost every class. In fact, translation activities were required in the evaluation tests.

Fig. 12. **The use of specific course book and detached texts:**

Teacher	Answers
Teacher 1	<i>I prepared a worksheet based on the vocabulary of the area.</i>
Teacher 2	<i>I use the book "English for computing", "Informática.com" and detached texts from the Internet.</i>
Teacher 3	<i>I use a specific book, but I also bring texts from other books, magazines, the Internet, etc.</i>
Teacher 4	<i>The book "Business Goals 1, 2 and 3, by Gareth Knight, Cambridge.</i>

In relation to Teacher1, it was suggested by some of the students that she used a specific book instead of worksheets. They commented that in a specific course book other skills could be practiced and classes could be more dynamic. Although it is not easy to find a specific course book, since each team has its own singularities, the teachers end up appealing to it due to its feasibility.

Fig. 13. **Sources of detached texts:**

Teacher	Answers
Teacher 1	<i>Texts from computing books and academic texts.</i>
Teacher 2	<i>The Internet and "Microsoft" manuals.</i>
Teacher 3	<i>Texts from magazines, newspapers, the Internet and printed book depending on the moment in which the lesson is occurring. (If there is something happening in the world and it is interesting to the class, news or an interview, can be used in the class).</i>
Teacher 4	This teacher did not answer this question. It may indicate that she uses only the course book in her classes.

Teachers 1, 2 and 3 said that they generally used detached texts to improve their classes and to give students the opportunity to know other texts about the same subject. The texts used were always related to the area and brought terms known by students. Teacher 4, as it was mentioned, did not answer this question.

Fig. 14. **Textual genres used on reading activities:**

Teacher	Answers
Teacher 1	<i>Scientific articles.</i>
Teacher 2	<i>Dissertative texts (educational), advertisements, manuals, pages from the Internet, etc.</i>
Teacher 3	<i>Educational texts, advertisements, magazines' articles (short), some songs and films too.</i>
Teacher 4	<i>I work with a course book and I use its texts, which include biographies, letters, among others.</i>

The four teachers used texts obtained from different sources but all of them contained specific terms and contents in the area related to the course they taught. It was not observed the use of different textual genres; most of the texts were in the book adopted or in the worksheet organized by some of the teachers.

Fig. 15. **Reading strategies developed through the activities with texts:**

Teacher	Answers
Teacher 1	<i>“During the course I can develop the following: textual organization, scanning, detailed reading, identification of cognates, prediction, vocabulary and the use of the context, critical evaluation, grammatical aspects and skimming.”</i>
Teacher 2	<i>“From the lexical study to the inference production, language topics, typographical marks, genres analysis, scanning and skimming production, cultural features, shapes, etc.”</i>
Teacher 3	<i>“I develop the most common ones, used by the instrumental method: cognates, lexical and contextual inferences, skimming, scanning, references, etc.”</i>
Teacher 4	<i>“Through the activities proposed I can develop reading strategies based on comprehension and interpretation in order to improve readers’ performance.”</i>

In a general way, most of the strategies cited by the teachers were developed during the classes. However, inference was extensively cited and developed. It is important to point out that Teachers 2 and 3 demonstrated exactly how to use reading strategies and how to develop them during the reading activities. They always asked some questions related to the text before giving them to the students and worked with all the strategies cited by them, with more or less emphasis depending on the activity proposed. Skimming and scanning were also developed, as well as comprehension and interpretation of texts. The teachers tried to make some references to texts studied previously and to the area they worked in.

Fig.16. **What the teachers understand by reading strategies and their knowledge about this term:**

Teacher	Answers
Teacher 1	<i>“Reading strategies are reading techniques or strategies that correctly used will facilitate reading comprehension.”</i>

Teacher 2	<i>“Reading strategies are ways of access the text to meaning production and extrapolation of their linguistic limits. This term is familiar to me.”</i>
Teacher 3	<i>“This term is familiar and reading strategies are all these cognitive strategies that we use to read texts in any language.”</i>
Teacher 4	<i>“Reading strategies are techniques or methods used to acquire information or procedures or activities chosen to facilitate the reading comprehension process.”</i>

All of the teachers demonstrated some knowledge in relation to reading strategies and recognized their importance to the comprehension of the texts. Terms such as *production of meaning*, *cognitive strategies* and *reading process* were cited by the teachers as a means to explain what they knew about reading strategies. It shows that they really had some right conceptions and, in spite of not using or developing all of them in all the classes, they knew what they meant and how to use them.

Fig. 17. **Participation in English for Specific Purposes seminars:**

Teacher	Answers
Teacher 1	<i>“All that I know about English for Specific Purposes is a result of the experience I had when I was a substitute teacher at UFAL.”</i>
Teacher 2	<i>“I participated in discussions on it during the continued formation at the Secretaria Municipal de Educação (SEMED).”</i>
Teacher 3	<i>“I had already participated in some seminars and I had some knowledge on the history, the development and the method of ESP.”</i>
Teacher 4	<i>“ESP introduces the development of reading strategies and studies the basic structures of English language aiming at texts comprehension, mainly authentic ones, general or specific in the area.”</i>

As it can be observed above, all of the teachers know ESP assumptions or have general notions related to it. They are not distant from the tendency of adopting ESP conceptions in their classes, but they have to analyse some of their practices, mainly in relation to their tests. As a matter of fact, in the beginning of this research it was not expected that all the teachers observed could have some knowledge regarding to ESP assumptions and could use them in their classes. This shows that this approach has been productive and effective along all these years. Hence the relevance to emphasize that the use of these conceptions is not restricted to the public institutions. Rather, they are disseminated in several private colleges.

CONCLUSIONS

In the beginning of this dissertation, it was said that its aim was to investigate the treatment given to reading in English as a foreign language at colleges in Maceió. In this perspective, a field research was carried out and its results presented. However, as a basis for a theoretical foundation, we presented historical aspects of reading, teaching approaches related to reading, and ESP assumptions. Obviously, these assumptions, in the beginning, were based on cognitive features of reading, but more recently, some other aspects were considered in this approach, such as: discursive and affective aspects. That way, these elements were considered to relate theory to teachers' practices during reading activities.

By considering all the data obtained in this research and relating them to the investigation on the conceptions and status of reading in the English language at colleges in Maceió, it is possible to conclude that, in a general way, the four teachers observed had strong influences of traditional features concerning to the teaching of reading, and, at the same time, they demonstrated to have some ESP assumptions as well.

The data collected and the results obtained from students' and teachers' questionnaires in the colleges observed, as well as the field notes taken during the classes observations, indicate that if on the one hand, teachers still present some traditional features towards reading, such as the extensive translation of sentences and texts, on the other hand, they give to their classes an instrumental character when they select and bring to the classroom specific texts on the area they are teaching and try to make the students comprehend them and get informed about their contents.

In fact, the four teachers tried to develop reading strategies through the use of authentic texts in order to make their students comprehend them effectively. Those texts were related to real situations which students must face, since most of the students worked in the area in which the course was inserted. Inference was the most mentioned and developed reading strategy.

Texts were used as a pretext to keep students updated with the latest information regarding specific terms, programs and their functions. This means reading assuming its function as social practice. Activities were generally accomplished in pairs or small groups, which, according to the students, promoted interaction among them. Even when activities were initially done individually, correction was discussed and shared by all of them. Students' professional experiences served as a support when doubts came up.

It is important to point out that Maceió has about twenty colleges nowadays and that, among these colleges, only five have the subject "Inglês Instrumental" in their program. In some colleges, courses like Journalism and Tourism do not have "Inglês Instrumental". This fact really surprised me because it is supposed that this discipline be taught in all courses of the tertiary sector, due to its importance for the professionals who act in the sector of services.

We cannot say it was a surprise to conclude that the teachers observed work not only with reading strategies, such as inference and prediction, but also with some of the ESP assumptions, because some of these teachers are known by the work they do at the colleges. But we can say that it was not expected that all of them worked like that, especially considering that they are almost the totality of teachers that teach "Inglês Instrumental" at colleges in Maceió. So, we can say that it was very important and interesting to conclude that all the teachers observed work in this perspective. However, as it was observed, Teachers 2 and 3 seem to apply ESP assumptions in a more effective way. This is important because it shows that teachers search for information and knowledge in order to improve their classes and it is interesting, because it shows us that we are in the right way, trying to develop students' performance while reading and our performance as English teachers as well.

This research can serve as a starting point to other ones to be developed aiming at investigating some features regarding reading. Research involving interaction through reading activities, on how to integrate the four abilities in English classes at colleges and on discourse analysis related to the reading of written texts can be of great value to future studies. There is a wide field to be explored when the subject is reading and if many researchers write about this, it is because, in a way or

another, they want to collaborate with the language teaching based on the benefits reading can promote.

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APPENDICES

APPENDIX 1

PRESENT CONTINUOUS

1. We **are progressing** technologically and scientifically.

2. Internet2 **is working** together with advanced networks.

3. If a process **is holding** some resources and requests another resource

4. When somebody **is printing** the software assumes that one letter or number has been written.

5. Users may interact with each program while it **is running**.

6. The current **is not flowing** through the wire.

7. The computer's internal architecture **is evolving** so quickly that ...

Observando os exemplos acima, podemos chegar a seguinte conclusão:

O present continuous é formado por: _____

E é usado para _____

APPENDIX 2

SIMPLE PRESENT

1. Airline pilots **use** computers to help them control the plane.

2. The unit **consists** of three main parts.

3. The control unit **examines** the instructions in the user's program, **interprets** each instruction...

4. A computer **contains** thousands of electronic circuits.

5. The majority of computers **use** a standard system for the binary representation of characters.

6. All the signs **say** that optical technology has become a reality.

7. WORM **stands for** 'write only', 'read many'.

8. Erasable optical disks usually **hold** between 120 and 1,000 MB of data in 3.5" or 5.25 disks.

9. Many word processors **include** an online thesaurus with which users can look up different words to use in similar instances.

10. A process **requests** resources, and if the resources are not available at that time, the process **enters** a wait state.

11. If a system **does not employ** some protocol to ensure that deadlocks will never occur.

12. An 'interactive' computer system **provides** on-line communication between the user and the system.

APPENDIX 3

Clipboard

The clipboard is a section of RAM where your computer stores copied data. This can be a selection of text, an image, a file, or other type of data. It is placed in the clipboard whenever you use the "Copy" command, which is located in the Edit menu of most programs.

Data from the clipboard can be pasted into a document or program using the "Paste" command, which is also located in most programs' Edit menu. For example, an image copied to the clipboard from your photo album may be pasted into an image editing program such as Photoshop. A Web address can be copied to the clipboard from an e-mail and pasted into your Web browser's address field.

Some programs allow you to see what data is stored in the clipboard. For example, the Finder in Mac OS X allows you to choose "Show Clipboard" from the Edit menu. When you copy data to the clipboard, whatever data was already stored in the clipboard is typically replaced by the new data. Because the clipboard data is stored in RAM, it is also deleted when your computer is shut down or restarted.

APPENDIX 4

AVALIAÇÃO

ANÁLISE DE SISTEMAS		INGLÊS INSTRUMENTAL		
		Turma	DATA:	
ALUNO:		VA1	REAV	NOTA:
		VA2	FIN	

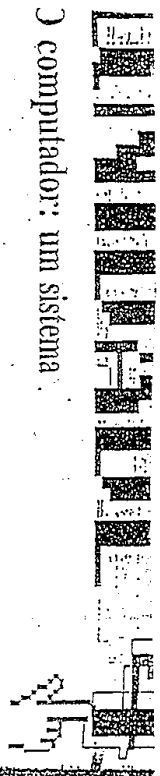
1. Translate the passage below:

Control unit

The control unit directs the various components of a computer. It reads and interprets instructions in the program one by one. The control system decodes each instruction and turns it into a series of control signals that operate the other parts of the computer. Control systems in advanced computers may change the order of some instructions to improve performance.

A key component common to all CPUs is the program counter, a special memory cell (a register) that keeps track of which location in memory the next instruction is to be read from.

Each = cada
 Turn into = transforma
 May = pode
 Key = chave
 Signals = sinais
 Read = ler
 Location = local



Computador: um sistema



Aquecimento

o texto que você lerá intitula-se *The Computer System*. Antes de iniciar a leitura, discuta com um colega qual o tipo de informação que você espera encontrar e liste abaixo algumas das palavras que você associa ao tema.

Nome: _____



Estratégias

a) *Brainstorming*
É uma estratégia que consiste na associação de idéias a partir de uma ou mais palavras. Nós a utilizamos, consciente ou inconscientemente, quando tentamos descobrir novos significados através de nosso conhecimento de mundo.

Quando temos um texto, a primeira coisa com que nos deparamos é o título. Um bom título, além de despertar o interesse do leitor, geralmente resume a idéia central do texto. Ao ver um título, podemos começar a fazer previsões sobre o que será tratado no texto, reunindo as informações que já temos sobre o assunto com base em nossa própria experiência.

b) *Cognatos*
As palavras de uma língua estrangeira que, além de parecidas na forma, são parecidas também no significado com palavras do português são chamadas de *cognatas*. A língua inglesa possui várias palavras desse tipo, geralmente derivadas do latim ou do grego. Ao ler um texto em inglês, procure sempre usá-las como apoio.

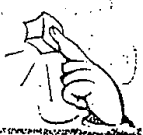


Letura e interpretação

a) Leia o primeiro parágrafo do texto e sublinhe as palavras cognatas.

The Computer System

1 Do you know what a computer system is? The computer system executes all the functions of a computer. A standard computer system consists of three basic parts or sections: input units, a processor unit, and the output unit.



1. O parágrafo contém 38 palavras, sendo que muitas delas se repetem. Quantas dessas palavras são cognatas?
2. O que você depende dessa repetição?
- b) Com base nas palavras cognatas do parágrafo acima, responda às seguintes perguntas.
 1. O que faz um sistema de computador?
 2. Em quantas partes se divide?
 3. Quais são essas partes?
- c) Sempre concentrando sua atenção nas palavras cognatas, leia o restante do texto.

The function of the input unit is to accept both the data and the programs needed for processing and to present them to the processor unit. The processor unit stores and processes the data and the output of the processing is the results obtained from processing. The most common input units are the keyboard and the mouse. The data that enter the computer unit to go into the computer's memory. The processor unit is divided into two parts: the Central Processing Unit (the CPU) and the main storage unit (the main memory). The Central Processing Unit is considered the computer's computer system. In other words, the CPU is the brain of the computer. It carries out program instructions and coordinates all the activities of the other units. The main memory holds the instructions and the data which are currently being processed by the CPU.

All computers have a type of auxiliary, or extra, storage device. Floppy or hard disks. These devices provide permanent storage of both data and programs. Disk drives are used to handle one or more floppy disks (a.k.a. diskettes).

Output units enable us to extract the finished product from the system. The computer either shows the output on the monitor screen or prints the results onto paper by means of a printer.

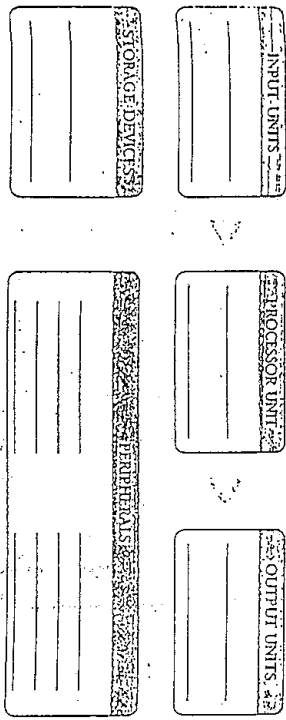
The peripherals are the physical units connected to the computer. They include both input and output devices as well as storage devices. Peripherals such as a mouse, modems, scanners, optical devices, printers, keyboards, loudspeakers, etc., are plugged into the ports on the rear panel of the computer.

The peripheral set of a computer system is also known as the configuration. Regardless of appearance, cost, or size, all computers have the same basic cycle, are made up of the same basic parts, and perform the same types of operations.

4. O responsável em istica

d) Agora complete o diagrama com as informações contidas no texto.

THE COMPUTER SYSTEM



Os diagramas também podem funcionar como estratégias de leitura. De que forma eles podem ajudá-lo na compreensão de textos?

Estrutura

1. Expansão de vocabulário

a) Veja o que cada grupo de palavras tem em comum. Classifique-os de acordo com a idéia que expressam e, quando for possível, a classe gramatical das palavras que o compõem.

allow	enable	let	permit	furnish	provide	supply
attached	connected	joined	linked	plugged	carry out	do
at the moment	currently	presently	nowadays	in spite of	irrespective of	regardless of

hold	keep	store	consist(s) of	is/are composed of	is/are divided into	is/are made up of
aim	function	goal	objective	purpose	kind of	sort of
back	behind	rear	main	major	principal	display
brain	head	handle	manipulate	show		

- b) Complete as lacunas usando as palavras acima. Escolha sempre a alternativa que for mais adequada ao contexto. Se estiver em dúvida, consulte o texto.
- The _____ of the input units is to accept both the data and the program.
 - The processor unit _____ and processes the data, and the output units _____ the results.
 - The input units _____ data to go into the computer's memory.
 - The processor unit is _____ two main parts: the CPU and the _____ storage unit.
 - The Central Processing Unit is the _____ of the computer. It _____ program instructions and coordinates all the activities of the other units.
 - The main memory _____ the instructions and the data which are _____ being processed by the CPU.
 - Most computers also have a _____ auxiliary, or extra, storage device: floppy or hard disks. These devices _____ permanent storage of both data and programs.
 - Disk drives are used to _____ one or more floppy disks or diskettes.
 - Output units _____ us to extract the finished product from the system.
 - The peripherals are the physical units _____ to the computer.
 - Peripherals are _____ into the ports on the _____ panel of the _____

APPENDIX 6

I – Leia o fragmento do texto abaixo:

“Most machines are designed to do one job. Computers are different: they are general purpose machines. By changing the program instructions, computers can be used to process information in very different ways. For example, a ____ (1) ____ program allows the computer to process text, a ____ (2) ____ program enables the computer to perform calculations, a ____ (3) ____ is used for searching and sorting records, and a ____ (4) ____ program is used for looking at pages on the Internet (the ____ (5) ____ is the connection of computers from different parts of the world). Computers are ____ (6) ____ used in almost everywhere. Computers equipment is known as ____ (7) ____ and programs and data are called ____ (8) ____.”

Agora leia algumas definições dicionarizadas de termos específicos da área transcritos abaixo (as palavras em itálico logo abaixo serão aquelas que completarão as frases do texto anterior):

- () *Browser*: a program used for displaying web pages.
- () *Database*: a type of application program used for storing information so that it can be easily searched and sorted.
- () *Hardware*: the physical components of a computer system.
- () *Internet*: the connection of computer networks across the world.
- () *Software*: the program and data used in a computer.
- () *Spreadsheet*: a type of application program with an array of cells that is used for calculating formulas.
- () *Word processor*: a type of computer application program used for typing and editing text documents.

De acordo com a leitura que você efetuou acima, fazendo uso dos números colocados nos espaços em branco do primeiro texto, relacione com os termos colocados abaixo de forma que o texto produza sentido.

Você deve ter observado que ficou faltando completar apenas um número. Escolha dentre as palavras abaixo e assinale aquela que melhor completa tal espaço:

- () therefore () but () than () least () nenhuma destas palavras se ajustaria ao contexto.

APPENDIX 7

Reading: Computing languages

Task 6

Work in groups of three. Read two of the texts about computing languages and make notes in the table on page 88. Then exchange information about the other texts with other students in your group.

C++ was developed from the C language. It was designed as a systems programming language with features that make it easy to control the computer hardware efficiently. It was used to produce the Microsoft Windows operating system. It is portable, i.e. programs written in C++ can be easily adapted for use on many different types of computer systems.

HTML stands for HyperText Markup Language. It is a page description language used for creating webpages. HTML uses a system of tags to mark page links and formatting. For example, the tag <u> tells the program to start underlining a text. Although programs cannot be created using HTML, small programs can be embedded in HTML code using a scripting language like JavaScript.

Java is a programming language originally designed for programming small electronic devices such as mobile phones. It can run unchanged on any operating system that has a Java Interpreter program. Java is used for writing programs for the World Wide Web.

JavaScript is a simplified form of the Java language. It is powerful and easy to use. Scripts are small programs that can be used to perform simple tasks, or tie other programs together. JavaScript is designed for use inside webpages. It can enable a webpage to respond to a mouse click or input on a form. It can also provide a way of moving through webpages and produce simple animation.

Visual Basic is a programming environment, not simply a language. It uses the language BASIC, a simple language developed to make it easy for people to learn how to program. Visual Basic has predefined objects such as dialog boxes, buttons, and text boxes which can be chosen from a toolbox and dragged across the screen using the mouse and dropped into the required position. BASIC programming code is attached to form a complete program. Visual Basic is used to write general purpose applications for the Windows operating system.

Delphi is similar to Visual Basic. It is also a programming environment for developing programs for the Windows operating system. It has predefined objects that can be chosen from a toolbox. In Delphi, however, the code attached to the objects is written in a form of Pascal. You can think of Delphi as a kind of 'Visual Pascal'. Like Visual Basic, it is often used for general purpose programs.

Language	Associated language	Type of language	Use
C++	_____	_____	_____
HTML	_____	_____	_____
Java	_____	_____	_____
JavaScript	_____	_____	_____
Visual Basic	_____	_____	_____
Delphi	_____	_____	_____

Task 7

Now read the texts again and answer these questions about special features of the languages.

- 1 Which language uses a system of tags?
- 2 Which languages are designed to be used inside webpages?
- 3 Which language was used to write the Windows operating system?
- 4 What is a 'portable' language?
- 5 Which language can have small programs embedded in it using JavaScript?
- 6 What does HTML stand for?
- 7 Which languages can only be used in the Windows operating system?
- 8 Which language cannot be used for writing programs?

Language work: Reporting screen messages

Study these examples of screen messages. Note how we report them.

<i>Please enter a number.</i>	<i>It requests you to enter a number.</i>
<i>Type 999 to indicate end of data.</i>	<i>It tells you to type 999 to indicate the end of the data.</i>
<i>Do not attempt to log on.</i>	<i>It tells you not to attempt to log on.</i>
<i>Printer out of paper.</i>	<i>It informs you that the printer is out of paper.</i>

Study these examples of screen messages. Note how we report them.

<i>Do you want to exit (Y/N)?</i>	<i>It asks you if you want to exit.</i>
<i>What is your password?</i>	<i>It asks you what your password is.</i>
<i>How many copies do you want to print?</i>	<i>It asks you how many copies you want to print.</i>

Task 8

Report each of these screen messages.

- 1 Make sure printer is switched on before continuing.
- 2 System halted.
- 3 Press any key to continue.
- 4 Please type next number.
- 5 Do not proceed.
- 6 Please choose from menu below.
- 7 Non-system disk in drive a.
- 8 Paper jam.

APPENDIX 8

ALUNO(A): _____

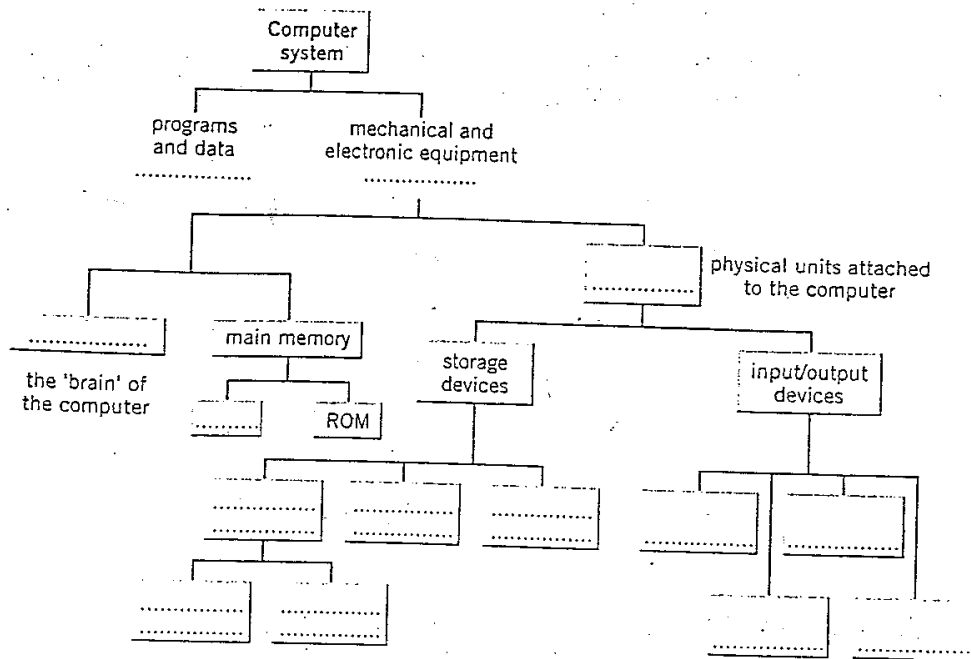
1. Complete a tabela com os prefixos e termos apropriados, de acordo com as definições que se pede abaixo. Veja o exemplo feito: *A system based on the number 10*

Prefix	Meaning	Examples
<i>deci-</i>	ten	<i>decimal</i>
	one thousand	
	one million	
	one thousand million	
	small	
	very small	
	two	
	three	
	many	
	one	

- 1) A computer that is larger than a Personal Computer and smaller than a Mainframe, used by businesses and other large organizations.
- 2) A million hertz.
- 3) A system of counting used in computers, in which only the numbers 0 and 1 are used.
- 4) A unit for measuring computer information equal to 1024 byte
- 5) Able to speak or use three languages.
- 6) Computer system that can support more than one user at a time.
- 7) Computer system that is able to run two or more programs at the same time.
- 8) In shades of only one color, especially shades of gray.
- 9) One billion bytes, approximately.
- 10) Personal computer bigger than a laptop.
- 11) The practice or studying of designing very small printed circuits that are used in computers.

2. O texto 1, em anexo traz o depoimento de quatro pessoas que fazem uso do computador no trabalho. Escolha um dos quatro e escreva um resumo, em português, abordando os aspectos principais, sobre como e com que finalidade esse profissional faz uso do computador profissionalmente.

3. Complete o diagrama abaixo com os temas adequados:



4. De acordo com o texto 2, em anexo, escreva os termos referentes às definições abaixo:

the menu of colours available on a graphics system; its size depends on the hardware:

red, green and blue (RGB) in computers:

the smallest element of a display surface:

display, on the screen which corresponds, pixel by pixel, with bits stored in memory cells:

the acronym for "binary digit"; one of the digits (0 and 1) used in binary notation:

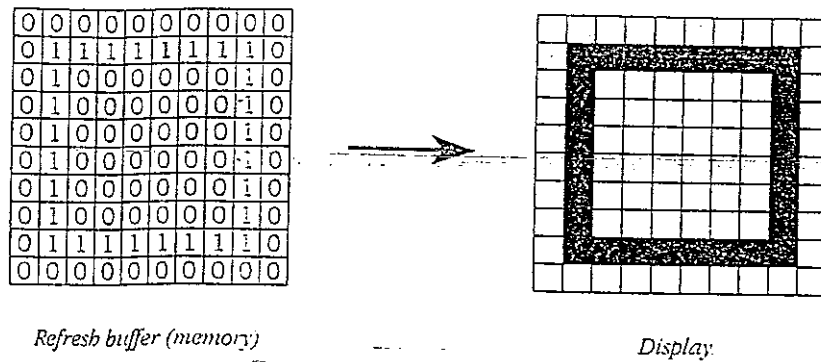
- 1 I write music mainly for videos and plays. I
 work on a keyboard connected to a computer.
 I use the computer in *two* ways really: first of
 all, to record what I play on the keyboard, in
 5 other words to store what I play on the
 keyboard. Secondly, the computer controls the
 sounds I can make with the different
 synthesizers I have here. I can use it to get
 different kinds of sounds from the synthesizers.
 10 The computer is the link between the
 keyboard which I play and the synthesizers
 which produce the sounds.
- 2 I use my computer to do the usual office things
 like write memos, letters, faxes and so on, but
 15 the thing which I find really useful is electronic
 mail. We're an international company and we
 have offices all over the world. We're linked up
 to all of them by e-mail. With e-mail I can
 communicate with the offices around the
 20 world very efficiently. It's really changed my
 life.

- 3 Well, I use computers for almost every aspect
 of my job. I use them to design electrical
 installations and lighting systems: for example
 25 the program will tell you how much lighting
 you need for a particular room, or how much
 cable you need, and it will show where the
 cable should go. I also use the computer to
 make drawings and to keep records. We have
 30 to test our installations every five years and the
 information is stored on computer.
- 4 I use computers to find information for
 people. Readers come in with a lot of queries
 and I use either our own database or the
 35 national database that we're connected to
 to find what they want. They might want to
 know the name and address of a particular
 society; or last year's accounts of a company
 and we can find that out for them. Or they
 40 might want to find a particular newspaper
 article but they don't know the exact date it
 was published so we can find it for them by
 checking on our online database for anything
 they can remember: a name or the general
 45 topic. And we use computers to catalogue the

Each tiny dot on the screen of a computer is called a picture element or **pixel**. Images and text are formed by combining a large number of pixels.

In a bit-mapped display, the dots displayed on the screen correspond, pixel by pixel, with bits in the main memory of the computer. The bits are held in an area of the memory called the 'refresh buffer' and are stored in groups that represent the horizontal and vertical position of the pixels on the screen and whether the pixels are on or off.

On monochrome systems, one bit in this 'map' represents one pixel on the screen and can be either 'on' or 'off' (black or white).



On colour systems, each pixel is a certain combination of the three primary colours: red, green and blue. The total number of colours which can be shown on the screen is called the colour palette. The size of this palette depends on the graphics adaptor, a separate video card that converts the bits into visual signals. A graphics adaptor with 1 bit per primary colour can generate up to 8, or 2^3 , colours, as you can see from the table on page 19. A graphics adaptor with 8 bits per primary colour can generate 16.7 million or $(2^3)^8$ colours.

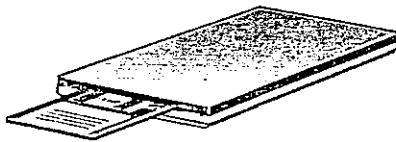
APPENDIX 9

Unit 11 *Magnetic drives*

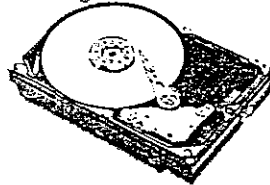
1 Types of drives

Look at the illustrations and find out:

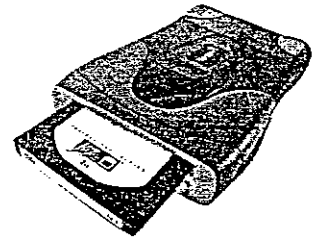
- 1 the size of a floppy disk
- 2 the storage capacity of a high density diskette
- 3 the name of a hard drive on a PC platform
- 4 the storage capacity of a SyQuest cartridge
- 5 the system that can hold 10 GB tapes
- 6 a type of drive used by digital cameras and music players.

**3.5-inch diskette**

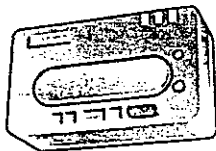
A high-density (HD) floppy disk can store 1.44 MB of information. A floppy drive uses 3.5-inch disks and it's called drive A.

**Hard disk**

Most PCs have one hard drive, called drive C. It's used to keep software and files organized in a convenient way. A hard disk can hold several gigabytes of data.

**Removable hard drive**

Popular drives are the Zip and Jaz systems from Iomega. A Syquest cartridge can hold 1.5 GB.

**Tape drive**

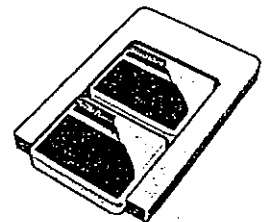
A tape drive stores data on tape cartridges. It's used for backup purposes.

A Digital Audio Tape drive can hold up to 10 GB of data.

**Pocket-sized drive**


Ultra portable drives are used with mobile computers. They hold 40 MB disks.

The Peerless system can hold 20 GB disks, which allows you to store thousands of MP3s and video games.

**Microdrive**

A microdrive is the smallest hard drive for digital cameras, laptops, and audio players. It comes in 340 MB and 1 GB capacities. It uses a PC Card adapter.

2 Listening

 Sue is in a shop. Listen to the conversation and answer these questions.

- 1 What type of drive does Sue want to buy?
- 2 What's the storage capacity of a Zip disk?
- 3 How much information can be stored on a Jaz disk?
- 4 What type of disk is a good substitute for diskettes?
- 5 How much is a Jaz drive?
- 6 Which system is ideal to store MP3 music and videos – the Jaz or the Peerless?

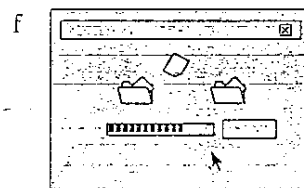
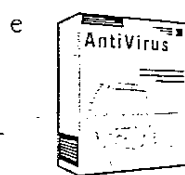
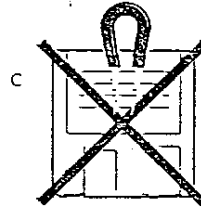
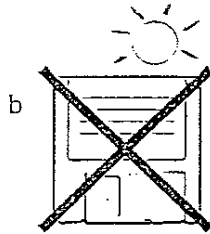
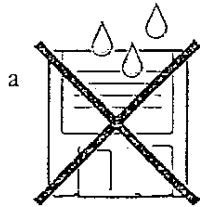
APPENDIX 10

Unit 11 *Magnetic drives*

3 Protect your data

A Match the instructions to the pictures.

- 1 Protect your floppies against high temperatures.
- 2 Check for viruses before opening files you receive from the Web or via e-mail.
- 3 Keep back-ups (spare copies) of your data.
- 4 Magnetic fields can damage the information stored on disks. Don't leave them near the telephone.
- 5 Keep disks away from water and humidity.
- 6 When handling CDs or DVDs, hold the disks around the edge.



B In pairs, tell each other what you must or mustn't do to protect your data.

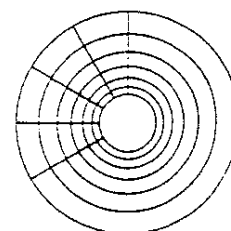
Example *you mustn't stack disks on top of each other:*

- 1 disks in a protective case
- 2 into the disk drive very carefully
- 3 near magnets; they can damage the information stored on them
- 4 update your anti-virus program regularly since new viruses are created everyday
- 5 passwords and security devices to protect confidential information

4 Reading

A Read the text and match the terms on the left with the explanations on the right.

- | | |
|--------------------|---|
| 1 backing store | a) a catalogue of where each piece of data is stored and how to find it |
| 2 floppies | b) recording heads |
| 3 disk drive | c) secondary memory |
| 4 formatting | d) diskettes |
| 5 directory | e) initializing; setting tracks and sectors on magnetic disks |
| 6 read/write heads | f) a device which spins disks and contains a read/write head |



B Look at the illustration. Identify some tracks and sectors.

APPENDIX 11

Unit 11 Magnetic drives

Technical details

Floppy disks are so called because they consist of flexible plastic material which has a magnetizable surface.

The surface of a disk is divided into concentric circles or 'tracks', which are then divided into 'sectors'. When you insert a blank disk into a disk drive, it must be 'initialized', or formatted, before information can be recorded onto it. This means that magnetic areas are created for each track and sector, along with a catalogue or 'directory' which will record the specific location of files.

When you save a file, the operating system moves the read/write heads of the disk drive towards empty sectors, records the data and writes an entry for the directory. Later on, when you open that file, the OS looks for its entry in the directory, moves the read/write heads to the correct sectors, and reads the file into the RAM area.

Hard disks work in the same way as floppies. But they have important advantages: they can hold much more data and spin at higher speed, so you can store and retrieve information much faster than with floppies. The speed at which a hard drive finds data is called 'access

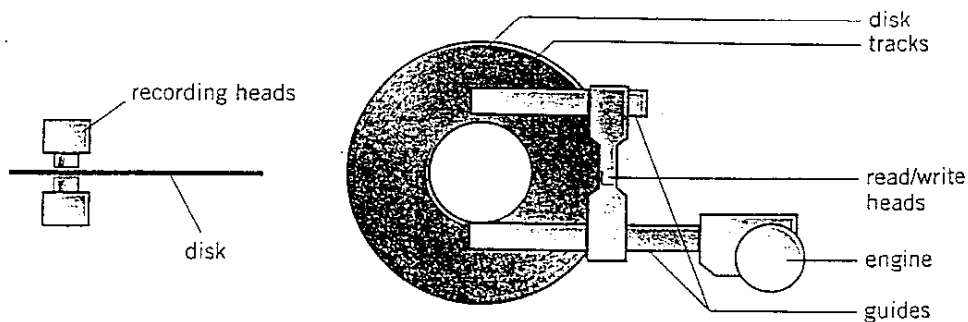
time' – or seek time. The average access time is measured in milliseconds (ms). Most hard drives have an access time of 8 to 14 ms.

You have to distinguish between access time (e.g. 9 ms) and 'data transfer rate' (the average speed required to transmit data from a disk system to the RAM, e.g. at 10 megabits per second). Remember that the transfer rate depends also on the power of your PC.

If you only use word-processing programs, you will need less storage capacity than if you use CAD, sound and animation programs. If you need an extra hard drive, you should consider the type of mechanism. There are 'internal' and 'external' drives which are both rigid disks sealed into the drive unit, either within or attached to the computer.

Another type of hard drive, known as 'removable', allows you to record data on 'cartridges', which can be removed and stored off-line for security purposes. Some systems allow you to back up your entire PC on one disk.

Laptops use pocket-sized drives. Digital cameras and music players use microdrives with special cards.



A floppy disk drive spins at 360 revolutions per minute. A hard disk drive spins at 7,200 rpm and stores data on a stack of metal rotating disks, called platters.

APPENDIX 12

Sufixos

Como foi mencionado anteriormente, os sufixos estão diretamente relacionados à classe gramatical das palavras e sabê-la muitas vezes é o suficiente para que você deixe de consultar o dicionário em busca da palavra desconhecida. Para ajudá-lo na compreensão, seguem-se quadros com os sufixos mais comuns da língua inglesa. Observe-os e use-os como referência ao fazer a leitura de textos.

Substantivo		Adjetivo		Verbo		Advérbio	
<i>-al</i>	arrival	<i>-ful</i>	helpful	<i>-ize (ise)</i>	authorize	<i>-ly</i>	strangely
<i>-ure</i>	departure	<i>-less</i>	useless	<i>-ify</i>	simplify	<i>-ward(s)</i>	backward(s)
<i>-y</i>	discovery	<i>-ly</i>	friendly	<i>-en</i>	shorten		
<i>-ment</i>	payment	<i>-like</i>	childlike				
<i>-er</i>	(or) driver, actor	<i>-y</i>	sunny				
<i>-ant</i>	disinfectant	<i>-al</i>	criminal				
<i>-a</i>	(tion) exploration	<i>-ive</i>	attractive				
<i>-ing</i>	building	<i>-ous</i>	famous				
<i>-age</i>	storage	<i>-able (ible)</i>	readable, responsible				
<i>-hood</i>	childhood	<i>-ed</i>	crowded				
<i>-ship</i>	friendship	<i>-ish</i>	childish				
<i>-dom</i>	kingdom						
<i>-(e)ry</i>	refirery						
<i>-ness</i>	happiness						
<i>-ity</i>	sanity						
<i>-ic</i>	economic						

APPENDIX 13

- 1- The Editors Recommend Books on animal intelligence, mummies, invisible computers and more.
- 2- Cosmological Antigravity
- 3- SPECIAL REPORT
REVOLUTION
IN COSMOLOGY
- 4- Y2K: So Many Bugs... So Little Time
Peter de Jager

This Y2K expert describes why a simple date adjustment is so devilishly hard to accomplish and realistically assesses how much chaos this glitch will bring in the next millennium.
- 5- WORKING KNOWLEDGE
What makes the piano so grand?
- 6- TECHNOLOGY AND BUSINESS
- 7- Both concise and comprehensive, insightful and objective, your daily IHT gives you a refreshingly worldly perspective on the issues of the moment.
- 8- THE WORLD'S DAILY NEWSPAPER
- 9- Irrigating Crops with Seawater
- 10- Many insects are not the cold, careless parents that one might assume.
- 11- How trade treaties weaken environmental laws...
- 12- Research groups contend with the mysterious disappearance.
- 13- Enjoy informative, stylish articles that are broad enough for the general reader yet rigorous enough for the professional. This vividly illustrated, glossy bi-monthly magazine allows those with a passion for adventure and scientific discovery to participate in the excitement of today's archaeology.

APPENDIX 14

Unit 11 *Magnetic drive*

- C Now read these sentences and decide if they are true (T) or false (F).
- 1 Hard drives are faster than floppy drives.
 - 2 'Access time' refers to the average time required for the recording heads to move and access data.
 - 3 'Access time' and 'data transfer rate' mean the same.
 - 4 Hard disks use rigid rotating disks.
 - 5 A hard drive is about 20 times faster than a floppy disk drive.
 - 6 If you use multimedia applications you need the same storage capacity as required for word processors.
 - 7 Removable cartridges are not transportable.

5 Word building

Look at the groups of words and decide what class each word belongs to: noun, verb, adjective or adverb.

Complete the sentences.

magnet magnetic magnetically
magnetism magnetize magnetized

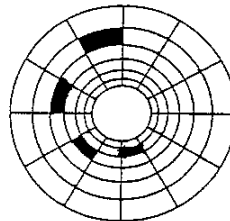
- 1 is the science of magnetic phenomena and properties.
- 2 Floppy and hard disks are considered as storage devices.
- 3 Data is recorded on a disk in the form of spots called bits.

record /rɪ'kɔ:d/ recorder recording recorded

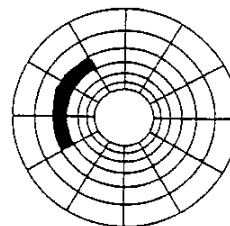
- 4 All disks must be initialized before information can be onto them.
- 5 The heads follow the tracks and magnetize the coating along each track.
- 6 A disk drive works very much like a tape that can both play and record.

fragment fragmentation defragmenter
fragmented

- 7 After you create, delete and modify a lot of files, the hard disk becomes with bits and pieces spread all over the disk.
- 8 slows down the speed at which data is accessed because the disk drive has to work harder to find the parts of a file stored in many different locations.
- 9 To reorganize your hard disk, you can use a disk optimizer or; this will reorder your files into contiguous clusters.



In a fragmented disk, a file is stored in non-contiguous sectors



In a defragmented disk, a file is stored in neighbouring sectors

APPENDIX 15**Transcript**

MALCOLM: This phone system is very different to the one at my last company.

DIANA: Oh, don't worry, it's really simple, actually. Let me show you the basics.

MALCOLM: OK, thanks.

DIANA: First, if you want to make an internal call, press INT and then dial the extension.

MALCOLM: OK, so INT means 'internal'?

DIANA: That's right. For example, to call me, press INT and dial 3384, my extension.

MALCOLM: Right. That's easy enough!

DIANA: Now, if you want to make an external call, press 9 and wait for the dialling tone. When you hear the dialling tone, dial the number.

MALCOLM: Aha. Now, um, to answer the phone, I just pick it up, right?

DIANA: Yeah, when the phone rings, just answer it – you don't need to press anything.

MALCOLM: But what about transferring an outside caller to a colleague in the company?

DIANA: Right. You need to press INT again, dial the extension and wait. If your colleague answers, explain that there's an external call, and hang up. The caller and your colleague can then speak to each other. If your colleague doesn't answer, press INT to return to the outside caller.

MALCOLM: Great. You're right, it is fairly simple! Thanks.

DIANA: That's OK. Oh, just one more thing. To call reception

APPENDIX 16

Complete these instructions for a burglar alarm, using *if* or *when*.

First, unlock the front door and open it, then you will hear a buzzer. (1)
 You hear the buzzer, enter your personal code on the alarm. (2) you
 enter your code within 30 seconds, the buzzer stops. (3) the buzzer stops,
 press 'End'. The alarm is now 'Off'. (4) you take longer than 30 seconds
 to enter your code, the alarm goes off! Enter your code again, and the alarm will
 stop. (5) it stops, press 'End'.

Choose the correct word or phrase to complete the sentences.

- 1 Can I make a note of your *direct* / *extension* line?
- 2 Chris's line is *engaged* / *transfer* - I'll just *press dial* his number one more time.
- 3 Could I make a quick *outside line* / *external call*, please?
- 4 I'm having problems here. When I *pick up* / *hang up* my phone, I can't hear a *switchboard* / *dialling tone*.
- 5 Wait a moment, and I'll *pick up* / *transfer* your call to the *receiver* / *switchboard*.
- 6 We can only make *direct lines* / *internal calls* from these phones.

APPENDIX 17

111.1 Complete os períodos com orações dos quadros.

somebody broke into the house	before they came here	when they heard the news
before they crossed the road	while they were away	they didn't believe me
they went to live in New Zealand		

- They looked both ways before they crossed the road.
- They were very surprised
- After they got married,
- The letter arrived
- Where did they live
- While they were asleep,
- When I told them the news,

111.2 Com a informação dos quadros, escreva sentenças iniciadas por if.

If + you don't hurry you pass the exam you fail the exam you don't want this magazine you want those pictures you're busy now you're hungry	+	we can have lunch now you can have them you'll get a certificate you'll be late I'll throw it away you can do it again we can talk later
---	---	---

- If you don't hurry, you'll be late.
- If you pass
- If
-
-
-
-

111.3 Qual é o correto? Selecione a forma correta.

- ~~I stay~~ / I'll stay here until you come / ~~you'll come~~ back. I'll stay e you come são as corretas.
- I'm going to bed when I finish / ~~I'll finish~~ my work.
- We must do something before ~~it's~~ / it will be too late.
- Julia is going away soon. ~~I'm~~ / I'll be very sad when ~~she leaves~~ / she'll leave.
- Don't go out yet. Wait until the rain ~~stops~~ / will stop.
- If there ~~is~~ / will be a fire, the alarm will ring.
- We come / ~~We'll come~~ and visit you when ~~we're~~ / we'll be in England again.
- Do you go / ~~Will you go~~ to the party if ~~they invite~~ / they'll invite you?
- 'Don't forget to give me your address.' 'OK, I give / ~~I'll give~~ it to you before I go / ~~I'll go~~.'

111.4 Complete as sentenças como achar conveniente.

- Can you close the window before you go out ?
- What are you going to do when
- I'll wait for you while
- We can go to the beach tomorrow if
- When I start my new job,
- If I have time tomorrow,
- Will you be here when

111.5 Traduza para o inglês.

- Quando cheguei à estação, o trem estava esperando.
- Quando terminar o filme, não se esqueça de desligar a televisão.
- Não posso comprar nada até que você me dê dinheiro.
- Se ganharmos a loteria, compraremos um carro novo.
- Rob, escove os dentes antes de deitar-se. (deitar-se = go to bed)
- Feche as janelas e a porta se você está com frio.

APPENDIX 18

Transcript

KAY: Ben, have you got a minute?

BEN: Sure. What can I do for you?

KAY: I'm ordering clothing from Unifit. Is there anything you need?

BEN: Uh, yeah. Er, we need a few lab coats.

KAY: How many?

BEN: Er, three ... four ... six will be fine.

KAY: Anything else?

BEN: Goggles. We need a lot of goggles, er, say 20 pairs?

KAY: OK. Six lab coats and 20 pairs of goggles.

BEN: Thanks, Kay.

KAY: No problem.

KAY: Ron, I'm putting together an order of clothing. Do you need anything?

RON: Er, yes. We've got a new employee so he needs three pairs of overalls ...

KAY: OK ...

RON: And gloves ... about 30 pairs, please.

KAY: What kind of gloves?

RON: Like these.

KAY: Oh. OK.

RON: Uh ... that's it, I think.

KAY: Thanks, Ron.

RON: Er, thanks. See you.

a Put the words in the right columns.

	countable	uncountable
employee		
paper		
newspaper		
phone		
information		
desk		
furniture		
software		
person		
order		

When you learn new nouns, you can add them to the lists above.

b Complete these questions with *much* or *many*.

- 1 How can we spend on advertising?
- 2 How people will be at the meeting?
- 3 How coffee is there in the machine?
- 4 Do people work in your department?
- 5 How is that computer?

c Match the questions 1–5 above to the answers a–e.

- a No, there aren't many of us. Just five.
- b There's only a little. We need to put some more in.
- c We don't know yet. We're waiting for some financial information from Head Office.
- d Only a few. About four, I think.
- e Not much. It's in the sale. It's only €899.

APPENDIX 19

APPENDIX 20

UNIVERSIDADE FEDERAL DE ALAGOAS
 FACULDADE DE LETRAS
 PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS E LINGÜÍSTICA
 Orientadora: Profa. Dra. Maria Inez Matoso Silveira
 Mestranda: Tânia Maria Marques Coutinho

PESQUISA**QUESTIONÁRIO DO ALUNO**

Prezado(a) Aluno(a)

Gostaria de contar com a sua colaboração no sentido de responder ao questionário abaixo, cujas respostas servirão como dados para a pesquisa que estou realizando com vistas à minha dissertação de Mestrado no Programa de Pós-Graduação em Letras e Lingüística da UFAL. Você não precisa assinar este questionário. Assim mesmo, asseguro-lhe que os dados serão utilizados exclusivamente para a pesquisa e serão devidamente desidentificados. Assim sendo, serão preservados os nomes próprios de pessoas e de instituições.

Agradeço antecipadamente a sua valiosa colaboração que será de extrema importância para o meu trabalho.

Profa. Tânia Maria Marques Coutinho
 RG 892400-SSP/AL

I. Indique, por obséquio:

1. O nome do curso que você está fazendo: _____
2. O período que você está cursando no momento: _____

II. Que atividades você mais aprecia nas aulas de inglês? Numere os parênteses por ordem de apreciação.

- a() Gramática;
- b() Leitura;
- c() Conversação;
- d() Produção Escrita;
- e() Música;
- f() Filme

III. Em qual das habilidades você sente mais dificuldade nas suas aulas de inglês? Numere os parênteses por ordem de dificuldades

- a.() Gramática;
- b.() Leitura;
- c.() Conversação;
- d.() Produção Escrita;
- e.() Vocabulário;
- f.() Compreensão auditiva

IV. Que importância você atribui à leitura dentre as quatro habilidades básicas do ensino-aprendizagem de língua inglesa (compreensão-conversaão-leitura-escrita) no programa de ensino da instituição em que você estuda?

- a.() É a habilidade mais importante no aprendizado de línguas estrangeiras;
- b.() É a habilidade mais importante para o nosso curso;
- c.() É uma habilidade tão importante quanto as outras;
- d.() Não considero importante.

V. Que recurso(s) seu(sua) professor(a) utiliza, nas atividades de leitura?

- a. Textos de um livro didático específico, ou seja, o livro adotado
 b. Textos de vários livros didáticos;
 b. Textos oriundos de jornais, revistas e livros impressos;
 c. Textos tirados da Internet
 d. Outros. Citar: _____

VI. Sua experiência com a Língua Inglesa é decorrente de:

- a. aulas nos ensinos fundamental e médio
 b. escolas de inglês (“culturas” ou institutos de idiomas)
 c. aulas particulares
 d. viagens, intercâmbio
 e. vídeos, músicas, tv a cabo
 f. contatos com amigos falantes da língua.
 g. Outro. Citar: _____

VII. Quanto ao seu nível de proficiência em Língua Inglesa você se considera:

- a. iniciante
 b. intermediário
 c. avançado

VIII. Como você definiria suas aulas de Inglês na instituição em que estuda:

- a. monótonas
 b. dinâmicas
 c. envolventes

IX. Por obséquio, justifique/explique a sua resposta na questão anterior.

IX Que sugestões você daria para seu professor em relação às aulas de Inglês?

APPENDIX 21

UNIVERSIDADE FEDERAL DE ALAGOAS
FACULDADE DE LETRAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS E LINGÜÍSTICA
Orientadora: Profa. Dra. Maria Inez Matoso Silveira
Mestranda: Tânia Maria Marques Coutinho

PESQUISA

QUESTIONÁRIO DO PROFESSOR

Prezado(a) Professor(a)

Gostaria de contar com a sua colaboração no sentido de responder ao questionário abaixo, cujas respostas servirão como dados para a pesquisa que estou realizando com vistas à minha dissertação de Mestrado no Programa de Pós-Graduação em Letras e Lingüística da UFAL. Asseguro-lhe que os dados serão utilizados exclusivamente para a pesquisa e serão devidamente desidentificados. Assim sendo, serão preservados os nomes próprios de pessoas e de instituições.

Agradeço antecipadamente a sua valiosa colaboração que será de extrema importância para o meu trabalho.

Profa. Tânia Maria Marques Coutinho
RG 892400-SSP/AL

I. Que atividades são mais apreciadas pelos seus alunos nas aulas de inglês? Numere os parênteses por ordem de importância

- a() Gramática;
- b() Leitura;
- c() Conversação;
- d() Produção Escrita;
- e() Música;
- f() Filme

II. Que importância você atribui à leitura dentre as quatro habilidades básicas do ensino-aprendizagem de língua inglesa (listening-speaking-reading-writing) no seu programa de ensino nesta IES¹ em que você trabalha?

III. O que você entende por leitura?

IV.. Qual (ais) função(ões) a leitura assume no seu programa de ensino (instrumental, literária, gramatical, lexical ou outra(s)).

V. Você utiliza um livro didático específico (favor citar título/autor/editora) ou traz textos avulsos para as suas aulas?

VI. No caso de trazer textos avulsos, quais são as fontes desses textos (jornais, revistas e livros impressos, Internet ou livros didáticos variados)?

VII. Quais os gêneros textuais mais freqüentemente utilizados para as atividades de leitura nas suas aulas (propagandas, artigos científicos, reportagens, biografias, cartas profissionais, narrativas de aventuras, pequenos contos –short stories–, poemas, curiosidades, textos didáticos adaptados, e outros).

VIII. Que estratégias de leitura você se propõe a desenvolver através das atividades com textos realizadas na sala de aula?

IX. O que você entende por estratégias de leitura? Este conceito lhe é familiar?

X. Você já participou de algum seminário sobre inglês instrumental? Que idéias ou noções você tem sobre essa abordagem de ensino?
