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TEACHING BRAZILIAN STUDENTS HOW TO READ A
FOREIGN LANGUAGE

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CATARINA PARA A OBTENÇÃO DO GRAU DE MESTRE EM LETRAS -
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CRISTINE ARINS BITTENCOURT

FLORIANÓPOLIS

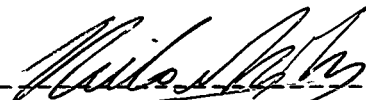
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ESTA DISSERTAÇÃO FOI JULGADA ADEQUADA PARA OBTENÇÃO DO TÍTULO DE
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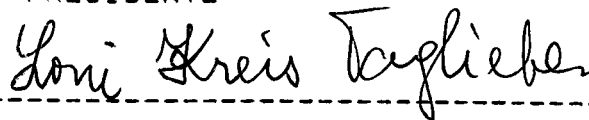
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Agradecida, dedico com carinho este trabalho
ao meu marido Luiz e aos meus filhos
José Arnaldo, Ana Beatriz e Luiz Fernando
que sempre me apoiaram na execução desta
tarefa.

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RESUMO

Este estudo pretende investigar a possibilidade de ensinar alunos brasileiros, adolescentes, principiantes no estudo de uma língua estrangeira, a ler com compreensão textos simples, mas autênticos, em Inglês.

A pesquisa está baseada no modelo interativo da leitura e na hipótese de que é possível ensinar a ler uma língua estrangeira através da utilização de certas estratégias/atividades de leitura, tais como exercícios de pré-leitura, utilização de palavras cognatas, leitura superficial do texto para obter uma idéia geral do assunto ou localização de informações específicas, identificação da idéia principal, de palavras-chave e dos pontos principais do texto. Estas estratégias/atividades possibilitam ao aluno captar a mensagem do texto, mesmo sem ter um bom conhecimento da língua estrangeira.

Os sujeitos envolvidos no projeto foram 151 alunos das 7as séries de 5 Escolas Municipais de Florianópolis. Os materiais preparados para o projeto foram aplicados por 5 professores (incluindo a pesquisadora). Sessenta e um alunos que não utilizaram esses materiais, foram também pré- e pós-testados para que o seu desempenho pudesse ser comparado com os resultados dos alunos que os utilizaram.

Os 151 alunos que receberam o tratamento foram submetidos a três testes de unidade e foram subjetivamente avaliados pelos professores em seu desempenho e participação em sala de aula. Finalmente, os alunos e professores responderam questionários de atitude, com o objetivo de verificar sua opinião sobre os materiais

e método de ensino usados na pesquisa

Os resultados obtidos permitem concluir que é possível ensinar adolescentes, sem conhecimento prévio da língua inglesa, a ler com compreensão textos elementares em Inglês, uma vez que os sujeitos envolvidos no projeto melhoraram significativamente o seu desempenho do pré- para o pós-teste e a maioria deles (60.5%) obteve aproveitamento superior a 70% de acertos nos três testes de unidade. Houve também uma correlação significativa entre os resultados do pré- e pós-testes e as correlações entre os resultados dos testes de unidade e o pré- e pós-teste também foram em sua grande maioria significativas. Esta harmonia no desempenho dos alunos também se refletiu nas correlações entre os seus resultados nos testes e as avaliações subjetivas feitas pelos professores.

Os materiais preparados para o estudo, mostraram-se adequados para os alunos da rede municipal de ensino de Florianópolis porque os objetivos de compreensão de leitura estabelecidos para o estudo foram satisfatoriamente atingidos nas atividades de sala de aula através da participação dos alunos e no seu desempenho nos testes de unidade. Além disso, a maioria dos alunos e professores, através de resposta a questionários, apresentou avaliações positivas dos materiais e do método de ensino usados na pesquisa.

ABSTRACT

The purpose of this study is to investigate the possibility to teach Brazilian students, beginners in the study of a foreign language, how to read with comprehension simple, but authentic English texts.

The research is based on the interactive model of reading and on the hypotheses that it is possible to teach how to read a foreign language through the use of some reading strategies/activities such as pre-reading activities, the use of cognates, skimming, scanning, identifying the main idea, key-words, and the main points of the text. These strategies/activities allow the students to get the message of the text, even without having a good command of the foreign language.

The subjects involved in the project were 151 students of the 7th grade of 5 Municipal Schools in Florianópolis. The materials prepared for this project were applied by 5 teachers (researcher included). Sixty-one students who did not use these materials were also pre- and posttested in order to compare their performance with the results of the students who used the materials.

The 151 students who received the treatment were submitted to three Unit Tests, and were also subjectively evaluated by the teachers for their performance and participation in class. Finally, students and teachers answered questionnaires on attitude in order to check their opinion on the materials and methodology used in the study.

The results of the study allow the researcher to conclude that it is possible to teach young students, beginners in the study of

the English language, how to read with comprehension elementary English texts, since the subjects involved in the project improved significantly from the pre- to the posttest and most of them (60.5%) had more than 70% of correct answers in the three Unit Tests. There was a significant correlation between the results of the pre- and posttests as well, and the correlations between the results of the Unit Tests and the pre- and posttest were in the majority also significant. Additionally, the harmony of the students' performance was reflected in the correlations between the students' achievement in the tests and the subjective evaluation carried out by the teachers.

The materials prepared for this study showed to be adequate for the Florianópolis municipal students, because the reading comprehension objectives posed for the research were satisfactorily achieved in terms of students' participation in the classroom activities, and in the students' achievement in the Unit Tests. Besides, most of the students and teachers presented positive evaluations of the materials and methodology used in the study.

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TABLE OF CONTENTS

	Page
CHAPTER 1 - INTRODUCTION	1
1.1. The foreign language teaching situation in Florianópolis	1
1.2. Why emphasize reading?	4
1.3. Summary of the proposal to teach young Brazilian students to read English	9
CHAPTER 2 - APPROACHES TO EFL TEACHING AND THE ROLE OF READING - REVIEW OF LITERATURE	14
2.1. Reading	14
2.1.1. Models of the reading process	14
2.1.2. The comprehension process	17
2.1.3. Reading in the native language versus reading in a foreign language	21
2.2. The Brazilian situation of EFL teaching	23
2.3. ESP - a new approach for EFL teaching in Brasil	26

CHAPTER 3 - METHODOLOGY	29
3.1. Introduction	29
3.2. The Florianópolis Municipal School System	30
3.3. Subjects	31
3.4. Description of the materials	32
3.4.1. Reading strategies	33
3.4.2. Text selection	34
3.4.3. Activities	35
3.5. Testing and evaluation instruments	36
3.5.1. Pre/posttest and Unit Tests	36
3.5.2. Attitudinal evaluation instruments	38
3.5.2.1. Subjects' attitude in class	38
3.5.2.2. Subjects' evaluation of the materials and methodology	39
3.6. Teacher training	39
3.7. Application of materials and evaluation instruments	41
CHAPTER 4 - RESULTS AND DISCUSSION	43
4.1. Introduction	43
4.2. Testing Instruments	44

4.3.3 - Teachers' questionnaire on attitude	112
4.3.3.1 - Results of the teachers' questionnaire on attitude	112
4.3.3.2 - Discussion on the teachers' questionnaire on attitude	123
 CHAPTER 5 - CONCLUSIONS	 130
5.1. Major questions posed for the study	130
5.1.1. Questions related to the study as a whole	130
5.1.2. Questions related to the materials	131
5.1.3. Questions related to evaluation and performance	135
5.1.4. Question related to the subjects' attitude	138
5.2. Limitations of the study and final remarks	139
 BIBLIOGRAPHY	 142
 APPENDICES	
Appendix 1: Pre-/Posttest	
Appendix 2: Sample lesson	

- . Appendix 3: Unit Tests and objectives of each Unit
- . Appendix 4: Questionnaires of attitude:
 - a) Students' questionnaire
 - b) Teachers' questionnaire
- . Appendix 5: Evaluative sheets.
 - a) Sheets to write down the student' grades in the Unit Tests
 - b) Sheets to write down the subjective evaluation
- . Map of Florianópolis

CHAPTER 1 - INTRODUCTION

1.1. The foreign language teaching situation in Florianópolis

The present study issued from the awareness that foreign language teaching in Brasil, and particularly in the Municipal School System in Florianópolis, presented many problems, and that it was urgent to face some of these problems and to contribute to their solution.

It is an accepted fact that foreign language teaching in our country has been deteriorating for the last 20 years, and among the many reasons presented for such a poor state of the art are: the small number of classes per week in the curricula; the low motivation of our students; the lack of wants and needs analyses; inadequate teaching materials, and the poor preparation of the teachers for their jobs. These are just some examples which have contributed to this deterioration. Nevertheless, some efforts to revert this situation have also been made. For example, the Brazilian ESP project has been an attempt to improve the teaching of English for Special Purposes at the University level and technical schools, and the joint project UFSC - Secretaria da Educação of Santa Catarina has been an effort to improve the foreign language learning in elementary and secondary State Schools.

Looking at the reality of Municipal Schools in Florianópolis, where the researcher has worked since 1982, however, one can conclude that these innovations have not had an impact on this school system yet. Thus, near three thousand students, from fifth to

eighth grade, have not received adequate attention in terms of foreign language teaching. The students have only two forty-five minute classes of English per week in the 7th and 8th grades, the materials are inadequate or they are not present at all, and mainly, teachers do not have a uniform methodological orientation, nor are teaching objectives clear.

Nevertheless, since 1982, the educational authorities of the Municipal School System have made an effort to improve the quality of the teaching in the different disciplines of the curriculum. One element that helped this improvement relates to the fact that teachers have been submitted to examinations in order to be hired for their jobs. For English, however, it was only in the beginning of 1987 that the selection and employment of teachers was done through a competitive examination; previously, university students, with a kind of teaching assistantship were in charge of the English teaching.

There are 28 schools that are under the municipal government and these schools are subdivided into "Escolas Desdobradas", "Grupos Escolares" and "Escolas Básicas". It is only in "Escolas Básicas" that schooling reaches the 5th to the 8th grade. Therefore the present study was developed in some of these schools.

Although some "Escolas Básicas" are located near the town center, the students who attend classes in these schools are mostly from low socio-economic classes; many of these students already have a job in the afternoon or in the morning, depending on which period they attend classes. It seems that most of these students will not enter the university because they will help to support their families with additional income. Nevertheless, a significant number

will continue studying in "2o grau" after finishing eighth grade. They will take technical courses such as those offered by "Escola Técnica Federal", or take computer courses, or yet, take regular "2o grau" courses. In all these situations students will need a foreign language. It seems, therefore, clear that students of municipal "Escolas Básicas" should have an opportunity to learn a foreign language. At present, in most cases the foreign language offered in the school curriculum is English. However, taking into account the limited time allotted in the Municipal Schools curriculum for the foreign language, approximately 120 hours, and taking also into account the problems mentioned previously, together with very poor payment for the teachers, it is understandable that teachers will feel discouraged to strain at better teaching conditions.

On the other hand, the students in the Municipal Schools will seldom be able to travel to English-speaking countries and will rarely meet English speaking people. So, it seems quite utopic to aim at developing all the linguistic skills. One way to use better the little time available in the curriculum would be to concentrate on one or two of the traditional language abilities. One skill municipal students seem to need in their future studies or work is reading in English, because this skill is helpful to get specific information from foreign literature when they take their courses or perform their professional tasks. Thus, an emphasis on reading could be the main objective of teaching English in the Municipal Schools. In order to put this objective under experimental feasibility, the present study reports on the process and results of a project aiming at developing reading abilities in municipal school students in Florianópolis.

1.2. Why emphasize reading?

A consensus is building up among foreign language teachers that it might be possible to develop in the learners only one or some of the four traditional language skills. Several solutions have been proposed. One of them has been to emphasize reading in the foreign language classroom. The awareness concerned with the reading skill comes mainly from the fact that there is a growing need to read foreign languages, particularly English, due to the fact that this language is used all over the world in prospectuses, instructions, journals, etc.

In the past, reading classes used to be basically an instrument for practicing the foreign language. Today, however, teaching reading carries as its main objective the development of the student's ability to get information from texts rapidly and efficiently. Dixon (1960) says, for example, that in places where English will not be heard or spoken in common situations, "it is almost foolish to spend time teaching the students the more difficult arts of speaking and understanding English" (Dixon 1960:61, in Leffa 1979:60); this author suggests that a simpler and more practical objective would be to teach such students how to read. In addition, according to Leffa (1979:34-35), language researchers realized lately that the need for one skill or another depends on the kind of language skill the learner will need later in his life. The student in a non-English-speaking environment usually has only one practical reason for studying English, and that is to gain the ability to read in this language.

In Brasil the necessity to read English was evidenced by needs

analyses all over the country made by the Brazilian ESP Project. The research showed that the overall need of the students was to read with comprehension academic texts written in English (Maciel, Marmet and Celia 1983:2).

The needs analyses referred above, however, concentrated mainly on adult learners who normally have had, at some time along their schooling, some foreign language instruction, even if inefficient. In dealing with teenagers, beginners in the study of a foreign language, it seems that the results of needs analyses would mirror more the immediate wants of the students than their actual needs, because at this age students normally are not sure about what they will want to do in their future lives. Besides, as English classes are a novelty, students are generally motivated, sometimes thinking that they could be able to speak English in a short period of time. It is, therefore, not surprising that they would choose the speaking skill as their main expectation for learning the foreign language. A concrete example of this fact are the answers obtained in the questionnaire applied to the subjects of this study. From a total of 151 subjects, 121 pointed out speaking as the skill they thought they would need most in the future. Therefore, a decision on which skill will be more useful for the students of "1o" and "2o graus" in Brasil probably has to emerge from the teachers' or the researchers' careful analysis of the Brazilian educational reality.

Magalhães and Dias (1988:63) say that a good alternative way of teaching English in "1o" and "2o graus" in Brasil would be to emphasize the ability to read a text critically. They believe that, if the teachers' and the students' efforts are concentrated on

developing only one skill, the results could be more productive and rewarding.

David and Tania Shepherd (1986:96), analysing the Brazilian teaching situation of English as a foreign language, state that the students' "short or long-term learning needs" were not taken into consideration when the teaching of English was adopted in our country, neither were examined the students' "socio-economic realities", nor their "physical environment or the professional abilities of the teaching staff". Thereinafter they propose a "receptive reading approach" that could be more feasible for the Brazilian reality. They state that

very few students have an opportunity of actually speaking English (although of course they will hear it in films or pop music); productive oral skills have little in common with their short-term (e.g. 'vestibular', professional training) needs or their long-term (e.g. university, work) language requirements (p.98).

In addition, Magalhães (1986:117-118) says that the teachers of English can help students to "keep their cultural identity" through a reading approach; they can teach reading strategies and form reading habits that are useful not only in the foreign language but also in the students' native language. She also says that the staff of the "Instituto de Idiomas Yásigi" in São Paulo suggests that teaching reading in the foreign language should be a prolongation of the reading instruction in the native language. In the same manner Taglieber (1981:1) emphasizes that reading in a foreign language should be linked with other learning activities of the students' curriculum since the beginning.

Michael Scott (1981:11) points out a problem that could be posed by foreign language teachers: is it possible to teach reading

in a language that is not spoken by the learners? He says that if there is any doubt about the possibility of reading in a language without knowing the pronunciation he would say that

evidence from studies of deaf-mutes (...) indicates that it is possible to read silently without mental 'pronunciation' of the words (sub-vocalization). There are thousands of people in the world who cannot speak a language but who can read it. Reading is probably the most useful and most durable of the four skills for most students (p.11).

Such an argument probably does not have an impact on the adepts of the oral approach but it is something to think of when teachers are faced with the problems of the Brazilian foreign language teaching situation. According to Magalhães and Dias (1988:26-29), one problematic point in foreign language teaching in Brasil is the use of inadequate methodologies for Brazilian students; many times a method is used only because it is a novelty. A good example is the introduction of the communicative approach in language teaching. Many methods were developed based on the theoretical assumption of this approach and many were introduced in Brasil. The communicative use of language, however, was often confused and solely applied to the speaking ability. Additionally, Shepherd et al (1986:98-99) say that the texts that illustrate the conversations in the oral approach are not appropriate for the Brazilian students because they have very little to do with the other disciplines of the curriculum, and do not present a neutral, expository prose that is easier to cope with. Regarding the texts, it could also be said that they are frequently artificial and do not play the communicative and informative role they claim to play. This does not mean, following Magalhães et al (1988:29) that the reading skill is not compatible

with the communicative approach. Reading is normally a complete communicative process with author, reader, and text interacting in the process.

Leffa (1979:60-76) lists a series of advantages of teaching/learning reading over teaching/learning the other skills. He says that languages are more alike in the written than in the oral form, mainly if the scientific language is taken into account. Authentic materials for reading like books, magazines and newspapers are not very difficult to find. Dialectal differences will seldom disturb a reading class. The learner's short-term memory will not cause him problems in the reading class, because he can stop and re-read the text whenever he wants. Many grammatical items are redundant and sometimes even dispensable to the meaning of the text. It is easier to get information through reading than through speech, because sounds are not easily discriminated by a non-native speaker. In written language "statements predominate, questions are rare (...) and short answers and reduced forms are uncommon" (Norris 1975:203, quoted by Leffa 1979:66). Reading fluency is easier to get than oral fluency. In reading classes students can have decision-making activities with the chance of predicting, deducing, and raising and testing hypotheses; they can infer and discover things by themselves. Finally, reading classes are feasible for big as well as for small groups of students.

Indeed, with a reading approach in foreign language classes, teaching a foreign language shifts from being an end in itself and starts to function as a tool for information gathering and for the acquisition of new knowledge.

Some reasons for emphasizing reading in Brazilian foreign language classes were presented above and it is the researcher's opinion that, in an underdeveloped country like Brasil, with so many poor people and so many economic and social problems to be solved, every discipline in the curricula of the schools should have a practical and immediate objective; reading in a foreign language has this objective. Therefore, the feasibility and the utilitarian purpose that has been lately attached to reading are the main reasons for the emphasis given to this skill in the present study.

1.3. Summary of the proposal to teach elementary Brazilian students to read English

The purpose of this study is to investigate elementary Brazilian students' achievement in reading comprehension when they are taught the English language through simple English texts. The students who participated in the study were 7th graders in the Municipal School System in Florianópolis.

In order to achieve the objective of the study, the researcher designed and prepared a set of reading materials consisting of 35 lessons, 5 quizzes and 3 unit-tests to be applied in the Municipal Schools. For each two lessons a small text of 70 to 130 words was selected. The text was followed by some activities and exercises that had as their main objective achieving text comprehension; the grammatical exercises were functional and not structural. The texts were taken from teaching content books, English teaching textbooks and booklets of touristic information; they were chosen taking into account their authenticity in conveying information, meaningful and

interesting content for the students, the presence of cognates, repetition of content and linking words in different texts, and because of their syntactic simplicity, avoiding, for example, inverse ordered sentences. The activities and exercises were prepared taking into account the students' age. Crosswords, games, jokes, etc, were frequently presented in the lessons in a tentative effort to make the classes as pleasant, fun and informal as possible. Whenever a new text was introduced, it was preceded by pre-reading activities so that new information presented in the text could be linked to the students' stored knowledge.

The objective of the exercises was to develop in the students the following abilities at the end of the school year, when reading simple English texts:

- (1) get the general idea of a text;
- (2) recognize the main idea of a text;
- (3) find out the main points of a text;
- (4) find out specific information in a text;
- (5) identify relations between sentences;
- (6) write or present orally, in Portuguese, outlines or draw diagrams based on a text;
- (7) recognize text organization;
- (8) draw inferences;
- (9) summarize a text, where the main points were clearly stated.

In order to evaluate the performance and progress of the students at the end of the school year, they were submitted to a pre- and a posttest (see copy in Appendix 1) and, along the school year they were given three achievement tests (Appendix 3). Not all

the students who took the pre- and posttests received the same treatment with the materials and methodology proposed for this study by the researcher; this way the results of the pre- and posttests of the two groups of learners could be compared for significant differences.

In addition, students and teachers had to answer questionnaires so they could express their opinion and attitude concerning the materials and methodology proposed, and students were also evaluated by the teachers for their performance/ participation in class.

The present research pursued answers to the following main questions:

(1) - Questions related to the study as a whole:

a) What is the essence of the comprehension process?

b) Is it possible to teach elementary students in Municipal Schools in Florianópolis, who are beginners in the study of the English language, how to read with comprehension, simple but authentic, English texts?

(2) - Questions related to the materials:

a) What kind of materials could be prepared for the students of the Municipal School System?

b) What kind of strategies could be used to achieve the goal of reading with comprehension?

c) How can the reading strategies be introduced in the materials and methodology proposed?

d) How can these strategies be applied in the classroom?

(3) - Questions related to evaluation and performance:

a) How much comprehension can be achieved through the materials and methodology proposed?

b) How helpful can the evaluating instruments be to measure the subjects' achievement (pre- and posttests, other measuring instruments)?

c) How significant can the correlation between the teachers' evaluation of the students' participation in the classes and the students' achievement in the tests be?

d) How much additional learning can be achieved through the materials?

(4) - Question related to the subjects' attitude:

a) How will the subjects involved in the project react to the materials and the methodology?

This study is an attempt to improve the English language teaching in the Municipal Schools. As the municipal school students are a significant part of the student population in Florianópolis, it is a matter of a fair treatment and justice to give them the same opportunities, regarding foreign language, as their peers of the State School System. One of the objectives of the work is to provide the teaching of English in the Municipal Schools with a more uniform methodological orientation which could help the students to have a more positive attitude and a better performance in their English classes.

Although the researcher took all the necessary steps in order to satisfactorily accomplish this study, many facts and problems could not be predicted and some were out of her control. There were, for example, more losses in subjects than it was expected (from the 312 subjects that were pretested and began using the materials, only 151 could be used in the study, and from the 117 that were pretested

but did not receive the same treatment with the materials and methodology, only 61 were posttested). Some of the problems that had a direct influence on the study were the following:

- there were many changes of teachers during the school year; despite most of the municipal English teachers be permanently hired, as the payment was very low, several asked for a leave without pay. Consequently, substitute teachers had to be hired; sometimes these teachers were difficult to find, and yet, when they were found, some left the job after a short time; thus, again other substitute teachers had to be found;
- there were two strikes during the school year of 1988, lasting more than one month each;
- as the teachers normally worked in several schools (municipal and private, for example), it was difficult to get them together for meetings;
- many schools are far from the town center making a close follow up for the researcher difficult;
- the municipal educational authorities were not much interested in the project not giving it adequate financial support, leaving the financial burden of the cost of the materials entirely to the researcher's responsibility.

CHAPTER 2 - APPROACHES TO EFL TEACHING AND THE ROLE OF READING - REVIEW OF THE LITERATURE

This chapter reviews the literature on different aspects of the reading process, on EFL teaching in Brasil and more specifically on ESP.

Section 2.1 is subdivided into three subsections in which are discussed: 2.1.1 - models of the reading process; 2.1.2 - the comprehension construct; and 2.1.3 - reading in the first language versus reading in a foreign language.

The Brazilian situation of EFL teaching is briefly discussed in section 2, and the latest trends of research in ESP and the state of the art of ESP in Brasil is the subject of section 3.

2.1. Reading

2.1.1 - Models of the reading process

According to Samuels and Kamil (1984:185-224), the first known studies concerning the reading process are "the paper on eye movement", written by Emil Javal in 1879, and a "paper on seeing and naming letters and words", written by James McKeen Cattell in 1886. These two studies are solely concerned with the physical aspects of reading. In this century, in spite of some publications on the reading process mentioned by Samuels and Kamil (1984:185-224) as those of Huey (1908/1968), Woodworth (1938), Tollman (1932), Hull (1943), Anderson and Dearborn (1952), and Holmes (1953), it is only after Chomsky's 1957, 1965 and 1972 publications, and after the advances in the study of psychology and mental processes that

relevant studies on the reading process and on reading models started to appear.

Among others, the bottom-up and top-down reading models were some of the first ones to appear. Phillip Gough's reading model (1972) is mentioned by Samuels and Kamil (1984:185-224) as being the best example of a bottom-up reading model. For Gough the reader first learns to match sounds and letters and then develops word perception and recognition. He states that reading goes from print to meaning. According to this reading model readers do not make predictions about the meaning of words while they read. They basically extract meaning from the written text.

On the other end of the spectrum, Kenneth Goodman's reading model (1973) is presented by Samuels and Kamil (1984:185-224) as a good example of a top-down model of reading. In Goodman's model the reader is considered a "continual seeker after meaning" and the act of reading is considered a "psycholinguistic guessing game" (Goodman, K.S. 1967). In the top-down model, the process of reading starts in the reader's mind with hypotheses which are then checked for confirmation on the printed page.

The bottom-up and the top-down reading models were later on integrated by Rumelhart (1977, in Samuels and Kamil 1984:185-224) in an interactive model. According to him, the reader's syntactical knowledge, semantic knowledge, lexical and orthographic knowledge work simultaneously when reading and information is processed in a "message center" in the reader's mind.

Stanovich (1980), in Samuels and Kamil (1984:184-224) says that the bottom-up and the top-down reading models do not provide a

complete description of the reading process. Thus, improving and completing the interactive models he tries to develop an interactive-compensatory model. Stanovich states that

when combined with an assumption of compensatory processing (that a deficit in any particular process will result in a greater reliance on other knowledge sources, regardless of their level in the processing hierarchy), interactive models provide a better account of the existing data on the use of orthographic structure and sentence context by good and poor readers (Stanovich 1980:32, in Samuels and Kamil 1984:185-224).

Thus, Stanovich's model states that deficiencies in any process will be compensated by other knowledge sources, taking into account individual differences in reading. In this way, a reader with poor skills for word recognition, for example, may be disposed to a greater reliance on contextual factors for the reason that these provide additional sources of information.

"Each of the builders of reading models is describing the process from a somewhat different perspective, with a different focus" (Samuels and Kamil 1984:185-224) and so, presents information that is peculiar to that model. Nevertheless, the important point is that researchers' discoveries in the reading process are not exhausted; according to Smith (1978:1-2) in order to understand reading, besides the physical aspect of the process, all the other mental and social mechanisms must be considered, such as

memory and attention, anxiety, risk-taking, the nature and uses of language, the comprehension of speech, interpersonal relations, sociocultural differences, learning in general and the learning of young children in particular (Smith 1978:2).

Thereinafter Smith presents a concept of reading that carries a similar idea to Goodman's definition which states that reading is a

"psycholinguistic guessing game", and also similar to Stanovich's interactive-compensatory model of reading, translated, however into a very simple language, having into its core the idea of the interaction reader/text/author. For Smith "reading is asking questions of printed text. And reading with comprehension becomes a matter of getting (...) questions answered" (Smith 1978:105). Analysing Smith's concept it can be concluded that one who asks questions is somehow "guessing" something; in order to have these questions answered it is necessary to interact with the text using all the sources available, such as prior knowledge, word recognition, and contextual factors, and finally get to the aimed point, that is, to achieve comprehension. Therefore, in this interactive model of reading, the mind has to work similarly as it does when completing a jigsaw puzzle, says Anderson and Pearson (1984:286), using all the information available in order to get a picture that makes sense. It seems that the reading definitions discussed above present complementary positions, and, as a matter of fact, in spite of all the researchers' contribution for the understanding of reading, reading is still an open field for future studies.

2.1.2. The comprehension process

The characterization of the basic processes in reading comprehension does not have a definitive model yet. According to Anderson and Pearson (1984:285), what is meant by the term comprehension is the interaction between the new information presented in the text and the old knowledge stored in the reader's

mind (Anderson and Pearson 1984:255). This reinforces what Pearson and Johnson (1978:24) said about the essence of comprehension: "comprehension is building bridges between the new and the known".

For Goodman (1968:26), "reading is not reading unless there is some degree of comprehension". Indeed, being essential for reading, comprehension is an active process where prior knowledge and inference play crucial roles; through comprehension is established a "dialogue between writer and reader" (Pearson and Johnson 1978:24).

With regard to reading in a second or foreign language, the first stages of reading must focus, according to Paulston and Bruder (1976:163), on the development of "strategies of expectation and guessing meaning from context" and also on the development of skills in decoding messages by using syntactic and lexical clues, emphasizing recognition rather than production.

On the other hand, following Anderson and Pearson (1984:255), what a person has stored in her mind determines what she can comprehend, that is, prior knowledge is the basis for comprehension.

To say that one has comprehended a text is to say that she has found a mental "home" for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information (Anderson and Pearson 1984:255).

All the knowledge (schemata) a person has stored in her mind is organized in a way that can be used, when activated, to help this person in anchoring new information.

Mackay and Mountford (1979:112) state that researchers have tried to list the basic skills for reading comprehension, but most of such lists consisted "largely of alternative formulations of the same skills". Nevertheless, they mention Mackmillan's list of

skills (1965) as a "starting point" for teaching reading comprehension in English. In Mackmillan's list, Mackay and Mountford omitted the skills related to intelligence and to the ability to concentrate, because the teachers have no control on them, and presented the following:

- 1- To recognize English words and to build up an appropriate vocabulary.
- 2- To identify sentence patterns.
- 3- To react to typographic conventions.
- 4- To identify the "longer passages that constitute thought units".
- 5- To follow and evaluate the development of the information being presented (Mackay and Mountford 1979:113).

According to Mackay and Mountford (1979:113), the first three of the skills presented above are basic for the first stages of reading instruction. In order to develop these skills in the students, teachers should concentrate on the kind of language knowledge the texts they would use in the reading classes would require.

As it was said in the beginning of this subsection, "the definitive model of the basic processes in reading comprehension" (Anderson and Pearson 1984:285) was not built yet. Nevertheless, many studies have been done concerning reading comprehension performance. Meurer (1985:1-2) defines reading comprehension performance as "the recall of a number of text-based and schema-based idea units in a given hierarchy which ideally match the idea unit organization of the original passage". This definition summarizes the ideas of "bottom-up" and "top-down" models of the reading process where the "text-based" (bottom-up) idea units are combined with the "schema-based" (top-down) idea units to reach comprehension. As there is a natural limitation on the capacity people have to process and retrieve information, normally after

reading a text, people's recalls concentrate on the most important idea units of this text. Thus, for Meurer these most important idea units or "higher level information", relate to the "macrostructure" of the text, that is, the "global" meaning which permits the reader to comprehend the text. "The macrostructure, or higher level information relates to the main points, the gist or the theme of a text", so, it seems that these points should be emphasized in the first stages of reading instruction. The "microstructure" or "supporting details" of a text have meaning more easily and coherently derived after general comprehension has been achieved.

The present study aims at teaching elementary students how to read a foreign language. According to some of the authors reviewed above, initial reading in a foreign language should concentrate on strategies that lead students to a recognition of English words, English sentence patterns and typographical conventions; it should also concentrate on strategies that activate the existing knowledge to anchor the new information; and on strategies that focus on the overall information conveyed by the text. Based on this, the emphasis of the materials prepared to teach elementary school children how to read English texts will be on strategy development for comprehension such as recognition of main ideas, text organization, relations between sentences, etc.

2.1.3. Reading in the first language versus reading in a foreign language

Alderson and Urquhart (1984:XV) in the introduction to *Reading in a Foreign Language* state that the distinction between reading in a foreign language and reading in the first language is not completely clear yet, in spite of all the research that has been done in the field.

According to Goodman (1971, in Coady 1979:9), for a person already literate in any language, learning to read a foreign language should not be a source of much difficulty, because the mechanical aspects of reading should transfer from the first to the foreign language. Carvalho (1984:40) argues that studies developed in foreign language reading do not differ from those developed in reading in the native language. She says that a proficient reader in his native language will probably be efficient in the foreign language too. "He just transfers his reading abilities from one language to the other" (Carvalho 1984:40).

Notwithstanding, Smith (1978:6), and Paulston and Bruder (1976:159) agree that "reading is learned rather than taught" and that "one learns reading by reading" in the mother tongue and in a foreign language. On the other hand, there are many studies supporting the view that learning to read in a foreign language can bring much difficulty to the learner. Yorio (1971, in Alderson and Urquhart 1984:3) claims that the problems foreign language learners have in reading are originated in their weak knowledge of the language as well as in the interference of the mother tongue in the reading process. For Ulijn and Kempen (1976, in Coady 1979:9), the

lack of conceptual knowledge is a strong reason for poor foreign language reading comprehension and they consider the role of first language reading ability irrelevant for foreign language reading. "In short, success in reading a second language is directly related to the degree of proficiency in that language" (Coady 1979:9).

Two controversial tendencies concerning reading in a foreign language were discussed above: the first one favors the similarities between reading in the native language and reading in a foreign language; the second argues that reading in a foreign language is dependent on the reader's proficiency in that language. Alderson and Urquhart (1984:24) say that there are not enough studies to support any conclusion about the problem of reading in L1 and L2. For them the main questions about the subject remain to be answered.

In spite of this fact, Coady (1979:9) says that students with deficiencies in process strategies read with poor comprehension even if they are proficient in the foreign language; therefore, they conclude that such students have a reading problem more than a language problem. Thus, a good foreign language knowledge is not enough for a good reading comprehension performance in that language, but efficient reading strategies and habits in the native language do help reading in a foreign language. Coady (1979:12) says that only recently he realized that there are many foreign language students who have "very poor reading habits to transfer from their first language"; thus, these students need to be taught reading strategies and skills which should have already been learned in their mother tongue reading instruction.

In addition, when learning to read in a foreign language the students need to be taught some culture-specific aspects of the

language also, in order to propitiate them contextual references which can help them in reading with comprehension the foreign language texts (Coady 1979:12).

Although the studies on the relation between reading in a foreign language and reading in the first language are not conclusive, it is clear that good reading strategies and good reading habits are helpful in both, foreign and native languages. Thus, teaching reading strategies and stimulating reading habits should be part of the objectives of the foreign language reading teacher. This study is a tentative effort in teaching the students how to use strategies and give them conditions to establish reading habits since their first contact with the foreign language.

2.2. The Brazilian situation of EEL teaching

A historical overview presented by Magalhães and Dias (1988:14-23) says that the teaching of modern foreign languages was officially settled in Brasil in June, 22, 1809, by a decision of the Regent Prince D. João VI, one year after the Portuguese Royal Family had moved to Brasil. The option, at that time, was that the teaching of the French and the English languages should be emphasized.

In 1900, an educational reformulation established that the students in secondary schools should have three classes per week of foreign language. Nevertheless, from 1911 on, there was a noticeable decrease in the number of years reserved for modern foreign

languages teaching in secondary schools curricula. In spite of this fact, until 1961 the foreign language teaching was obligatory in the Brazilian schools. After the law "Diretrizes e Bases da Educação Nacional" (law 4024/1961) was introduced, foreign language teaching lost credit and became, in many cases, only complementary or even an optional discipline in the curricula of "1o" and "2o graus".

The CFE (Conselho Federal de Educação), in the Resolution n.6/86, reestablishes, in part, the prestige of the foreign language teaching by saying that the teaching of at least one foreign language was obligatory in "2o grau" and recommended it in "1o grau", if possible from the 5th grade on.

Indeed, foreign language teaching has been a difficult area to deal with in our country. Leffa (1979:80) says that foreign language teaching in Brasil has brought so many problems to administrators that every time new laws concerned with education appear, the foreign language teaching time is reduced in the curriculum.

In the case of the English language, in regular secondary public schools in Brasil, teaching follows discouraging patterns such as these presented by Capelle (1985:1):

- a small number of classes per week;
- classrooms with a great number of students, which limits the possibilities for oral practice (this problem is not restricted to public schools, it is even worse in private secondary schools);
- only a few audio-visual aids or, more realistically, no audio-visual aids available in most cases.

To these difficulties, another could be added: the negligent way of treating English, or as such any foreign language, among the

other subjects of the educational curriculum. English is not considered an important discipline in the curriculum. According to Magalhães and Dias (1988:25-26) the foreign language teaching in Brasil lacks a consistent pedagogical support because it does not have objectives clearly and specifically defined in accordance with the Brazilian reality. In addition, they say, the methodology used is not always adequate to Brazilian students and sometimes teachers apply methods only because they are a novelty and not because they suit the Brazilian needs.

Actually, this was the case of the Audio-Lingual Method, which was generated by the behavioristic postulates and which was largely adopted all over the world after the forties. The Audio-lingual Method focuses on memorization and basically involves the manipulation of the structures of the language. This method was widely used in Brasil for a long time and still is adopted by some schools of "1o" and "2o graus" (Magalhães and Dias 1988:9).

On the other hand, the communicative approach, that appeared in the seventies, did not find such a receptive field in foreign language teaching in Brasil. Up to the present day ~~form~~ is still emphasized in our schools although not always following a pure audio-lingual methodology. Finally, the cognitive approach, that came with the sixties, also had a significant influence in the Brazilian foreign language teaching methodology (Magalhães and Dias 1988:62).

Regarding the state of the art of foreign language teaching in Brasil, Magalhães and Dias affirm that the existing way of teaching is inefficient because, at the end of "2o grau", a great

number of students are not capable of performing simple tasks in the foreign language using any of the four language skills, even though they have been taught a foreign language for five years or more (1988:8).

2.3. ESP - a new approach in EFL teaching in Brasil

Since 1960 there has been an increasing worldwide concern with specialized content in English teaching curricula (Candlin 1977:I). Research on applied linguistics made the teachers of English aware of the fact that English teaching should not be an end in itself, but a means to enable students to use the language as a communicative vehicle for gaining and transmitting knowledge. Such new awareness found a ready response in course designers, and they began constructing materials for teaching English to students of specific areas. Students started to have the opportunity to learn the English language mainly in order to "manipulate difficult intellectual material in it" (Selinker and Trimble, quoted by Candlin 1977:VIII). The new view of English teaching involved "not only specialization in form and discourse, but also in skills and tasks" and this is what the term "special" in the name English for Special Purposes (ESP) is attached to (Candlin 1977:IX).

Mackay and Mountford (1978:1) say that the awareness to the relationship between the language and other areas of the learners' activities brought not only a "general educational aim" for learning the English language, but a close "utilitarian purpose" related to some "occupational requirement". According to them, "the first major

step is to identify the needs of the specific group of learners and the educational and curriculum setting into which teaching of English must fit" (1978:6).

Following Mackay's orientation when examining the Brazilian reality, it could be said that an increasing need for reading specific bibliographic and referential material in the English language is emerging among the Brazilian students who normally do not have the chance to become bilinguals.

In fact, according to Deyes (1984:3-4), the necessity of the Universities in providing English courses for Medicine, Engineering and others motivated Maria Antonieta Celani (PUC) to propose a National ESP Project with the objective of improving ESP courses in Brazilian Universities, writing and exchanging materials among universities, and promoting research and teacher training.

By means of needs analyses it was found that the demand for English in the Brazilian Universities was mostly related to reading. Thus it was decided that the Brazilian ESP Project

should concentrate on developing students' reading strategies, which should enable them to cope with texts on their speciality at levels of comprehension appropriate to their needs. Teaching would usually be done in Portuguese (Deyes 1984:7).

Regarding text selection for ESP classes, the project favored authentic academic texts; the texts should be "unadapted in terms of ideas" and the situation/problem/solution/evaluation model of text structure would be preferred (Deyes 1984:10).

Besides, part of the ESP Project was to convince students that it was not always necessary to understand every word while reading a text. Students were also told they would face three levels of

comprehension when reading a text. These three levels would not be presented as a progression, but according to the purpose of reading the text: 1) general comprehension, that requires the student to read to get the main gist of the text; 2) main points comprehension, by which the student has to identify the main arguments of the text; and 3) detailed comprehension, where the student has to "concentrate on the meaning of the component sentences and lexical items from the context" (Deyes 1984:10-11).

Mamede, Schüte and Guimarães (1985:Introduction) say that the ESP modern methodology is basically centred on the assumption that adequate techniques and strategies can offer the reader the necessary comprehension skills for reading the text even if he does not have a very deep knowledge of the language. Strategies help students to grasp the general idea of the text and give them the abilities to preview and infer meaning from context.

Foreign language teaching based on ESP principles, however, concentrates mostly on adult teaching; even though it has had some impact on "2o grau" learners, mainly in technical courses.

If the main skill Brazilian students need is reading comprehension, and this was detected by the needs analyses of the ESP Project, it seems more reasonable to emphasize this skill from the beginning.

Therefore, the purpose of the present study, to investigate the possibility to teach beginners of EFL how to read simple English texts without emphasizing oral production or explicit grammatical teaching, is in harmony with the latest research in the ESP studies.

CHAPTER III - METHODOLOGY

3.1. Introduction

The purpose of this study is to investigate the possibility to teach elementary Brazilian students, beginners in the study of a foreign language, how to read with comprehension simple but authentic English texts. To reach this objective, reading materials specially designed for this purpose by the researcher were applied in classrooms. These materials consist of 32 lessons exploring short texts (70 to 130 words) through activities based on strategies designed to develop the following abilities in the students:

- (1) to get the general idea of a text;
- (2) to recognize the main idea of a text;
- (3) to find out the main points of a text;
- (4) to find out specific information in a text;
- (5) to identify relations between sentences;
- (6) to complete or write outlines, in Portuguese or draw diagrams based on a text;
- (7) to recognize text organization;
- (8) to draw inferences;
- (9) to summarize a text where the main points are clearly stated.

This chapter will present: 1) a short description of the Florianópolis Municipal School System, where the present study was conducted; 2) a description of the subjects involved in the project; 3) a description of the teaching materials used in the classroom; 4)

a description of the evaluation instruments and testing procedures of the study; 5) a short description of the methodology used in training the teachers for the application of the materials, testing and evaluation instruments; and 6) a profile of the teachers who applied the materials

3.2. The Florianópolis Municipal School System

In Florianópolis there are 28 schools that are under the municipal government administrative responsibility. These schools are subdivided into:

(1) "Escolas desdobradas", which employ only 2 teachers and have a maximum of 60 students distributed along the first four grades of elementary school. There is only one of these schools in the system. One of the two teachers is responsible for two of the four grades working in the same classroom, in the morning, while the other teacher is in charge of the other two grades in the afternoon. The students in this school belong to a very small and low socio-economic community.

(2) "Grupos Escolares", are bigger schools and some have two classes of each of the first four school grades. There are 12 of these schools which normally have eight teachers and a director (in the schools of group 1 the administrative tasks are performed by one of the teachers of the school). The number of students in each "Grupo Escolar" in general does not exceed 200.

(3) "Escolas Básicas", are the biggest schools in the system; there

are 15 of these schools and they have about 350 students each. The educational process ranges from the first to the eighth grade (usually one or two classes for each grade). These schools are situated in larger communities and in the suburbs of the town center. Examples of these schools are the ones that are located in Córrego Grande, Pantanal, Costeira do Pirajubaé, Saco Grande and Coqueiros; others are situated on the main beaches of Florianópolis. Although some "Escolas Básicas" are located close to the town center and contact between students and tourists is quite common, the students who attend classes in these schools are also mostly from low socio-economic classes. It was at these "Escolas Básicas" that this study was conducted (see the map of Florianópolis with the localization of the "Escolas Básicas" in Appendix 6).

3.3. Subjects

The subjects participating in the present study belong to the Municipal School System of Prefeitura Municipal of Florianópolis. They all study at the "Escolas Básicas", the third group of Municipal Schools described above and they are all 7th grade students. This grade was chosen because the English teaching only begins in the 7th grade in the Municipal Schools curriculum. Since these students were beginners in the study of English, they had not been exposed to other methodologies before, and as such the discipline was a novelty for them and this was thought to be an important motivating factor for the classes. The 7th grade schedule

includes two 45-minute classes of English per week and the present study was planned to fit this timetable.

At the beginning of the school year (March, 1988) 429 7th grade students were pretested in order to see their proficiency in reading comprehension and linguistic knowledge of English (see copy of the pre- and posttest in Appendix 1). From these students, 312 began the school year using the teaching materials prepared by the researcher (see sample lesson in Appendix 2). The other 117 subjects did not receive the same treatment, but for comparative reasons, they were also pretested as the students who used the prepared materials.

As the study covered a whole school year in a public school system it was natural that some subject losses would occur during this period. These were mainly due to changes of teachers. Therefore, the final results of this study refer to 212 (151+61) seventh grade students (aged between 13-17 years). The 151 7th graders were the students submitted to the treatment with the materials prepared for this study. These students were pre- and posttested and taught by 5 teachers (researcher included). The teachers became acquainted with the materials and the methodology in several meetings along the school year (see section 3.6 of this chapter - Teacher training). The other 61 7th graders, did not receive the same treatment in teaching, although they were also pre- and posttested.

3.4. Description of the materials

The materials consisted of 32 lessons prepared along the school

year, with one small text (70 to 130 words) for each 2 lessons. Each lesson included activities and exercises exploring the text using reading strategies as tools to help students to acquire basic skills for elementary reading abilities such as "getting information from graphic materials"; "getting significant facts from passages"; "recognizing main ideas and organization" and "drawing inferences" (Bohn 1979:27).

After each four lessons there was a quiz, mainly on vocabulary, and after eight lessons (a unit) there was a longer test covering the main content of that particular unit.

3.4.1. Reading strategies

Based on Carvalho (1984:60-65), Capelle (1985:5-6), and Hoey (1983:61), the following strategies/activities were selected to develop reading ability:

a)Pre-reading activities (activation of prior knowledge about the subject of the text, prediction and pre-teaching vocabulary) - had the objective of making the students activate their prior knowledge in order to enhance the comprehension of the text, and also of motivating the students to read the text with interest and personal involvement.

b)Identifying cognates and false cognates - was a helping device for students to grasp the general idea of the text.

c)Skimming - a strategy used for the recognition of the main idea of the text.

d)Scanning - to aid the students to locate specific information in

the text.

e) Identifying typographical clues, logical connectors, discourse reference, verb phrases, nominal groups, modals and word formation (without explicit grammatical explanations) - to develop in students an awareness of the English language structure and functions.

f) Key words - to help the students to find out the main points of the text, complete outlines and diagrams, draw inferences, and summarize texts.

g) Recognizing text organization and identifying relations between sentences - to lead students to find out parts of the text such as introduction and conclusion, as well as relations such as cause/consequence, problem/solution, comparisons and time relations, and also to identify different types of texts such as stories, definitions, advertisements, descriptions, etc.

3.4.2. Text selection

The criteria for text selection was basically information content and not language functions or grammar points. According to Widdowson (1978:90-91), "reading "passages have to engage the learner's interest and impress him as being in some way relevant to his concerns, and on the other hand be pitched at an appropriate level of linguistic difficulty". Therefore the criteria that guided texts choice were:

- a) meaningful and interesting content for the students;
- b) the presence of cognates;
- c) syntactical simplicity;

- d) repetition of content words;
- e) repetition of linking words;
- f) texts with SVO sentences (avoiding difficult inverse ordered sentences whenever possible) were favored over others.

The texts were taken from:

- a) teaching content books;
- b) English teaching textbooks; and
- c) booklets of touristic information (see bibliography).

3.4.3. Activities

Activities in the materials were selected based on the researcher's experience and suggestions found in teaching materials such as English activity books, Portuguese activity books, textbooks of content disciplines (Science, Geography, History), activity books of Mathematics, and by searching the kind of games young students like to play (see a sample Unit of the materials in Appendix 2).

The activities for the classes were determined according to the characteristics of each text chosen. For example, texts presenting many concrete words explored the vocabulary with the help of pictures; texts rich in verbs in the past tense included activities related to past tense recognition; texts with information easily outlined included activities to draw or complete outlines; texts organized in the problem/solution way were used to develop activities involving the recognition of textual organization. In general, each text generated activities for two lessons and would obey the following sequence:

Lesson 1

- 1-Pre-reading activities;
- 2-Reading of the text (reading aloud by the teacher, accompanied by the students' silent reading);
- 3-Activities related to the cognates;
- 4-Activities for the comprehension of new words;
- 5-Activities for getting the general idea of the text;
- 6-Activities for comprehending the text in details.

Lesson 2

- 7-Rereading the text;
- 8-Activities for comprehending the text in details;
- 9-Activities exploring text organization (if the text presented comparisons, problem/ solution, cause/ consequence) or recognition of parts of the text or its type;
- 10-Activities exploring grammatical items that appeared in the text and/or exploring structural aspects of language.

3.5. Testing and evaluation instruments

3.5.1 - Pre-/posttest and Unit Tests

All the 212 students participating in the study took a pre-test and a posttest in reading comprehension and language proficiency (see copy of the pre-/posttest in Appendix 1). Out of these there were 151 students who were taught with the reading materials

prepared for this study, and 61 who were only pre-tested and posttested in order to compare their results with the results of the subjects under treatment. The pre-/posttest included:

- 1) 2 texts (of 82 and 113 words respectively);
- 2) a vocabulary list with the potentially most difficult words of the texts;
- 3) and 76 questions testing:
 - a) comprehension of vocabulary items taken from the texts (cognates and non cognates);
 - b) recognition of English words and non-English words (for ex. "book", "tlak", "sizk");
 - c) recognition of different expressions with the same meaning (possesive case, for ex. "the shadow of the earth", "the earth's shadow");
 - d) recognition of past tense of verbs;
 - e) recognition of the correct and incorrect position of words in English expressions and clauses (for ex. "sun the a star is", "the dark moon");
 - f) general comprehension of the texts;
 - g) identification of the main idea;
 - h) identification of the main points;
 - i) recognition of parts of texts (for ex. problem/solution);
 - j) identification of text type;
 - k) summary of the text (in Portuguese).

Along the school year the students' progress was measured by their performance in evaluation tests applied after each unit. A **Unit Test** presented one new text (30 to 100 words), and the topic of

the text was always related to some of the topics approached in that particular unit. The vocabulary of the text in the Unit Test was mostly within the range of the students' knowledge. The questions were organized taking into account the objectives of the lessons of each unit and followed a similar organizational pattern of the questions presented in the materials of the previous unit (see the organization of the lessons in section 3.4.3, in this chapter): there was a pre-reading activity before the presentation of the text, a vocabulary list with the new words, exercises with cognates, vocabulary exercises, comprehension exercises, and exercises covering the grammar points and structures that appeared in the unit (see copies of the Unit Tests in Appendix 3).

3.5.2. - Attitudinal evaluating instruments

3.5.2.1. Subjects' attitude in class

Besides the tests that evaluated the subjects' performance, students were also evaluated as to their attitude in class.

Each teacher had to observe the students' attitude in class during the school year concerning three items:

- a) oral participation; willingness to go to the blackboard; participation in pair or group work;
- b) attention in class;
- c) execution of the activities and exercises.

After each unit, each student was evaluated as to his/her attitude in class concerning the three items above. The teachers used the following concepts to evaluate the subjects: Muito Bom (Very Good), Bom (Good), Regular (Regular), Desinteressado (Not

interested) (see the evaluation sheets in Appendix 5)

This subjective attitude evaluation could be used at the end of the school year to relate to the students' grades to see if a positive attitude corresponded to a good performance and a negative attitude to a poor performance.

3.5.2 2. Subjects' evaluation of the materials and methodology

Two instruments were used by the researcher to get the students' and teachers' evaluation of the materials and methodology:

- a) students' questionnaire of attitude: by the middle of the second semester the researcher asked the teachers to apply a questionnaire to students to see their opinion on the English classes and materials and also to check their attitude towards English learning and the English language in general (see copy of the questionnaire in Appendix 4);
- b) teachers' questionnaire of attitude: at the end of the school year the teachers answered a questionnaire evaluating the students' attitude concerning the English classes and materials, and giving, at the same time, their own opinion on the materials (Appendix 4).

3.6. Teacher training

The teacher training consisted of 7 meetings, that took place along the school year.

At the end of February, before the application of the materials used in the project, the municipal English teachers participated in a full day training session. The teachers pretended to be students

and the researcher taught them two lessons. The materials and the methodology were discussed after the presentation. In the same meeting the researcher also explained how to apply the pretest (Appendix 1).

In March, a second meeting was held. The teachers brought their first reactions to the materials, and also brought the results of the pretests.

Since the materials were divided into Units (I,II,III,and IV), each of these units had an evaluation test. In the second meeting the researcher also explained the teachers how to apply these tests in order to monitor the students' progress, and simple things like how and where to write down the students' grades were discussed with the teachers (see copies of the tests in Appendix 3 and copy of the sheet to write down the students' grades in Appendix 5).

The third meeting happened in April. It was used to receive feedback from the teachers about the application of the materials. In the June meeting, however, the researcher asked the teachers to answer a questionnaire giving their opinions on the students' attitude related to the materials, abilities developed, preferences, difficulties and complaints, and also the students' care with the materials and their performance in the tests.

In August, the first meeting of the second semester took place. The reseacher asked the teachers to apply the students' questionnaire of attitude, mentioned in section 3.5.2 of this chapter.

Another feedback session with the teachers took place in

September, when the researcher also gave some guidance related to the application of the posttest. As some teachers were falling behind in the application of the materials it was decided that those teachers who were finishing Unit III would apply the posttest after finishing this unit, because the others would probably reach that unit only up to the end of the school year, and would then apply the posttest.

In the November meeting the researcher asked the teachers to bring the evaluation sheets and the results of the posttests in the next meeting. In December, the researcher collected the data for the study with the teachers and made an overall evaluation of the application of the materials asking the teachers to answer the teachers' questionnaire of attitude, this time more complete than the one applied in June, which provided an overview of the whole project.

3.7. Application of the materials, and evaluation instruments

The materials were applied by 4 municipal English teachers and by the researcher herself. These 4 teachers, as most of the other English teachers of the Florianópolis Municipal School System, are certified English teachers and with at least two years of teaching experience. They voluntarily accepted to participate in the study.

The researcher's first meeting with the municipal English teachers was in February, 1988. The objective of the meeting was to present the project to the teachers, introduce them to the

materials, and to familiarize them with the methodology. From the 9 teachers present at the meeting, 6 decided to participate in the project and started to use the materials prepared by the researcher in their classes in March. The other 3 teachers decided not to use the materials because they were satisfied with the materials used in their teaching and with the performance of their students.

There were, therefore, 6 teachers using the reading materials from the very beginning of the school year. However, 2 left the municipal school system in the first semester. Thus, only 4 teachers plus the researcher took the project up to the end.

CHAPTER 4 - RESULTS AND DISCUSSION

4.1. Introduction

In order to reach the objective posed for this research, that is to teach beginners how to read a foreign language, 151 7th grade students of Municipal Schools in Florianópolis were taught by 5 teachers (researcher included), using reading materials specially prepared for the study for the full school year. Yet, other 61 students were taught by 3 teachers using other methodologies. The main thrust of the study, however, lies on the achievement and attitude of the subjects who used the reading materials; the other subjects were included for comparative reasons whenever comparisons could be made. All the 212 students were pre- and posttested, and the 151 students under treatment were also submitted to three Unit Tests during the school year, and were subjectively evaluated by the teachers for their performance and participation in class. Finally, teachers and students answered attitudinal questionnaires intended to check their opinion on the materials and on the importance of English as a Foreign Language in their education.

This chapter presents the results obtained in these evaluation instruments, computed by the SAS package of statistical programs on the IBM's CPU model 4341 computer of the NPD (Núcleo de Processamento de Dados) - UFSC, retakes the objectives of the research, and compares them with the results to find out if they have been effectively achieved.

MEANS and T TEST were used to compare the results of the pre- and posttests; for the comparisons of the results of the Unit Tests

and the students' evaluation of the materials, MEANS and PEARSON'S CORRELATION were used; for the comparisons between pre-/ posttests and the Unit Tests PEARSON'S CORRELATION was used as well. Finally, the results of the attitudinal questionnaires were manually computed.

4.2. Testing instruments

4.2.1. Pre- and posttests

The pretest was applied in the beginning of the school year before the students had had any other contact with the English language. The same test was applied to all students by the end of the school year as a posttest. This test consisted of 76 questions (see Appendix 1) covering:

- a) comprehension of vocabulary items (cognates and non cognates) - questions 1 through 22;
- b) text comprehension - questions 45 through 60, and 73 through 76;
- c) text organization - questions 58, 59, 75, and 76;
- d) structure of the English language - questions 23 through 28, and 61 through 70;
- e) English grammar - questions 29 through 44, and 72 through 74.

Some of the questions were very easy and two of them were answered for the students.

As the results of the students of the schools that received the treatment were compared to those that did not receive the treatment, the two groups of schools will be referred to from now on as schools of group 1 (schools 1/2/3/4/5, that received the treatment), and

schools of group 2 (schools 6/7/8, that did not receive the treatment).

The students' correct answers in the pre- and posttests were scored in percentages and then the results were compared for their differences, taking into account:

- 1) the 151 students (schools of group 1) who received the treatment compared to the 61 students (schools of group 2) who did not;
- 2) the minimal and maximal percentages in the pre- and posttests in schools of group 1, compared to schools of group 2;
- 3) the total number of students pre- and posttested;
- 4) the schools of group 1, taken separately, compared to the schools of group 2;
- 5) the standard deviation of the mean percentage in the pre- and posttests, in order to compare schools of group 1 to schools of group 2;
- 6) the different groups of students in each school analysed separately and compared one with the other;
- 7) the students of schools of group 1 compared with regard to sex;
- 8) the different parts of the test analysed separately in order to compare the students' performance in schools of group 1 to the students' performance in schools of group 2.

4.2.1.1 - Results of the pre- and posttests

The first part of the analysis of the pre- and posttests results showed that the 151 subjects in the treatment group improved 17.9% in the posttest ($PROB>/T/ = 0.0001$), while the other 61

subjects of group 2 improved only 4.8% ($\text{PROB}/T/ = 0.0067$) (Tables 1 and 2). The minimal percentage in the pretest in schools of group 1 was 32.9%, and the maximal percentage was 82.9% (mean = 59.3); in the posttest the minimal percentage was 47.4%, the maximal 96.1% (mean = 77.2). On the other hand, in schools of group 2 the minimal percentage in the pretest was 19.7%, the maximal 77.6% (mean = 56.6); the posttest presented a minimal percentage of 19.7% (equal to the pretest) and a maximal percentage of 89.5% (mean = 61.4) (Tables 3 and 4)

The overall results of schools of groups 1 and 2 together, on the other hand, showed that the students improved significantly from the pre- to the posttest, independently of treatment. The difference between the pretest and the posttest for the 212 students was 14.1% ($\text{PROB}/T/ = 0.0001$) (see Table 5).

Furthermore, when schools of group 1 were compared to schools of group 2 the results revealed that school 5 had the highest improvement of all schools (29.7%, with $\text{PROB}/T/ = 0.0001$) and school 4 had the smallest improvement among the schools that received treatment (9.6%, with $\text{PROB}/T/ = 0.0001$) (Table 6). The smallest improvement in group 1 is similar to the highest improvement in group 2, which was 9.0% ($\text{PROB}/T/ = 0.0117$), while the smallest improvement in the last group of schools was 1.0% ($\text{PROB}/T/ = 0.7781$) (see Table 7).

The analysis of the results of the different groups of students (groups 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 6.1, 7.1, 8.1, 8.2) showed that there was not a significant difference between them, as it can be seen in Tables 1 and 2, nor was there a significant

difference related to sex in schools of group 1; the boys improved 18.0% and the girls improved 17.8% (PROB > /T/ score = 0.0001 for both groups).

On the other hand, the standard deviation of the mean percentage scores on the pre- and posttests showed a smaller standard deviation in the posttests in schools of group 1 than in schools of group 2 (Tables 6 and 7).

Finally, the analysis of the different parts of the test corroborated the overall results of the pre- and posttests. In all the different parts of the test, vocabulary items, text comprehension, text organization, English language structure and English grammar, the students in schools of group 1 had a higher percentage of improvement than the students in schools of group 2 (see Table 8).

The students' improvement in the posttest was significant for all students and the mean percentages in the pretest were relatively high because some of the questions could be guessed, or asked for very little knowledge of the English language. The reason for the inclusion of such easy questions was to make the students feel comfortable and confident when answering the pretest, since this was their first contact with the English language.

TABLE 1 - RESULTS OF THE PRE- AND POSTTESTS IN SCHOOLS
OF GROUP 1 (submitted to the treatment)

SCHOOL	GROUP	N. OF STUDENTS	% PRETEST	% POSTTEST	% DIFFER.	PROB>/t/	
1	1	15	54.4	78.8	24.4	0.0001	
	2	15	57.2	77.1	19.9	0.0001	
2	1	18	61.6	78.2	16.6	0.0001	
	2	20	62.3	77.0	14.7	0.0001	
3	1	20	59.0	73.9	14.9	0.0001	
4	1	23	60.5	70.1	09.6	0.0005	
	2	13	59.9	69.7	09.8	0.0031	
5	1	27	58.2	87.9	29.7	0.0001	
TOTAL	5	8	151	59.3	77.2	17.9	0.0001

TABLE 2 - RESULTS OF THE PRE- AND POSTTESTS IN SCHOOLS
OF GROUP 2 (not submitted to the treatment)

SCHOOL	GROUP	N. OF STUDENTS	% PRETEST	% POSTTEST	% DIFFER.	PROB>/t/	
6	1	14	61.3	70.3	09.0	0.0117	
7	1	11	70.2	71.1	00.9	0.7781	
8	1	21	53.3	57.2	03.9	0.2581	
	2	15	46.8	51.6	04.8	0.1788	
TOTAL	3	4	61	56.6	61.4	04.8	0.0067

TABLE 3 - MEAN PERCENTAGES, MINIMUM, AND MAXIMUM IN THE PRE- AND POSTTESTS IN SCHOOLS 1 TO 5

SCHOOL	GROUP	MEAN % PRETEST	MINIMAL %	MAXIMAL %	MEAN % POSTTEST	MINIMAL %	MAXIMAL %	
1	1	54.5	39.0	75.6	78.9	68.4	89.5	
"	2	57.2	34.1	73.2	77.2	67.1	86.8	
2	1	61.7	48.8	75.6	78.2	67.1	93.4	
"	2	62.3	43.9	70.7	77.0	55.3	90.8	
3	1	59.0	39.0	80.5	73.9	47.4	93.4	
4	1	60.5	35.5	84.2	70.1	55.3	84.2	
"	2	59.9	39.5	82.9	69.7	50.0	82.9	
5	1	58.2	32.9	76.3	87.9	64.7	96.1	
TOTAL	5	8	59.3	32.9	84.2	77.2	47.4	96.1

TABLE 4 - MEAN PERCENTAGES, MINIMUM, AND MAXIMUM IN THE PRE- AND POSTTESTS IN SCHOOLS 6 TO 8

SCHOOL	GROUP	MEAN % PRETEST	MINIMAL %	MAXIMAL %	MEAN % POSTTEST	MINIMAL %	MAXIMAL %	
6	1	61.3	46.3	73.2	70.3	50.0	89.5	
7	1	70.2	64.5	77.6	71.2	48.7	88.2	
8	1	53.3	19.7	72.4	51.7	32.9	73.7	
"	2	46.8	22.4	65.8	51.7	19.7	81.6	
TOTAL	3	4	56.6	19.7	77.6	61.4	19.7	89.5

TABLE 5 - GENERAL RESULTS OF STUDENTS PRE- AND POSTTEST

N. OF STUDENTS	% PRETEST	% DIFFER.	% POSTTEST	PROB>/t/
212	58.5	14.1	72.6	0.0001

TABLE 6 - MEAN PERCENTAGES, STANDARD DEVIATIONS, AND DIFFERENCES IN THE PRE- AND POSTTESTS OF SCHOOLS OF GROUP 1

SCHOOLS	N. OF STUDENTS	% PRETEST	STD. DEV.	% POSTTEST	STD. DEV.	% DIFF.	PROB>/t/
1	30	55.8	10.9	78.0	06.0	22.2	0.0001
2	38	62.0	07.4	77.6	08.0	15.6	0.0001
3	20	59.0	09.5	73.9	10.3	14.9	0.0001
4	36	60.3	12.2	70.0	08.4	09.7	0.0001
5	27	58.2	08.4	87.9	07.7	29.7	0.0001
TOTAL	151	59.3	10.0	77.2	09.9	17.9	0.0001

TABLE 7 - MEAN PERCENTAGES, STANDARD DEVIATIONS, AND DIFFERENCES IN THE PRE- AND POSTTESTS OF SCHOOLS OF GROUP 2

	N. OF SCHOOLS	% STUDENTS	% PRETEST	STD. DEV.	% POSTTEST	STD. DEV.	% DIFF.	PROB>/t/
	6	14	61.3	08.4	70.3	12.9	09.0	0.0117
	7	11	70.2	04.8	71.2	11.1	01.0	0.7781
	8	36	50.6	14.0	54.9	17.4	04.8	0.1788
TOTAL	3	61	56.6	13.9	61.4	17.1	04.8	0.0067

TABLE 8 - RESULTS OF THE PRE- AND POSTTESTS TAKING INTO ACCOUNT THE DIFFERENT PARTS OF THE TEST

SCHOOLS	PART OF THE TEST	PRETEST	POSTTEST	DIFF.	PROB>/t/
group 1	a) vocabulary	82.3	93.9	11.6	0.0001
group 2	"	78.4	79.7	01.3	0.6534
group 1	b) text comp.	40.5	58.8	18.3	0.0001
group 2	"	36.4	42.0	05.6	0.0460
group 1	c) text organiz.	17.5	39.0	21.5	0.0001
group 2	"	23.6	26.6	03.0	0.2548
group 1	d) Eng. Lg. struc.	45.7	66.8	21.1	0.0001
group 2	"	47.9	52.4	04.5	0.0991
group 1	c) Eng. grammar	65.9	80.7	14.8	0.0001
group 2	"	57.0	65.8	08.8	0.0037

4.2.1.2 - Discussion on the results of the Pre- and posttests

The next pages discuss the findings of the application of the pre-/posttest in schools of groups 1 (submitted to the treatment) and 2 (not submitted to the treatment). The comparison of the two groups, however, had only the objective of giving insights of how the two groups moved throughout the project. The emphasis was actually on the performance of group 1, group 2 was included for a checking point in the evaluation of the achievement of the students in general.

Comparing the results of the pre- and posttests in schools of groups 1 and 2, the first important finding is that the students submitted to the treatment (schools of group 1) had a significant higher improvement than those who did not receive the treatment (schools of group 2) (see Tables 1 and 2). On the other hand, the significant improvement detected in the results of the posttest in the 8 groups of students pre- and posttested does not come as a surprise, because, when the students took the pretest, most of them were basically beginners in the study of English as a Foreign Language. When they took the posttest, however, they had had one school year of English instruction, no matter whether they used the researcher's reading materials or other materials.

The comparative analysis of the students' performance in the different parts of the pre-/posttest, according to the subject covered by the questions, showed that the students of schools of group 1 improved significantly more than the students of schools of group 2 (Table 8). The highest difference between pre- and posttest, taking into account the different parts of the test, was

in text organization, actually, what was asked for in the test regarding text organization was part of the approach of the reading materials. In the same way, for the questions related to text comprehension the difference between pre- and posttest was higher in schools of group 1; again this was an expected result, because text comprehension was the main emphasis of the materials. Without paying special attention to the comparison between the two groups, however, the progress of group 1 in text comprehension and text organization should be emphasized in relation to the reading comprehension objectives posed for this study, since it shows that the students actually improved significantly in the posttest on the content emphasized in class. According to the guideline of the National ESP Project, it should be emphasized to the students that it was not always necessary to understand every word in the text in order to achieve text comprehension; this way students could concentrate on the general meaning. This seems to have given satisfactory results showing the efficacy of the treatment.

On the other hand, the questions testing vocabulary items had a higher difference in the posttest in relation to the pretest in schools of group 1 compared to group 2 as well. In this case the better performance of group 1 may have come from the frequent exposure of the students of those schools to new words in the texts used in the reading materials. Even if the words were not learned by the students, they were able to recognize them when facing such words in other texts. According to Paulston and Bruder (1976:163), mentioned in the review of literature in this study, the first stages of reading should emphasize recognition rather than production, and this emphasis was really given in the reading

materials. The students' progress in vocabulary in the posttest compared to the pretest seems to show that their ability in recognizing English words and meaning was somehow more accurately developed in the students of schools of group 1. There is no clear explanation for the lower results of the students of schools of group 2, who were either taught with "Our Turn"-vol 1 in schools 6 and 8, and with a structural approach based on grammar, not using any book, in school 7. Would these materials restrict the students to be exposed to a smaller vocabulary, repetitive or maybe not interesting? Additionally, the better performance of students of schools of group 1 was evident even in the parts not emphasized in the classes, such as structure of the English language (position of words in clauses and expressions), and grammar; these were not emphasized by the Yázigi book either, but they were part of the structural method used in school 7; nevertheless, according to information given by the teacher of this last school, she only worked with "verb to be" and "the plural form" during the whole school year. From the results it seems clear that in spite of the emphasis in the reading materials being on reading comprehension some additional learning related to grammar was achieved as well.

It is relevant to note that the students who worked through the reading materials had positive results in spite of the fact that they did not express their preference for the readings 3-111 in the questionnaire of attitude (see sections 4.3.1.1 and 4.3.1.2 in this chapter). Such positive results could have been achieved because of the inclusion of texts covering interdisciplinary subjects in the reading materials. According to Magalhães (1986:117-118) and

Taglieber (1981:1), reviewed in the Introduction chapter, reading in a foreign language should be linked with the other school disciplines; in addition, reading in a foreign language should also be taught through texts written in a neutral expository prose as recommended by Shepherd et al. (1986:98-99). Thus, it seems that the students could find information already known from other disciplines in the English texts of the reading classes or could learn new things related to those disciplines in the texts, and, this way, reach the comprehension objectives more easily.

Furthermore, the students' achievement in schools of group 1 was more homogeneous than that of their peers in schools of group 2, as can be attested by the standard deviations presented in Tables 6 and 7. These results, however, have to be handled with special care because of the difference in number of subjects in group 1 in relation to group 2. In three of the five schools that used the reading materials, the standard deviation scores in the posttest decreased an average of 3.1% in relation to the pretest. So, the heterogeneity of these groups of students seems to have diminished during the school year. Besides, the other two schools submitted to the treatment in which the standard deviation scores increased, the growing did not surpass 0.8%. In the three schools that did not receive the treatment, however, the standard deviation of the mean scores increased in an average of 4.9%, seeming that the classes became more heterogeneous by the end of the school year. Several factors could be invoked to explain the performance of group 2, tiredness, lower interest and motivation at the end of the year, etc. are among some that could be mentioned. However, students in group 1 were not sheltered from these factors and they were more

homogeneous by the end of the school year than in the beginning. It is possible that the reading materials prepared for this study succeeded in maintaining all the students' interest/motivation in the classes up to the end of the school year. The need for the students to concentrate on meaning and message may have contributed to hold the students' interest. It is possible that the materials succeeded in providing the "i + 1" input claimed by Krashen as one of the basic requirements as good input in foreign language acquisition (Krashen 1982:20). It seems that students of schools of group 1 became more positively involved in the classes than their peers of schools of group 2. In the same way, an analysis of the minimal mean percentage on the pre- and posttests in each group of students (Tables 1 and 2) shows that the results favoured schools of group 1 once more. These results could be an additional indication that the students of these schools became more interested and were more involved in the classes than the students of schools of group 2, because all students tried to answer almost half of the posttest.

As the Municipal Schools are all in the suburbs of the city (see the map with the localization of the Municipal Schools in appendix 6), one could wonder if the distance of the school from the town center could have influenced the students' achievement. The students who live far away do not have easy access to cultural events like cinema, shows, exhibits, etc. These events could, hypothetically, enrich students' stored knowledge and enlarge their capacity for inference and comprehension, since, according to Anderson and Pearson (1984:255), mentioned in Chapter 2, section

2.1.2, prior knowledge is the basis for comprehension. In schools of group 1 the worse performance is actually that of the most distant school; all other schools are closer to the town center. In schools of group 2 the lowest mean percentages in the pre- and posttests are those of school 8, and the lowest increase in achievement from the pre- to the posttest was in school 7, both placed at a considerable distance from the town center. The students of school 6, located close to the town center, had the highest increase in achievement. Therefore, it seems that the proximity to the town center could have had some influence on the students' achievement and it is possible that materials they were handling along the school year were basically geared towards knowledge related to the "middle class values" and not to the knowledge of the rural communities, such as planting, fishing, nature in general, etc.

An interesting fact to observe is that the teachers who were convinced of the validity of the methodology proposed for this study were those of schools 1, 2, and 3. The teachers of schools 4 and 5 also taught in schools 7 and 8 using other methods and did not completely agree with the emphasis given to the reading skill; but they accepted to participate in the study in order to cooperate with the researcher. Even so the students' achievement in the tests seem to demonstrate that their teaching with the reading materials was effective; such results could have issued from the fact that students acquire "the real skills of reading only through reading" and the teachers' task is only "to make it possible for them to learn to read" (Smith 1978:6); it is possible that the materials did play their role of being a helping device for students in the achievement of the reading objectives of the study. It is also

possible that these 2 teachers became more enthusiastic with the methodology as they applied the materials along the school year. For school 5, which had the highest improvement of all schools in the posttest, the popular saying that "students learn in spite of the teacher" could be applied, because this school changed teachers twice, a fact which usually damages the learning process. Indeed, the students of school 5 could only be included in the study, because there was no break between the leaving of one teacher and the beginning of the other, and the teachers were already teaching in the Municipal School System, having, therefore, participated in the training sessions.

Concluding this section, it can be said that the discussion on the results of the pre-/posttests seems to show some positive aspects in the reading materials manipulated by the students. The objective of the study to test the feasibility of teaching English giving emphasis to the reading skill and the correctness of the methodology used in the materials seem to deserve a positive evaluation.

4.2.2 - Unit Tests

The Unit Tests were three, and they were taken by all students who used the reading materials (schools of group 1) They were applied right after the end of each Unit, which consisted of eight lessons, based on four texts. The Unit Tests evaluated the students'

achievement in the objectives posed for each particular Unit (see copies of the Unit Tests and the list of the objectives posed for each Unit in Appendix 3).

After the application of the Unit Tests, they were graded from 0 to 100, and the means were computed for each group of students for each Unit Test. These means were then added up in order to get the general mean for all the 151 students submitted to the treatment in each Unit Test. Test III, however, was taken only by 115 subjects, since school 4 fell behind in the application of the materials and did not manage to finish Unit III.

The students' total means in each Unit Test, provided information to establish the adequacy of the tests for the students' level. Furthermore, the results of the Unit Tests were computed by group as well, in order to find out if the reading objectives posed for this study were satisfactorily achieved, and if there were significant differences in the students' performance. Finally, as a complement to the analysis of the Unit Tests results, a sample of 150 Unit Tests (50 of each of the three Unit Tests), were randomly selected among the different groups of students that participated in this study to check on the students' achievement in the different objectives covered by the questions of the Unit Tests.

4.2.2.1 - Results of the Unit Tests

4.2.2.1.1 - Adequacy of the tests

The first observation based on the results of the Unit Tests relates to the adequacy of the tests for the students' linguistic competence. Decisions on this adequacy were based on students'

grades in the following criterion:

- grades 90 to 100 = Easy
- grades 70 to 89 = Adequate
- grades 0 to 69 = Difficult

The analysis of the results shows that, in means, 52.1% of the students received grades in the "adequate" level, 36.9% in the "difficult" level, and 11.0% in the "easy" level, in the three Unit Tests (see Table 9). Analysing the three tests separately, however, 80 students (53.0%), from the 151 involved in the study, received grades in the range of 70 to 89 in the Unit Tests I and II; and 58 students (50.4%), from the 115 who took Unit Test III, received grades in the range of 70 to 89; these were classified, therefore, in the "adequate" level (see Table 9). In the "difficult" level, on the other hand, the results presented 48 students with grades under 69 (31.8%) in Unit Test I; 63 students (41.7%) in Unit Test II; and 43 students (37.4%) in Unit Test III. In the "easy" level, in which were classified students with grades above 90, the results showed a smaller number of students than in the "adequate" and "difficult" levels as follows: in Unit Test I, 23 students (15.2%) were graded above 90; in Unit Test II, 8 students (5.3%); and in Unit Test III, 14 students (12.2%).

The analysis of the mean in the three tests in each group of students, shows that scores over 70 predominate in the three Unit Tests in most of the groups; in an average of 60.4% of the students received grades above 70 in the three Unit Tests (see Table 10). From another standpoint, taking into account the means required by the school system for the students to pass, which is 50, the results

show that only a very low number of students were not successful in getting a passing grade in English. Table 11 shows that 14 students (9.3%) from a total of 151, failed Unit Test I, Unit Test II was failed only by 5 students (3.3%), and 15 students (13.0% of the 115 students who took the test) failed Unit Test III.

The means for each group of students in each Unit Test and a general means in all the three Unit Tests were also computed in order to make a comparison of the performance of the students in the different groups (see Table 12).

TABLE 9 - GENERAL RESULTS OF THE UNIT TESTS ACCORDING TO THE CRITERION OF ADEQUACY

GRADES	TEST I	%	TEST II	%	TEST III	%	MEANS
0 to 69							
Difficult	48	31.8	63	41.7	43	37.4	37.0
70 to 89							
Adequate	80	53.0	80	53.0	58	50.4	52.2
90 to 100							
Easy	23	15.2	8	5.3	14	12.2	10.8
TOTAL	151	100.0	151	100.0	115	100.0	100.0

TABLE 10 - STUDENTS' MEAN GRADES UNDER AND ABOVE 70 IN THE UNIT TESTS I, II, AND III IN THE DIFFERENT GROUPS

IG UR 10 U IP	IN.	TEST I				TEST II				TEST III				TOT. % OF 71 TO 100
		0-70	71-100	%	STS	0-70	71-100	%	STS	0-70	71-100	%	STS	
1.1	15	6	40.0	9	60.0	4	26.7	11	73.3	3	20.0	12	80.0	71.1
1.2	15	6	40.0	9	60.0	8	53.3	7	46.7	0	00.0	15	100.0	68.9
2.1	18	2	11.1	16	88.9	11	61.1	7	38.9	9	50.0	9	50.0	59.3
2.2	20	4	20.0	16	80.0	12	60.0	8	40.0	7	35.0	13	65.0	61.7
3.1	20	9	45.0	11	55.0	11	55.0	9	45.0	15	75.0	5	25.0	41.6
4.1	23	8	34.8	15	65.2	15	65.2	8	34.8	--	--	--	--	50.0*
4.2	13	5	38.5	8	61.5	5	38.5	8	61.5	--	--	--	--	61.5*
5.1	27	11	40.7	16	59.3	3	11.1	24	88.9	11	40.7	16	59.3	69.2
TOTAL	815	51	33.8	100	66.2	69	45.7	82	54.3	45	39.1	70	60.9	60.4

* - Groups 4.1 and 4.2 did not take Unit Test III because they did not finish Unit III. The total means percentage refers to the percentages of students with grades above 70 in Unit Tests I and II.

TABLE 11 - STUDENTS' MEAN GRADES UNDER AND ABOVE 50 IN THE UNIT TESTS I, II, AND III IN THE DIFFERENT GROUPS

IG	IN	TEST I				TEST II				TEST III				
		0-50		51-100		0-50		51-100		0-50		51-100		
OF		ISTS	ISTS	%	ISTS	%	ISTS	%	ISTS	%	ISTS	%		
1.1	15	01	06.7	14	93.3	00	00.0	15	100.0	00	00.0	15	100.0	
1.2	15	00	00.0	15	100.0	02	13.3	13	86.7	00	00.0	15	100.0	
2.1	18	00	00.0	18	100.0	00	00.0	18	100.0	04	22.2	14	77.8	
2.2	20	01	05.0	19	95.0	00	00.0	20	100.0	02	10.0	18	90.0	
3.1	20	02	10.0	18	90.0	03	15.0	17	85.0	04	20.0	16	80.0	
4.1	23	03	13.0	20	87.0	00	00.0	23	100.0	--	--	--	--	
4.2	13	01	07.7	12	92.3	00	00.0	13	100.0	--	--	--	--	
5.1	27	06	22.2	21	77.8	00	00.0	27	100.0	05	18.5	22	81.5	
TOTAL	81	15	14	09.3	137	90.7	05	03.3	146	96.7	15	13.0	100	87.0

* - Groups 4.1 and 4.2 did not take Unit Test III because they did not finish Unit III.

TABLE 12 - MEANS, MINIMAL AND MAXIMAL GRADES IN THE UNIT IESIS I, II, AND III, AND GENERAL MEANS IN THE THREE UNIT IESIS

IG R O U P	IN OF STU DENTS	TEST I			TEST II			TEST III			GENERAL MEANS
		MEAN	MIN.	MAX.	MEAN	MIN.	MAX.	MEAN	MIN.	MAX.	
1.1	15	74.8	34.0	100.0	81.2	55.0	98.0	78.0	56.0	96.0	78.0
1.2	15	73.9	52.0	93.0	68.3	35.0	85.0	89.1	79.0	96.0	77.1
2.1	18	82.5	64.0	99.0	69.7	56.0	92.0	66.5	34.0	95.0	72.9
2.2	20	78.7	25.0	99.0	68.8	52.0	88.0	71.9	43.0	92.0	73.1
3.1	20	71.1	27.0	99.0	68.1	45.0	85.0	60.4	31.0	83.0	66.5
4.1	23	74.2	40.0	95.0	68.4	53.0	87.0				*
4.2	13	75.5	42.0	98.0	74.3	56.0	91.0				*
5.1	27	66.7	12.0	91.0	78.0	57.0	95.0	70.4	38.0	97.0	71.7
T O T A L	81 151	74.7	12.0	100.0	72.1	35.0	98.0	72.7	31.0	97.0	73.2
								**			

* - Groups 4.1 and 4.2 did not take Unit Test III because they did not finish Unit III. The general mean grades of these two groups derive from Unit Tests I and II.

** - The total mean grade of the students in Unit Test III only took into account groups 1.1, 1.2, 2.1, 2.2, 3.1, and 5.1.

4.2.2.1.2 - Achievement of the objectives

The Unit Tests were finally analysed and compared to the students' achievement in the objectives posed for each Unit and covered by the questions of the test. A sample of 50 tests of each of the three Unit Tests, randomly selected among the different groups of students participating in the study, were examined, question by question. The student who had 3/4 of the question correctly answered had his/her question considered correct. The correct answers to each question of the sample tests were then added up and related to the objectives intended with that particular question. When the tests were organized there was not the care of covering each objective by only one question; therefore, some of the objectives were repeated in several questions (see Tables 13, 14 and 15). In Unit Test I only one question had less than 50% of the answers correct (23 correct answers, or 46%): it was the question related to the structure of the English language (Table 13). In Unit Test II all the questions were correctly answered by more than 50% of the students (Table 14). Finally, in Unit Test III only the question about the relation of "why/because" as question and answer was correctly answered by less than 50% of the subjects (20 correct answers, or 40%) (Table 15). Except for the cases presented above, all the other questions of the three Unit Tests had correct answers of, at least, 25 students (50%). An overall analysis of the results of the three Unit Tests, regarding the achievement of the objectives posed for each unit, shows that, in average, 40 students (80%) answered the questions of the tests correctly.

TABLE 13 - CORRECT ANSWERS TO EACH QUESTION IN A SAMPLE OF 50
 UNIT IESIS I RELATED TO THE OBJECTIVES POSED FOR
 THE QUESTION (see Appendix 3)

QUESTION	CORRECT ANSWERS	OBJECTIVES
1	44	- recognize English words used in Portuguese - recognize and retain English words in general
2	47	- recognize and retain English words in general
3	48	- identify numbers from 1 to 10 in English
4	43	- recognize and retain English words in general - identify and use cognates in order to facilitate text comprehension
5	43	- identify numbers from 1 to 10 in English - get elementary notions of plurality - recognize and retain English words in general
6	23	- get elementary notions of the English language structure: adj/noun positions and SVO order - get elementary notions of the verb in sentences - get elementary notions of subject/verb concord
8	49	- identify and use cognates in order to facilitate text comprehension - find out specific information in the text
9	39	- identify and use cognates in order to facilitate text comprehension
10	33	- recognize and retain English words in general
11	42	- get a general idea of the text - identify the main idea of the text
12	40	- get a general idea of the text - summarize the text in Portuguese
13	40	- comprehend details of the text - find out specific information in the text - find out the main points of the text in order to complete a summary

TABLE 14 - CORRECT ANSWERS TO EACH QUESTION IN A SAMPLE OF 50
 UNII IESIS II RELATED TO THE OBJECTIVES POSED FOR
 THE QUESTION (see Appendix 3)

QUESTION	CORRECT ANSWERS	OBJECTIVES
1	45	- activate prior knowledge related to the subject of the text - get a general idea of the text - draw inferences
4	49	- identify and use cognates in order to facilitate text comprehension
5	25	- identify and retain English words already known, and their meaning
6	27	- identify the main idea of the text
7	36	- comprehend details of the text - find out specific information in the text
8	42	- identify and retain new English words - identify synonyms and antonyms - recognize the English phrase "adjective+noun" - draw inferences
9	47	- get elementary notions of word formation in English (suffix "-ly" related to "-mente", in Portuguese)
10	38	- get elementary notions of the negative in English - recognize some contracted forms like "isn't", "aren't", and "don't" - draw inferences

TABLE 15 - CORRECT ANSWERS TO EACH QUESTION IN A SAMPLE OF 50
 UNIT IESIS III RELATED TO THE OBJECTIVES POSED FOR
 THE QUESTION (see Appendix 3)

QUESTION	CORRECT ANSWERS	OBJECTIVES
1	38	-activate prior knowledge related to the text subject -identify and retain new English words -identify and use cognates to facilitate comprehension
		-identify key-words that could clarify the text subject -identify relations of meaning among words -draw inferences
2	46	-identify and use cognates to facilitate comprehension
3	32	-find out specific information in the text -identify the main points of the text in order to complete a summary
4	30	-find out specific information in the text -complete an outline or summary based on the text
5	29	-identify relations of meaning between the words
6	28	-recall a text in Portuguese -recognize "problem/solution" in the text -complete an outline or summary based on the text -identify relations between sentences
7	45	-identify and use cognates to facilitate comprehension -identify and retain new English words -identify key-words that could clarify the text subject -comprehend details of the text -find out specific information in the text -draw inferences
8	48	-recognize present and past tense of regular verbs
9	41	-recognize present and past tense of regular verbs
10	41	-recognize present and past tense of some irregular verbs, including verb to be
11	20	-identify and relate "why/because" as question/answer; -identify relations between sentences
12	35	-identify the suffix "-est", superlative of adjectives -draw inferences

The analysis of the sample tests concerning the general objectives posed for the present study (see the Introduction of this study, section 1.3) showed that, in an average, 35 students, out of 50, answered the questions of the Unit Tests correctly (see Table 16); this means that 70% of the students of the sample tests somehow reached the learning objectives of the study. In addition, when the objectives were analysed separately, the first one ("get the general idea of a text") was the best reached objective with a mean of 42 correct answers (84%), followed by the eighth one ("draw inferences") with a mean of 41 correct answers (82%). On the other hand, the objectives with fewer correct answers were the fifth one ("identify relations between sentences") and the seventh ("recognize text organization"), both with a mean of 28 correct answers (56%) (Table 16).

TABLE 16 - OBJECTIVES POSED FOR THE PRESENT STUDY RELATED TO THE STUDENT'S ACHIEVEMENT IN THE UNIT TESTS

OBJECTIVES	UNIT TEST	QUESTION	NUMBER OF CORRECT ANSWERS IN A SAMPLE OF 50 TESTS	
			MEANS	%
1-get the general idea of a text;	I	11	42	
	I	12	40	
	II	1	45	42 84
2-recognize the main idea of a text;	I	11	42	
	II	6	27	34 68
3-find out the main points of a text;	I	13	40	
	III	3	32	36 72
4-find out specific information in a text;	I	8	49	
	I	13	40	
	II	7	36	
	III	3	32	
	III	4	30	
	III	7	45	38 76
5-identify relations between sentences;	III	1	38	
	III	6	28	
	III	11	20	28 56
6-write or present orally, in Portuguese, outlines or draw diagrams based on a text;	III	3	32	
	III	4	30	
	III	6	28	30 60
7-recognize text organization;	III	6	28	28 56
8-draw inferences;	II	1	45	
	II	8	42	
	II	10	38	41 82
9-summarize a text, where the main points are clearly stated.	I	12	40	
	III	6	28	34 68
TOTAL MEANS				35 70

4.2.2.2. Discussion on the Unit Tests

A general overview of the results obtained by the students in the Unit Tests seem to indicate that the students' achievement in learning the content of the reading materials prepared for the study was satisfactory. The analysis of Tables 9 and 10 shows that, in means, more than 60% of the students received grades above 70 in the three Unit Tests. On the other hand, the percentages of students with grades under 50 (the minimal grade established by the school system for the students to pass) in the three Unit Tests (Table 11) shows that only approximately 8% of the students were not successful in passing the three Unit Tests applied during the school year. It seems to the researcher that a mean percentage above 91% of the students passing the English course could be an indication of the feasibility of the methodology proposed for this study.

In the same way, the analysis of the results concerning the adequacy of the tests seems to show that the Unit Tests could be considered adequate for the students' level of knowledge, since more than 50% of them received grades in the range of 70 to 89 (see Table 9). Even if the probability curve drawn with base in the adequacy results is not a normal curve since the number of grades in the difficult level is higher than those in the easy level, it seems that still the tests could be considered adequate, since the criteria adopted for this analysis was somewhat harsh; it established the adequacy limit in 70 with base in the consensus existent in Brazilian schools that the grade 70 frees students from final exams; the adequate level could have been established from 60 to 79 and the easy level from 80 to 100; if this had been done it is

possible that the results would generate a more harmonic curve. On the other hand, according to the opinion of the teachers' involved in the project, the tests could be more demanding from students; they said that a test with 60% of students with grades above 70 could be considered an "easy" test. The students' performance in the Unit Tests is basically gratifying for the researcher, since testing has always been a difficult task for teachers. Moreover, it is a common fact among students to be affraid of exams and sometimes such fear can drive them to failure. Having this in mind, one permanent concern of the researcher in the preparation of the tests was to make them as pleasant as possible, and similar in form and content to the lessons presented in the reading materials. It was assumed that this would diminish the students' apprehension during the testing sessions, and, consequently, improve their performance.

Additionally, the analysis of each group of students, taken separately, showed that there were rather small differences in the performances in the different groups, and these differences did not seem to be much significant. In spite of the fact that group 1.1 (which was the researcher's group) had the highest percentage of students with grades above 70 (Table 10), groups 5.1 and 1.2 had similar results. On the other hand, only one group (group 3.1) had less than half of the students with grades above 70. In addition, the students' general mean grades in the three Unit Tests (Table 12) are also similar except again for group 3.1 which was lower than the others. Group 1.1 (the researcher's group) had again a slightly better general performance, followed by group 1.2, but these results could have been influenced by the familiarity and even

a greater enthusiasm related to the materials and methodology since both groups belonged to the same school. The similarity in the majority of the groups' performance, however, seems to be an indication that the tests were adequate to the students' level and, as the tests were prepared trying to mirror the lessons, it seems that the materials and methodology could be considered adequate for young students. Indeed, the materials were designed having in mind the ESP modern methodology mentioned by Mamede et al.(1985) that claims that adequate techniques and strategies can offer to the reader the necessary comprehension of the text even if he does not have a deep knowledge of the foreign language.

Additionally, the mean grades of each group of students in each one of the three Unit Tests (see Table 12) and the minimal and maximal grades in each test in each group, show differences that did not follow any regularity (see Table 12). Through these results one can conclude that no group stood out among the other groups and the sparse differences detected may not have any special generating factor.

The last comments concerning the Unit Tests refer to the accomplishment of the objectives posed for each Unit and for the whole study. As it was not possible to analyse all the students' tests, a sample of 50 of each of the three Unit Tests was randomly selected among the different groups participating in the study.

The first part of the analysis of the sample tests concerned the objectives posed for each Unit related to the questions of the Unit Test that covered these objectives (see Tables 13, 14, and 15).

The analysis of Unit Test I shows that all the objectives related to vocabulary and reading skills were very well achieved

(Table 13); the only question with results under 66% of correct answers had an objective related to the structure of the English language, which was not the main emphasis of the reading materials. On the other hand, the question for which the objectives were to "identify and use cognates in order to facilitate text comprehension", and to "find out specific information in the text", had 98% of correct answers. Thus, analysing the results of Unit Test I, it could be concluded that the students responded satisfactorily to the treatment since the first Unit of the reading materials.

In the same way, regarding Unit Test II, all the questions had more than 50% of correct answers (Table 14) and most questions had more than 70% of correct answers, even those questions that covered objectives not directly related to reading strategies like to "recognize the English phrase 'adjective+noun'" or to "get elementary notions of word formation". Test II, therefore, seems to provide evidency for the feasibility of the reading materials not only for the achievement of reading skills, but also for additional learning related to the structure of the English language.

Finally, in Unit Test III only the question for which the objectives were to "identify and relate 'why/because' as question/answer" and to "identify relations between sentences", had a low number of correct answers, 40% (Table 15). Besides, the question related to text organization, had only 56% of correct answers. The other questions had, in average, 77% of correct answers, and most of them were related to vocabulary and reading skills. In spite of the fact that Unit Test III showed good results related to reading

skills, it also showed that the materials should have emphasized more the exercises related to relations between sentences and text organization.

The second part of the analysis of the sample tests concerns to the general objectives posed for this study. Analysing these objectives as a whole (Table 16), it seems that the present study reached its educational objectives since 70% of the questions were answered correctly by the students in the Unit Tests. As a matter of fact, it should be emphasized that all the objectives posed for this study were covered in the classes and introduced in the Unit Tests sometimes in a rather elementary level, since the students were beginners. Even so, the objectives seem to have been well achieved.

Otherwise, when these objectives were analysed separately, the one that received the highest percentage of correct answers (84%) was to "get the general idea of the text". This objective relates to the "global" meaning of the text, the "macrostructure" (Meurer 1985:1-2), which should be the main objective of the first stages of reading instruction. Besides, the second highest score was on the "inference" questions objective (82% of correct answers); according to Paulston and Bruder (1976:163) the first stages of reading should focus on "strategies of expectation and guessing meaning from context": in order to guess meaning from context, students need to be able to draw inferences. Additionally, the third best achieved objective in terms of highest score was to "find out specific information in a text" (76% of correct answers); the achievement of this objective enhances the general comprehension of the texts, and has the utilitarian purpose of developing students' skills for extracting information from English texts in their future studies

and/or professions. The fourth and fifth best achieved objective, to "find out the main points of a text" (72% of correct answers), and to "recognize the main idea of a text" (68% of correct answers) relate again to the "higher level information" or "macrostructure" of the text (Meurer 1985:1-2) to be emphasized from the beginning in reading instruction. In fifth place also (68% of correct answers) is the objective to "summarize a text, where the main points are clearly stated", this was not an easy ability to develop and it was covered in a very elementary level, but the questions of the Unit Tests related to it where satisfactorily achieved. The other three objectives posed for the present study ("write or present orally, in Portuguese outlines or draw diagrams based on a text", "identify relations between sentences", and "recognize text organization") had 60% and 56% of correct answers. These are more complex objectives and they were not sufficiently exercised in the lessons. Even so, they had a reasonable percentage of correct answers. The positive achievement of the students in the tests discussed above seems to be a practical comprobatation of what Magalhães & Dias (1988:63) believe: when teachers and students concentrate efforts on developing only one language skill (in this case, reading), the results may be more productive and rewarding.

The analysis of the performance of the students in the Unit Tests, their progress from the pre- to the posttest, and the good achievement of the learners in the analysis of the sample Unit Tests seem to indicate that the materials and methodology are feasible for young students, beginners in the study of English.

4.2.3 - Pre- and posttests x Unit Tests

Besides analysing the performance of group 1 students in the pre- and posttests, and in the three Unit Tests, their total results were computed for correlation scores, in order to see if the students improved harmonically during the application of the reading materials prepared for this study, and in order to see if there was a certain uniformity between the students' grades in the 5 tests applied (pretest, posttest, Unit Tests I, II, III).

4.2.3.1 - Results of the correlation analysis between Pre- and Posttests, and Unit Tests

The results of the correlation analysis between pre- and posttest and Unit Tests are presented in Table 17 which shows that the correlation is significant among most of the tests, except for the comparison between the pretest and Unit Tests II and III, in which the correlation of 0.12310 and 0.13932, respectively, present the PROB>/R/ score of 0.1321 and 0.1375, which do not have statistical significance (in this study considered at the 0.05 level).

4.2.3.2 - Discussion on the correlation between Pre- and posttests, and Unit Tests

The overall results show that there was a significant correlation among most of the tests. The low correlation of the

pretest and tests II and III may be explained by the knowledge students acquired in the period of time between the pretest and tests II and III; this low correlation, however, was compensated by the posttest which correlates significantly with all the other tests.

The correlation analysis of the pretest, posttest and Unit Tests I, II, and III gives additional scores which can corroborate the hypothesis raised in section 4.2.1.2 of the present chapter, that the students taught with the reading materials had a homogeneous performance during the school year, without significant individual disruptions or differences in performance/achievement.

TABLE 17 - CORRELATION COEFFICIENTS AMONG PRETEST, POSTTEST, UNIT TESTS I, II, AND III

		PRE-	POST-	UT I	UT II	UT III
PRE-	CORR.	1.00000	0.22390	0.21700	0.12310	0.13932
	PROB>/R/	0.00000	0.0057	0.0074	0.1321	0.1375
	SUBJECTS	151	151	151	151	115
POST-	CORR.	0.22390	1.00000	0.23940	0.40811	0.25091
	PROB>/R/	0.0057	0.0000	0.0031	0.0001	0.0068
	SUBJECTS	151	151	151	151	115
UT I	CORR.	0.21700	0.23940	1.00000	0.22875	0.29779
	PROB>/R/	0.0074	0.0031	0.0000	0.0047	0.0012
	SUBJECTS	151	151	151	151	115
UT II	CORR.	0.12310	0.40811	0.22875	1.00000	0.27643
	PROB>/R/	0.1321	0.0001	0.0047	0.0000	0.0028
	SUBJECTS	151	151	151	151	115
UT III	CORR.	0.13932	0.25091	0.29779	0.27643	1.00000
	PROB>/R/	0.1375	0.0068	0.0012	0.0028	0.0000
	SUBJECTS	151	151	151	151	115

4.3. Attitudinal evaluation instruments

4.3.1. Students' questionnaire on attitude

The students' questionnaire on attitude consisted of 97 questions and one open question for personal reactions and suggestions. In summary the questionnaire asked the students' opinion on the importance of English in the curriculum and its importance in their future lives, it also asked about their parents' opinion on the importance of English in the curriculum and about the way English was taught in their school. In addition, the questionnaire tried to find out if students saw English as a means of social mobility, and what they thought about the elimination of the discipline from the curriculum of their schools. Further, the questionnaire revealed some of the students' peculiarities such as if they had a job or if they had attended or were attending classes in a private English course. Finally, students were asked what they thought about the materials used in their school, the activities they liked best, and the language skills they thought they would need most in their professional lives.

When answering the questionnaire students did not have to identify themselves, and the number of students who answered the questionnaire does not exactly coincide with the number of students pre- and posttested because some students were absent the day the questionnaire was applied, or were absent the day the posttest was applied.

4.3.1.1. Results of the students' questionnaire of attitude

Two hundred and nine students answered the questionnaire, distributed as follows:

- a) 153 students of schools of group 1, taught with the reading materials prepared for this study;
- b) 56 students of schools of group 2, taught with other methodologies.

The average age of the students who answered the questionnaire was 14.1 years old, and they have been attending classes in the target schools for an average period of 5.4 years.

In order to find out the students' opinion on the importance of English among the other disciplines, they had to grade all the disciplines from 4 (Very Important) to 1 (Of Minimal Importance) (see Table 17 and Figures 1 and 2). The results were very similar in the two groups of schools. In schools of group 1, 70.6% of the students gave grades 4 and 3 to English, and in schools of group 2 this percentage was of 78.5%. These results were similar to the grades given to History and to Geography. On the other hand, Portuguese, Mathematics and Science were scored higher. The other disciplines of the curriculum as Physical Education, Artistic Education, Moral and Civic Education, and Social and Political Organization of Brasil were scored lower, as can be visualized in Figures 1 and 2.

When students were questioned about the importance of studying English, 41.8% of the students in the group 1 schools, and 42.9% in the group 2 schools said that it was very important to study English, while 31.4% in group 1, and 33.9% in group 2 said it was

rather important (see Table 19). The majority of students in both groups of schools also said that their parents considered it important for them to learn a foreign language (81.0% in group 1 and 51.8% in group 2).

Although students gave high importance to English in the curriculum, most of them had never studied English before. In the two groups of schools only 64 students out of 209 had already studied English and only 20 had studied English for more than one year, while only 7 had studied it in a private English course.

Additionally, when asked if students had already travelled to or lived in an English-speaking country, only 3, from a total of 209, said yes.

On the other hand, when students were asked if they wanted to learn another foreign language besides English, approximately 80% of students in both groups of schools said yes. In addition, approximately the same percentage of students in both groups of schools said that the English discipline should not be eliminated from the curriculum of their school. The questionnaire presented German, Italian, Spanish, and other language as options for the students to choose the other foreign language. Spanish was their favorite choice. The choices for the other languages are specified in Table 20.

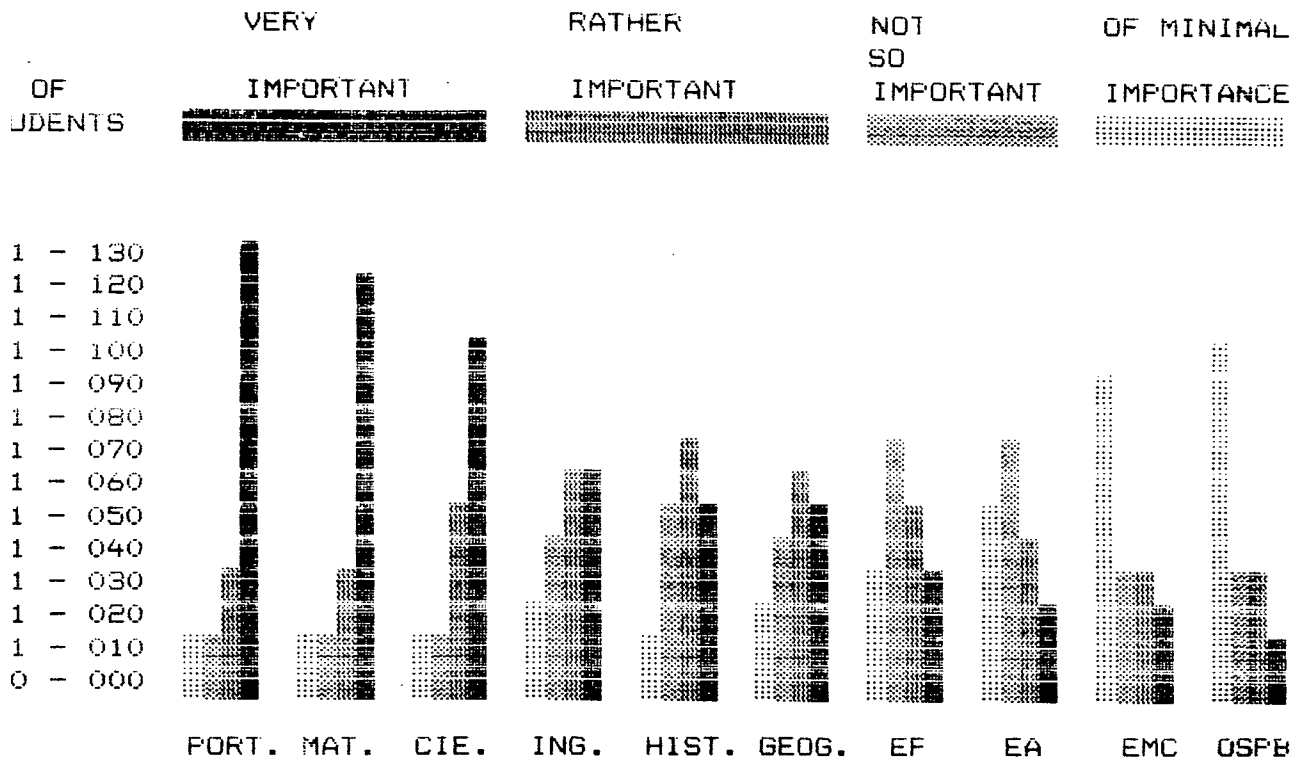
For the question that asked if society appraised more people who know a foreign language, more than 60% of the students in both groups of schools said yes.

TABLE 18 - GRADES GIVEN BY THE STUDENTS TO THE DISCIPLINES OF THE CURRICULUM

DISCIPLINE	SCHOOLS OF GROUP 1 153 STUDENTS				SCHOOLS OF GROUP 2 56 STUDENTS				
	4	3	2	1	4	3	2	1	
	N. STS.	121	25	04	03	47	07	01	01
PORTUGUESE	%	79.1	16.3	02.6	02.0	83.9	12.5	01.8	01.8
	N. STS.	115	28	06	04	43	13	00	00
MATHEMATICS	%	75.2	18.3	03.9	02.6	76.8	23.2	00.0	00.0
	N. STS.	93	47	09	04	31	18	07	00
SCIENCE	%	60.8	30.7	05.9	02.6	55.4	32.1	12.5	00.0
	N. STS.	52	56	33	12	25	19	10	02
ENGLISH	%	34.0	36.6	21.6	07.8	44.6	33.9	17.9	03.6
	N. STS.	45	64	32	12	22	19	12	03
HISTORY	%	29.4	41.8	21.0	07.8	39.3	33.9	21.4	05.4
	N. STS.	45	60	43	05	16	28	11	01
GEOGRAPHY	%	29.4	39.2	28.1	03.3	28.6	50.0	19.6	01.8
	N. STS.	25	41	65	22	10	23	17	06
PHYSICAL ED	%	16.3	26.8	42.5	14.4	17.8	41.1	30.4	10.7
	N. STS.	12	33	64	44	05	17	19	15
ARTISTIC ED	%	07.8	21.6	41.8	28.8	08.9	30.4	33.9	26.8
MORAL AND	N. STS.	12	23	30	88	06	18	16	16
CIVIC EDUC.	%	07.8	15.1	19.6	57.5	10.7	32.1	28.6	28.6
SOCIAL AND	N. STS.	09	26	27	91	10	29	11	06
POLITICAL									
ORG. OF BRAS	%	05.9	17.0	17.6	59.5	17.8	51.8	19.7	10.7

FIGURE 1 - IMPORTANCE GIVEN BY THE STUDENTS TO THE DISCIPLINES
OF THE CURRICULUM

SCHOOLS 1, 2, 3, 4, AND 5



= 1 - of minimal importance

= 2 - not so important

= 3 - rather important

= 4 - very important

PORT. - Portuguese

MAT. - Mathematics

CIE. - Science

ING. - English

HIST. - History

GEOG. - Geography

EF - Physical Education

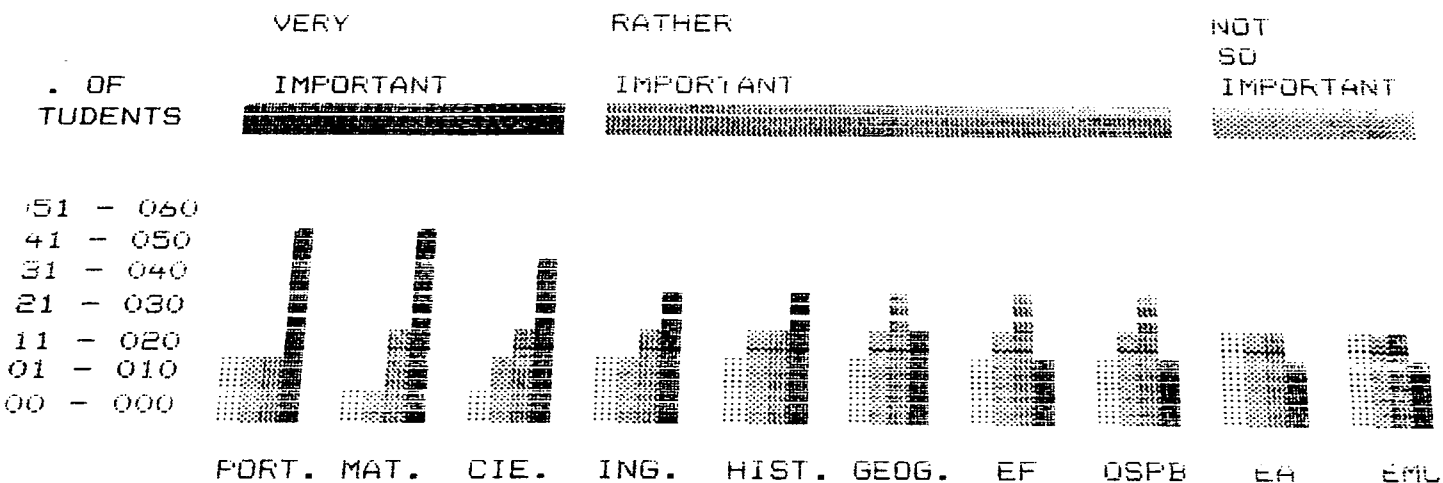
EA - Artistic Education

EMC - Moral and Civic Education

OSPB - Social and Political
Organization of Brasil

FIGURE 2 - IMPORTANCE GIVEN BY THE STUDENTS TO THE DISCIPLINES
OF THE CURRICULUM

SCHOOLS 6, 7, AND 8



= 1 - of minimal importance

= 2 - not so important

= 3 - rather important

= 4 - very important

PORT. - Portuguese

MAT. - Mathematics

CIE. - Science

ING. - English

HIST. - History

GEOG. - Geography

EF - Physical Education

EA - Artistic Education

EMC - Moral and Civic Education

OSPB - Social and Political
Organization of Brasil

TABLE 19 - IMPORTANCE GIVEN BY THE STUDENTS TO THE ENGLISH DISCIPLINE

SCHOOLS	NUMBER OF STUDENTS	VERY IMPORTANT	RATHER IMPORTANT	NOT SO IMPORTANT	OF MINIMAL IMPORTANCE
GROUP 1	153	41.8% 64	31.4% 48	23.5% 36	03.3% 05
GROUP 2	56	42.9% 24	33.9% 19	19.6% 11	03.6% 02
TOTAL	209	42.1% 88	32.1% 67	22.5% 47	03.3% 07

TABLE 20 - STUDENTS' CHOICES FOR OTHER FOREIGN LANGUAGES TO BE PART OF THEIR CURRICULUM

LANGUAGE	SCHOOLS OF GROUP 1		SCHOOLS OF GROUP 2		TOTAL	
	N. OF STS	CHOICES	N. OF STS	CHOICES	STS	CHOICES
SPANISH	153	64	56	16	209	80
GERMAN	153	37	56	7	209	44
ITALIAN	153	37	56	8	209	45
OTHER LANGUAGE	153	46	56	18	209	64

In the Introduction Chapter it was mentioned that most of the Florianópolis municipal students belong to a low socio-economic class and many of them had to work in one period of the day and study in the other. The questionnaire results showed that 34.7% of

group 2, had a job besides studying (Tables 21 and 22).

In the part of the questionnaire where the students evaluated the kind of English they were taught in their school, the majority of students, 71.9% in group 1 and 57.1% in group 2, answered that the English they were learning would fulfill their future expectations. Moreover, 79.7% of students in schools of group 1 and 62.5% in schools of group 2 said that their parents were satisfied with the way English was taught in their school. A high number of students however, wanted to have more English classes per week than the schools were offering (see Table 23).

Additionally, when evaluating the English classes, 66.0% in group 1 answered that the classes were dynamic and interesting, 19.0% answered that the classes were not very interesting, 08.5% considered them tiring, and 06.5% said they were dull (see Table 24). In group 2, however, only 32.1% classified the classes as dynamic and interesting, 55.4% said that they were not very interesting, 10.7% said that they were tiring, and 1.8% said that they were dull (Table 28). Further, in the evaluation of the materials used in class, 20.3% of students in schools of group 1 said that the materials were very interesting, 57.5% said that they were interesting, 19.0% said that they were not very interesting, and 03.2% said that the materials were uninteresting; the results of schools of group 2, on the other hand, showed that only 14.3% classified the materials they used in class as very interesting, only 39.3% as interesting, 26.8% as not very interesting, and 19.6% as uninteresting (see Tables 24 and 25).

TABLE 21 - STUDENTS WHO HAVE A JOB IN SCHOOLS OF GROUP 1

	SCHOOL NUMBER OF STS	STGS. WHO WORK	1-2 HOUR JOB	2-4 HOUR JOB	4-6 HOUR JOB	8 HOUR JOB	
	1	30	10	2	1	5	2
	2	40	7	1	3	1	2
	3	15	4	0	2	2	0
	4	40	22	2	10	7	3
	5	28	10	0	5	3	2
TOTAL	5	153	53	5	21	18	9
%		100.0	34.7	03.3	13.7	11.8	05.9

TABLE 22 - STUDENTS WHO HAVE A JOB IN SCHOOLS OF GROUP 2

	SCHOOL NUMBER OF STS	STGS. WHO WORK	1-2 HOUR JOB	2-4 HOUR JOB	4-6 HOUR JOB	8 HOUR JOB	
	6	16	2	0	0	1	1
	7	10	2	0	2	0	0
	8	30	6	1	2	1	2
TOTAL	3	56	10	1	4	2	3
%		100.0	17.9	01.8	07.1	03.6	05.4

TABLE 23 - STUDENTS WHO WANT TO HAVE MORE ENGLISH CLASSES PER WEEK

SCHOOL	NUMBER OF STUDENTS	WANT MORE ENGLISH CLASSES PER WEEK		N. OF STS.	TOTAL %
		3 CLASSES	4 CLASSES		
1	30	11	09	20	66.7
2	40	26	04	30	75.0
3	15	03	07	10	66.7
4	40	19	13	32	80.0
5	28	12	10	22	78.6
6	16	05	08	13	81.3
7	10	06	03	09	90.0
8	30	13	03	16	53.3
TOTAL	209	95	57	152	72.7

Regarding the texts presented in the materials, in schools of group 1, 44.5% of the students considered them well updated, and 41.8% updated (Table 26); in schools of group 2, on the other hand, only 12.5% of the students considered the texts well updated, and 44.6% updated (Table 29). Exercises and activities were also evaluated by the students, being classified by group 1 students as very creative (28.7%), creative (60.1%), repetitive (09.2%), and very repetitive (02.0%) (Table 26); the students of schools of group 2 had the following results for the evaluation of the exercises: 12.5% for very creative, 39.3% for creative, 42.8% for repetitive and 05.4% for very repetitive (Table 27).

TABLE 24 - STUDENTS' EVALUATION OF THE ENGLISH CLASSES
AND MATERIALS IN SCHOOLS OF GROUP 1

SCHOOL	N. OF STS	CLASSES				MATERIALS				
		DI	NVI	TR	DU	VI	IN	NVI	UN	
1	30	25	5	0	0	6	22	2	0	
2	40	24	9	5	2	3	27	10	0	
3	15	7	7	1	0	4	6	5	0	
4	40	27	7	1	5	10	21	8	1	
5	28	18	1	6	3	8	12	4	4	
TOTAL	5	153	101	29	13	10	31	88	29	5
%		100.0	66.0	19.0	8.5	6.5	20.3	57.5	19.0	3.2

TABLE 25 - STUDENTS' EVALUATION OF THE ENGLISH CLASSES
AND MATERIALS IN SCHOOLS OF GROUP 2

SCHOOL	N. OF STS	CLASSES				MATERIALS				
		DI	NVI	TR	DU	VI	IN	NVI	UN	
6	16	7	6	3	0	5	8	2	1	
7	10	3	5	2	0	0	5	5	0	
8	30	8	20	1	1	3	9	8	10	
TOTAL	3	56	18	31	6	1	8	22	15	11
%		100.0	32.1	55.4	10.7	1.8	14.3	39.3	26.8	19.6

KEY - DI = Dynamic and Interesting VI = Very Interesting
 NVI = Not Very Interesting IN = Interesting
 TR = Tiring NVI = Not Very Interesting
 DU = Dull UN = Uninteresting

TABLE 26 - STUDENTS' EVALUATION OF THE IEXIS AND EXERCISES
IN SCHOOLS OF GROUP 1

SCHOOL	N. OF STS.	TEXTS				EXERCISES				
		WUP	UP	NEU	OUT	VCR	CR	REP	VRP	
1	30	13	14	3	0	11	18	1	0	
2	40	15	20	4	1	9	27	3	1	
3	15	8	6	1	0	2	11	2	0	
4	40	19	14	5	2	13	24	3	0	
5	28	13	10	2	3	9	12	5	2	
TOTAL	5	153	68	64	15	6	44	92	14	3
%		100.0	44.5	41.8	9.8	3.9	28.7	60.1	9.2	2.0

TABLE 27 - STUDENTS' EVALUATION OF THE IEXIS AND EXERCISES
IN SCHOOLS OF GROUP 2

SCHOOL	N. OF STS.	TEXTS				EXERCISES			
		WUP	UP	NEU	OUT	VCR	CR	REP	VRP
6	16	4	9	2	1	3	10	2	1
7	10	1	2	7	0	1	2	7	0
8	30	2	14	13	1	3	10	15	2
TOTAL AND	3	56	25	22	2	7	22	24	3
%		100.0	44.6	39.3	3.6	12.5	39.3	42.8	5.4

KEY - WUP = Well Updated
UP = Updated
NEU = Not Enough Updated
OUT = Outdated

VCR = Very Creative
CR = Creative
REP = Repetitive
VRP = Very Repetitive

The students of all the eight schools also pointed out the activities they preferred in the English classes (see Table 28). To do "fun and games" was the most favorite of all the activities presented; it was chosen by 72.7% of the students. To do "true and false exercises" came in second place, chosen by 55.5% of the students, and in third place was to "answer questions about texts" and to "listen to stories". On the other hand, the activities less chosen by the students were to "do dictation" (13.9%), to "do dramatizations" (15.8%), and to "do oral presentations" (16.3%).

After their own evaluation on the English classes, the students expressed what they thought was their classmates' opinion on the classes as well; it was very different from their own opinion (see Table 29). The results showed that more than 50% of the students in both groups of schools thought that their classmates did not like the English classes very much.

Further, students also pointed out the language skills they thought they would need most in the future. In schools of group 1, 79.1% of the students indicated speaking, 48.4% indicated writing, 43.8% indicated reading, and 24.8% indicated listening. In schools of group 2, on the other hand, speaking was indicated by 83.9% of the students, reading by 58.9%, writing by 57.1%, and listening by 35.7% (see Tables 30 and 31).

Finally, in the open question, where students could express their personal reactions and present their suggestions, 28% of the students in group 1 and 20% in group 2 did not present any suggestion, and 15% in group 1 and 09% in group 2 said that they liked the English classes exactly the way they were taught. The other suggestions mentioned by the students are presented in Table

32. In general the most significant suggestions were that the students wanted to have more English classes per week (11.5%), wanted to start learning English earlier in school (9.6%), wanted to learn more songs in class (9.6%), and wanted the schools to adopt an English textbook (9.1%).

TABLE 28 - STUDENTS' PREFERRED ACTIVITIES IN ENGLISH CLASSES

ACTIVITIES	SCHOOLS - GROUP 1			SCHOOLS - GROUP 2			TOTAL %
	N. OF STS.	N. CHOICES	%	N. OF STS.	N. CHOICES	%	
fun and games	153	115	75.2	56	37	66.1	72.
true/false exercises	153	94	61.4	56	22	39.3	55.
answer questions about texts	153	71	46.4	56	24	42.8	45.
listen to stories	153	63	41.2	56	31	55.4	45.
silent reading	153	50	32.7	56	27	48.2	36.
singing	153	45	29.4	56	31	55.4	36.
multiple choice exercises	153	53	34.6	56	17	30.4	33.
ask/answer questions orally	153	40	26.1	56	23	41.1	30.
read aloud	153	30	19.6	56	17	30.4	22.
tell/complete stories	153	30	19.6	56	15	26.8	21.
do oral presentations	153	19	12.4	56	15	26.8	16.
do dramatizations	153	20	13.1	56	13	23.2	15.
do dictation	153	22	14.4	56	7	12.5	13.

TABLE 29 - WHAT STUDENTS THOUGHT WAS THEIR CLASSMATES' OPINION ON THE ENGLISH CLASSES

SCHOOLS	LIKED VERY MUCH		JUST LIKED		DID NOT LIKE VERY MUCH		DID NOT LIKE	
	STS.	%	STS.	%	STS.	%	STS.	%
GROUP 1	21	13.7	34	22.2	91	59.5	07	04.6
GROUP 2	06	10.7	16	28.6	29	51.8	05	08.9
TOTAL	27	12.9	50	23.9	120	57.4	12	05.7

TABLE 30 - STUDENTS' PREFERENCE FOR THE LANGUAGE SKILLS IN SCHOOLS OF GROUP 1

SCHOOL	N. OF STS.	SPEAKING	WRITING	READING	LISTENING
1	30	24	19	17	10
2	40	37	24	17	8
3	15	14	6	7	3
4	40	30	13	15	7
5	28	16	12	11	10
TOTAL	5	153	74	67	38
%		100.0	48.4	43.8	24.8

TABLE 31 - STUDENTS' PREFERENCE FOR THE LANGUAGE SKILLS
IN SCHOOLS OF GROUP 2

	SCHOOL	N. OF STS.	SPEAKING	WRITING	READING	LISTENING
	6	16	14	9	8	5
	7	10	7	3	5	3
	8	30	26	20	20	12
TOTAL	3	56	47	32	33	20
		100.0	83.9	57.1	58.9	35.7

TABLE 32 - SUGGESTIONS MADE BY THE STUDENTS OF SCHOOLS OF GROUPS 1 AND 2

SUGGESTIONS	GROUP		TOTAL
	1 %	2 %	%
01 - wanted to have more English classes per week	09.8	16.1	11.5
02 - wanted to start learning English earlier in school. Some students asked for English classes since the 5th grade; some asked for them since the 4th grade; and some asked for English classes since the 1st grade in school	11.1	05.4	09.6
03 - wanted the school to adopt an English textbook	12.4	00.0	09.1
04 - wanted to use other textbooks	00.0	12.5	03.3
05 - wanted to learn more songs in class	09.8	08.9	09.6
06 - wanted to see films spoken in English	03.3	03.6	03.3
07 - wanted to do more exercises in class	05.2	10.7	06.7
08 - wanted to do more homework	00.0	10.7	02.9
09 - would like to learn a more extensive vocabulary	07.2	00.0	05.3
10 - wanted to have more fun and games	00.0	05.4	01.4
11 - wanted to be taught with other teaching methodologies	00.0	08.9	02.4
12 - wanted to be taught how to read texts	00.0	08.9	02.4
13 - wanted to have more adequate materials	00.7	08.9	02.9
14 - wanted to have a better teacher/ students relationship	00.0	05.4	01.4
15 - wanted to have better teachers	02.6	10.7	04.8

4.3.1.2. Discussion on the students' questionnaire on attitude

The general findings of the analysis of the questionnaire are: (1) students had a positive attitude towards English as a foreign language in the school curriculum; (2) they also revealed a positive attitude towards the materials and methodology used in their classes; and (3) the attitude of students in schools of group 1 was more positive than in schools of group 2 (see Tables 24, 25, 26, and 27).

The first part of the questionnaire investigated the role and the importance of English among the other disciplines of the curriculum. The results show that there was not much difference in importance given to the English discipline between schools of groups 1 and 2 (Table 18 and Figures 1 and 2); these results agree with the students' opinion on the importance of studying English (Table 20), but regarding their parents' opinion on the importance of studying English, schools of group 1 had a significantly more positive attitude than schools of group 2 (81.0% X 51.8%). Additionally, the hypothesis of the elimination of the English discipline from the curriculum of the Municipal Schools, raised in one of the questions was totally rejected by the great majority of the students who answered the questionnaire. Such an importance given by the municipal students to English seems to indicate that they are very interested in the study of the English language, and the improvement of the teaching of this foreign language in Florianópolis is indeed a worthwhile effort. On the other hand, the awareness that for the last two or three decades the teaching of English as a foreign language in Brasil, in spite of the students' interest, has followed

a permanent descending scale in the degrees of quality and time available in the curricula is extremely frustrating for English teachers. The sparse efforts of improvement as those mentioned in the Introduction of the present study are not enough to respond to the students' expectations.

Furthermore, when the students were asked if society appraised more people who know a foreign language, more than 60% of the students answered "yes", indicating that for the municipal students, to study a foreign language is not only a matter of intellectual achievement, but also of "social status". Actually, most of the students who answered the questionnaire also wanted to learn other foreign languages besides English (more than 70%); Spanish received the highest number of choices: nearly 40%. In addition, the majority of the 209 students wanted to have more English classes per week: some wanted to have 3 classes per week (they only had 2), and some wanted to have 4 English classes per week (see Table 23).

The above paragraphs discussed the importance municipal students give to the study of foreign languages in their schooling. Most of the issues above were analysed in relation to all the 209 students' results, because the way students see the importance of the English discipline was very similar in both groups. The students' reasons for giving such high importance to foreign languages are probably exclusively related to achievement in the foreign language properly, as intellectual improvement or social mobility. There are, however, other reasons that could be mentioned for the maintenance of foreign languages in elementary schools' curriculum; for example, the possibility of making comparisons between mother tongue and foreign language patterns and structures,

which could propitiate students to understand better their native language grammar and functions; the awareness that there is a close relationship between language instruction (native or foreign language) and the other areas of students' activities; the possibility of creating reading-centered foreign language courses, which could give students opportunities to transfer comprehension strategies not only from native language to the foreign, but the other way around, for students with poor reading habits in the first language; and finally, the utilitarian purpose of reading in a foreign language, which is extracting information from written texts. Actually, most of the advantages of foreign language teaching presented above are the main thrust of the ESP National Project principles.

The following part of this discussion will present the students' evaluation of the way English was taught in their schools.

The analysis of the two groups of schools showed that the attitude of the students in group 1 was much more positive regarding the English classes than their peers' attitude in group 2; for approximately two thirds of the students in group 1 the classes were dynamic and interesting against only one third of the students in group 2; additionally, more than 50% of these last students classified the classes as not very interesting, while only 19% of the students in group 1 chose this option in the classes evaluation (see Tables 24 and 25). Notwithstanding, the evaluation of the classes by the students of schools of group 2 was not extremely negative. They seemed to be more apathetic, while students of schools of group 1 seemed to see their English classes more

enthusiastically.

In spite of the apparent positive attitude and empathy students of groups 1 and 2 demonstrated towards the English discipline and the positive evaluation of the English classes in group 1, both groups did not feel their peers were as enthusiastic. Many students said that their classmates did not like the English classes very much (Table 29). It is not clear what generated this discrepancy between the students' own opinion on the English classes and the way they see their classmates' opinion.

Additionally, regarding the evaluation of the materials used in the Municipal Schools, once again the results favoured schools of group 1, in which the reading materials were used; more than 80% of these students evaluated the materials positively, seeming that they actually had an active personal involvement in the classes. In schools of group 2, however, where the materials used were different, the percentage concerning positive evaluation was much lower than in group 1 (see Tables 24, 25, 26, and 27). The results, therefore, show that the students' evaluation of the materials used in their classes was significantly more favorable in schools of group 1 than in schools of group 2. Several explanations could be forwarded for such a result, but they seem to be very significant for EFL teaching, since they show that the efforts for changing, adapting and improving the quality of materials and teaching can actually have a positive response from students.

Complementing, the questionnaire also asked the students if the English they were taught would fulfill their future expectations and if their parents were satisfied with the way English was taught in their schools. Comparing the two groups of schools, group 1

presented near 75% of positive answers, while group 2 had less than 60%. Regarding the opinion of the students' parents about the way English was taught in their schools, the analysis of the two groups of schools showed that group 1 had near 20% more positive answers than group 2. It is possible that the tentative effort accomplished by this study for changing the state of the art of English teaching in the Municipal Schools may have influenced parents' (as seen by students) and students' favorable position regarding the methodology used in class, because it seems that, in general, the parents' approval for any special enterprise of their children's school can also have a positive influence on the students' involvement with the school's actions.

When students were asked to indicate their favorite activities in the English classes (see Table 28), the results showed that 6 of the 8 most preferred activities were actually those activities the researcher had chosen as the main activities of the materials prepared for the present study. The following sequence of the activities refers to the choices of group 1, but schools of group 2 had a similar distribution. The students' favorite activity was to do "fun and games"; this is usually an activity that teenagers like to do. When the reading materials were being designed, the teenagers' preferences were taken into account, and fun and games were very frequently introduced in the materials. The second preferred activity, to do "true and false exercises", was also frequently introduced in lessons of the reading materials. To "answer questions about texts", the third most preferred activity, was presented in most of the lessons prepared for this study. To

"listen to stories" was in fourth place in the students' preference, but this activity was not part of the approach adopted for this study, since the emphasis was on reading and not on listening. "Silent reading", the fifth one, was emphatically developed in all the reading classes. "Singing", the sixth most preferred activity, was not frequently present in the reading materials and needs to be introduced in the materials when revisions will be made. "Do multiple choice exercises" appears in seventh place in the students' preference, and was introduced in most of the lessons of the materials. Finally "ask/answer questions orally", the eighth one, was an activity frequently used in the reading classes mainly during the pre-reading activities, but in Portuguese.

In spite of the positive results presented above, the researcher's expectations were not completely fulfilled in the results of the questionnaire. When asked which language skills students needed more in their future professional lives, it was expected that, at least in schools of group 1 the scores for reading would be at least similar to the scores for speaking. Nevertheless reading was scored even under writing (see Table 30). On the other hand, regarding the students' preference for the speaking skill, the results could be due to the fact that many students answered the question based on their immediate wants, and not on their future needs. Another reason could be the "social status", because "to know" a language is usually equated with "speaking" that language and students do think that knowing a foreign language helps climb the social ladder. Another reason for the high number of choices for the speaking skill could be students misunderstanding of the role of the four skills; they could think that one who knows how to speak

a foreign language would, as a consequence know how to read, write and listen to that language; therefore, some students could have chosen speaking supposing that this skill would imply the other three.

The last part of the questionnaire, consisted of free suggestions. Approximately 40% of the students did not present suggestions, or said that they liked the classes exactly as they were. This could be an indication that the questionnaire presented the main issues on which these students would like to give their opinion. Among those who gave their suggestions, the students of schools of groups 1 and 2 reinforced their desire of having more English classes and even of having English since earlier in their schooling (see Table 32). This suggestion corroborated the importance that all the 209 students gave to the English discipline in their curriculum, and could deserve a revision in the municipal curriculum regarding English classes.

Besides, in schools of group 1, the students showed that they wanted to develop the capacity of naming things in English. Indeed, the texts chosen for the materials prepared for this study did not present vocabulary related, for example, to the objects used in school. Maybe the students wanted to be able to use English words to name concrete things that they use in their daily life. Texts were chosen having in mind students' interest in relation to the other disciplines of the curriculum, updated information, etc. There was not, however, a special concern that texts should relate to daily routines, or school objects. This could be a lack in the materials because students had expectations that were not fulfilled along the

different texts chosen for the materials. The same could be said in relation to the suggestion that asks for the adoption of English textbooks. The students were probably accustomed to see their peers of other school grades using books in their English classes. The xeroxed sheets that they received for each class were not a book; thus, they wanted to have their English book. It is even a matter of "status" among their classmates of other grades. The students' suggestion that asked for more exercises could relate to the kind of structural repetitive exercises, that work for memorization, used in other methodologies and which were not part of the materials. On the other hand, the students' demand for songs in English in schools of group 1 was actually a lack in the materials and the researcher tried to fill in this deficiency in the last lessons. Nevertheless, there was not time enough to develop this activity. Songs can probably be good motivation for students. The lyrics of well chosen songs could many times be used as a text to be explored through different activities in the English classes.

Schools of groups 1 and 2 gave the suggestion to watch films spoken in English. This request, in spite of legitimate, is quite utopic for the poor condition of the Municipal Schools concerning teaching aids.

In schools of group 2, the request for more exercises was also present, in addition to a request for more homework; this is strange because most of the students usually complain about their tasks. These schools asked for more songs as well. Finally, the other suggestions given by schools of group 2 were quite different from those of group 1. Some students asked for better teachers and for a better teacher/students relationship. One possibility for these

students' complains of their teachers could be a rejection of the methodology used in class. This seems to be a plausible possibility because the students of these schools in other suggestions also mentioned the need to have more adequate materials, to use other textbooks, to be taught how to read texts, to have more fun and games, and to be taught with other teaching methodologies. Such suggestions were not present in the questionnaires of schools of group 1, which seems to indicate that the students of these schools were actually satisfied with the materials and methodology used in their English classes. Schools of group 2, on the other hand, can be seen as requesting to the educational authorities for some changes in the teaching of foreign languages.

The questionnaire seems to have given an overall view of the way the subjects involved in this study see the English language/discipline in the context of their lives. It was also through the questionnaire that the researcher could detect the positive impact the materials prepared for this study had on the municipal students, and the limitations of the project as well. Besides, one important finding of this attitudinal evaluation instrument was the high value students gave to the English discipline in the curriculum, and their desire of having more English classes per week, and of having English since earlier years in school; this fact could be a high motivating factor for English teachers to ask from the educational authorities more attention for the disciplines of foreign language teaching.

4.3.2 - Teachers' evaluation of students' attitude in class

The teachers' evaluation of students' attitude in class was based on the teachers' observation of the students' participation in the English classes, concerning their oral participation; willingness to go to the blackboard; participation in pair or group work; attention in class, and execution of the activities and exercises (see the attitudinal evaluation sheet in Appendix 5).

This subjective evaluation was done only with the students who used the reading materials (schools of group 1), and it was done by the bimester (according to the official evaluative system of the Municipal Schools). There were, therefore, four evaluations during the school-year for the students' participation in the English classes. The teachers used the evaluative criterion from very good to not interested, for the computer analysis the different "concepts" were transformed into grades from 1 to 4, as follows:

DESINTERESSADO (Not Interested) = 1

REGULAR (Regular) = 2

BOM (Good) = 3

MUITO BOM (Very Good) = 4

The grades were added up, and a mean for each student and group of students was established through the computer SAS statistical package of the NPD - UFSC; these mean grades were afterwards compared to the students' mean grades in the three Unit Tests for correlation scores.

4.3.2.1 - Results of the teachers' evaluation of students' attitude in class

The first part of the analysis of the attitude evaluation is a comparative analysis of the different groups of students' performance in class in schools 1/2/3/4/5. These results are presented in Table 33; they were similar in the majority of the groups; only two groups in school 4 had a slightly higher mean grade (3.3 and 3.7) than the other schools.

The second part of the analysis tried to find out if there was a correlation between the means of the students' three Unit Tests and the means of the four grades assigned by the teachers for the students' participation in class. Taking into account the general results of the 151 students evaluated, there was a correlation between the two mean grades, and the probability scores indicated that it was statistically significant: the students' general mean grade in the three Unit Tests was 72.6 and the students' participation general mean grade was 3.0, with a correlation of 0.37 and $PROB>/R/ = 0.0001$ (see Table 34). Analysing the eight different groups separately, however, the results indicated that only half of the groups had a significant correlation between the two mean grades (see Table 34). The group with the highest correlation was group 2.2 (CORR = 0.74, and $PROB>/R/ = 0.0002$), and the group with the lowest correlation was group 2.1 (CORR = 0.09, and $PROB>/R/ = 0.7050$).

The last part of the analysis of the students' participation mean grades refers to the comparison between boys' and girls' mean grades (see Table 35). In this case, the results showed that, in general, the girls had a slightly higher mean grade for their

participation in class than the boys; in addition, the minimal mean grade of the girls was higher than that of the boys as well, but the differences were small in both cases and not significant.

TABLE 33 - MEAN GRADES FOR STUDENTS' ATTITUDE IN CLASS IN THE DIFFERENT GROUPS, MINIMAL AND MAXIMAL MEAN GRADES IN EACH GROUP

TEACHER	SCHOOL	GROUP	N. OF STS	MINIMAL	MAXIMAL	MEAN GRADE
1	1	1.1	15	2.3	3.8	2.8
2	1	1.2	15	2.3	4.0	3.1
3	2	2.1	18	1.8	4.0	2.7
3	2	2.2	20	1.3	4.0	2.8
3	3	3.1	20	1.0	4.0	2.8
4	4	4.1	23	2.3	4.0	3.3
4	4	4.2	13	3.0	4.0	3.7
5	5	5.1	27	1.8	4.0	3.1
5	5	8	151	2.0	3.9	3.0

TABLE 34 -CORRELATION ANALYSIS BETWEEN THE UNIT TESTS MEAN GRADES IN THE DIFFERENT GROUPS OF STUDENTS AND THE MEAN GRADES OF THE STUDENTS' PARTICIPATION IN CLASS

SCHOOL / GROUP	N. OF STUDENTS	UNIT TESTS MEAN GRADE	PARTICIPATION MEAN GRADE	CORRELATION	PROB>/R/	
1/1	15	78.0	2.8	0.35	0.1926	
1/2	15	77.1	3.1	0.59	0.0185	
2/1	18	72.9	2.7	0.09	0.7050	
2/2	20	73.1	2.8	0.74	0.0002	
3/1	20	65.5	2.8	0.55	0.0105	
4/1	23	71.3	3.3	0.17	0.4314	
4/2	13	74.9	3.7	0.63	0.0200	
5/1	27	71.7	3.1	0.24	0.2238	
TOTAL	8	151	72.6	3.0	0.37	0.0001

TABLE 35 - COMPARISON OF THE GIRLS' PARTICIPATION
MEAN GRADES WITH THE BOYS' PARTICIPATION
MEAN GRADES

SEX	N. OF STUDENTS	MINIMAL	MAXIMAL	MEAN GRADES
F	82	1.3	4.0	3.2
M	69	1.0	4.0	2.8
TOTAL	151	1.0	4.0	3.0

4.3.2.2 - Discussion on the teachers' evaluation of students' attitude in class

An analysis of the results of the teachers' evaluation of the students' attitude in class, showed that, in general, the students' participation in the English classes was considered Good by the teachers, and the comparative analysis of the eight different groups of students in schools 1 to 5 demonstrated that almost all the teachers considered their groups close to the "Good" level (see Table 33). Only group 4.2 had a significant higher mean grade, close to the "Very Good" level. The similarity in the groups may be an indication that the uniformity of these schools reflected by the teachers' attitudinal evaluation is in harmonic concordance with the

homogeneity already detected in the posttests (see sections 4.2.1.1 and 4.2.1.2).

The correlation analysis, on the other hand, showed that the general participation mean grade and the general Unit Tests mean grade correlated significantly; it seems that, in general, high grades in the tests actually corresponded to high grades for the students' attitude in the English classes by the teachers, and the same happened to low grades (see Table 34 -) summations). The analysis by group, however, showed that the correlation between the two mean grades was not significant in all groups of students (Table 34). The low correlation scores in a significant number of schools, including the researcher's school, could be due to the presence of some students in the groups who had an active participation in class, but who did not succeed in the tests, or the other way around, students with an apparent apathy during the classes being able to reach high grades in the tests. This discrepancy probably did not occur in groups 2.2, 3.1, and 4.2 which had the the highest correlation scores in the schools that used the reading materials (see Table 34). Such differences do not seem to be abnormal, since this study is dealing with different groups of people, that in spite of having similarities such as age, school grade, school system or socio-economical condition, belong to different communities, with different habits, having peculiarities that could have influenced their performance. Even so these differences in correlation scores only became evident when the analysis was made by group, with a small number of subjects; for general results the correlation was highly significant (Table 34).

After the analysis of the correlation scores, however, there is

an important conclusion to be drawn: no matter the kind of the evaluation instrument taken into consideration, the general results of students' achievement in this study were always in the "good" or "adequate" level (see sections 4.2.1, 4.2.2, and 4.2.3).

The results of the teachers' evaluation of the students' attitude in class concerning differences between the boys' and the girls' participation in the English classes showed that the difference between them was of low significance (see Table 35). Another comparison between boys and girls had already been made when the pre- and posttests were analysed and there was no significant difference as well. These results may be interpreted as another indication of the homogeneity of the subjects submitted to the treatment.

In this study, the teachers' observation of the students' participation in class was also an additional evaluation instrument to be compared with the other evaluation instruments of the study and also to serve as a measuring instrument of the students' personal involvement with the materials and methodology during the classes.

It is important to mention, however, that in the educational process, the subjective evaluation instruments seem to be valid mainly because they propitiate good opportunities for the teachers to know better their students. The close interaction teacher/student that is constant in the 4 first grades in school, is normally put aside from the 5th grade on, probably due to the fact that the teachers of the different disciplines do not have classes with the same group of students everyday, since they teach to several grades.

The adoption of some criteria of observation of the students' attitude in class such as those used for the present study (see the attitudinal evaluation sheet in Appendix E) could at least help teachers to know their students better in order to improve their interaction, and follow the learning process more closely.

4.3.3 - Teachers' questionnaire on attitude

The teachers' questionnaire on attitude consisted of 137 questions. The questions covered aspects of the teachers' personal characteristics, aspects of the teachers' view on their profession, on the main objectives of teaching English as a foreign language, and, finally, an evaluation of the reading materials prepared for the present study.

All the 11 municipal English teachers were asked to fill in the questionnaire, but, unfortunately, only 6 responded. All the teachers that returned the questionnaire, used the reading materials prepared for this study in their teaching, even if 2 of them could not have their students included in the data for personal reasons. Therefore it was not possible to get the opinion of the teachers who did not use the materials on the different subject matters covered by the questionnaire.

4.3.3.1 - Results of the teachers' questionnaire of attitude

In the first part of the questionnaire, on the teachers' profile, the results were the following:

- a) - on the average, the 6 teachers that answered the questionnaire taught in 3 different schools;
- b) - there were 5 women teachers and 1 man;
- c) - all the 6 teachers were fully certified teachers; one of them had an MA degree in English Literature; and 1 had an additional English course, taken in a private school;
- d) - four of the 6 teachers graduated from UFSC, 1 from UFRGS, and 1 from FESSC;
- e) - they had been teaching English for an average of 5.8 years;
- f) - the 6 teachers taught for about 30 hours per week in "10 grau"; and 1 taught 10 hours per week in "20 grau";
- g) - the teachers had an average of 22 students in each class;
- h) - in the Municipal Schools, 5 of the 6 teachers were permanent staff, and one was a substitute teacher;
- i) - four teachers also worked in the state school system;
- j) - two of the 6 teachers taught Portuguese besides English in the Municipal Schools;
- k) - four of the 6 teachers had English as a full-time profession; and 2 were part time.

In the second part of the questionnaire teachers were asked about their profession and the results showed that:

- a) - all the 6 teachers liked very much to teach English;
- b) - all of them felt the need of improving in their profession; as the means for improvement, 2 of them indicated readings, 3 indicated seminars, 4 specialization, and 3 indicated MA degrees;
- c) - five of the 6 teachers said that they were happy in their profession;

d) - five of the 6 teachers said that they were doing a good job in their profession, and 1 said that she was doing a regular job;

e) - table 36 shows the results obtained with the question that presented a list of 16 factors which could bring problems for the teachers' work trying to find out the main problematic aspects of the profession of teaching a foreign language. The most common problems presented by the teachers were the following:

(1) low salary (5 indications);

(2) poor schools (5 indications);

(3) lack of adequate materials (5 indications);

(4) insufficient time available in the curriculum in order to reach the teaching objectives (4 indications).

The other factors were indicated as bringing no problems or not many problems by at least 4 of the 6 teachers (see Table 36).

TABLE 36 - MAIN FACTORS THAT COULD CAUSE PROBLEMS FOR ENGLISH TEACHERS

MAIN FACTORS	NO PROBLEMS	NOT MUCH PROBLEMS	SOME PROBLEMS	A LOT OF PROBLEMS
	1	0	2	3
-low salary;	1	0	2	3
-negative attitude of parents and community towards English;	3	3	0	0
-negative attitude of other teachers, and administrative staff towards English;	4	1	1	0
-negative attitude of other English teachers towards the profession;	6	0	0	0
-lack of clear and reachable objectives for the discipline;	2	2	2	0
-insufficient time available in the curriculum in order to reach the teaching objectives;	1	1	2	2
-lack of adequate materials;	0	1	2	3
-lack of discipline of the students in class;	0	5	0	1
-students' rejection of the English discipline;	2	4	0	0
-lack of motivation of the students;	2	3	1	0
-poor schools;	0	1	2	3
-too many students in each classroom;	3	2	0	1
-lack of time to prepare the lessons;	2	3	0	1
-the correction of exercises and tests;	2	3	1	0
-insufficient pedagogical knowledge;	3	3	0	0
-insufficient linguistic knowledge;	3	3	0	0

The third part of the questionnaire concerned the main objectives of teaching English as a foreign language, and the results were the following.

a) - teachers had the following reactions on the students' purpose for studying English: 3 said that the students wanted to learn more about different subjects; 2 said that the students studied English in order to pass the "vestibular", 1 said that the students studied English in order to have a better performance in their future profession, and 1 said that they wanted to get a better job; no one said that the students wanted to communicate with different people;

b) when teachers were asked about the importance for their students to learn English, the results were mixed. 5 of the 6 teachers said that to know how to read was very important; for 2 of them to know grammar was very important and for 3 rather important; to understand somebody speaking was considered very important by 2 teachers and rather important by other 2; 3 teachers said that to know how to write was very important; and 4 of them considered to know how to translate an objective of minimal importance. The other presented objectives, to know English speaking countries' culture, and to know how to speak, had sparse results (see Table 37)

TABLE 37 - MOST IMPORTANT OBJECTIVES TO BE REACHED IN ENGLISH TEACHING TAKING INTO ACCOUNT THE STUDENTS' SOCIAL CONTEXT

OBJECTIVES	VERY IMPORTANT	RATHER IMPORTANT	NOT SO IMPORTANT	OF MINIMAL IMPORTANCE
-to know English speaking countries' culture;	0	2	3	1
-to know how to speak;	1	2	1	2
-to know how to read;	5	0	1	0
-to know how to write;	3	0	2	1
-to know how to translate	2	0	0	4
-to know grammar	2	3	1	2
-to understand somebody speaking English.	2	2	1	1

The last part of the questionnaire asked the teachers to evaluate the reading materials prepared for the present study. From the 6 teachers who answered the questionnaire, 5 said that the materials were very interesting and 1 said that they were interesting (see Table 38). Regarding the methodology, 3 teachers said that it was very dynamic and 3 that it was dynamic (Table 38). In addition, comparing the reading materials with other materials the teachers already knew, 4 teachers said that they were much more efficient than the others, 1 said that they were as efficient as the others and 1 said that the materials were less efficient than the others (Table 38).

The teachers also evaluated the texts and the activities of the

reading materials, as well as the adequacy of the materials for the students' level of knowledge. Concerning the texts and activities, 2 teachers said that the texts were well updated, and 4 said that they were updated, 2 teachers said that the activities were very creative, 2 said that they were creative, and 2 said that they were repetitive, at last all the 6 teachers said that the materials were adequate for the students' level of knowledge (see Table 39).

When asked if they wanted to continue using the reading materials in the next school-year, 5 teachers said yes. In addition, 3 of the 6 teachers said that their students were very motivated and interested in the classes, 2 said that they were somewhat more motivated and interested than students of previous school-years, and only 1 said that the students had the same participation as students of previous school-years.

The next results refer to the activities of the reading materials properly. All the 6 teachers said that their students liked to do pair-work or group-work, and that the pre-reading activities were a motivating factor and a facilitative element for text comprehension. Further, 5 of the 6 teachers said that the students actually used the cognates as a helping aid to comprehend the texts; and 4 teachers said that the students made efforts in order to do their activities alone, while 2 said that their students asked for the teacher's help frequently.

Table 40 presents the results on the question that asked the teachers to indicate their students' favorite activities in the class. To do cross-word puzzles was the only activity indicated by all the 6 teachers as their students' favorite. In second place, came to do word hunt. To do true/false exercises, do multiple choice

exercises, fill in the blanks, relate columns, and play games came in third place. Besides, Table 41 presents the main objectives of the present study with the teachers' evaluation of the achievement of these objectives, grading them from 4 (well achieved) to 1 (not achieved). According to the teachers grades, the best achieved objective was to get a general idea of a text. To write outline or draw diagrams based on a text, in Portuguese and summarize a text, where the main points are clearly stated came in second place in order of achievement, and in third were to recognize the main idea of a text and find out the main points of a texts. To draw inferences was the objective less achieved, according to the teachers.

Finally, the teachers were asked if they thought it had been valid to emphasize the reading skill in the present study, and 5 of the 6 teachers said yes.

At the end of the questionnaire the teachers were invited to give some free suggestions for the researcher to improve the materials, only 4 of the 6 teachers wrote something. Two of them suggested the introduction of lessons exploring the lyrics of songs more frequently, more games, a bigger number of tests, and more difficult tests. Another teacher said that the materials could be adapted in order to introduce some oral communication exercises, because, he said, the students enjoy to speak. Finally, one teacher said that the materials were too long for one school-year and they could be adapted for the 7th and 8th grades.

TABLE 38 - TEACHERS' EVALUATION OF THE MATERIALS AND METHODOLOGY

TEACHER	SCHOOLS	MATERIALS				METHODOLOGY				THESE MATERIALS REL. TO OTHER MATERIALS			
		VI	RI	IN	NVI	VD	DIN	NVD	TS	MME	SME	AEAO	LE
1	1	1	0	0	0	0	1	0	0	1	0	0	0
2	2,3	1	0	0	0	1	0	0	0	0	0	1	0
3	4,7	1	0	0	0	1	0	0	0	1	0	0	0
4	5,8,14	0	0	1	0	0	1	0	0	0	0	0	1
5	9	1	0	0	0	1	0	0	0	1	0	0	0
6	12	1	0	0	0	0	1	0	0	1	0	0	0
TOTAL	6	5	0	1	0	3	3	0	0	4	0	1	1

KEY. VI - Very Interesting VD - Very Dynamic
 RI - Rather Interesting DIN - Dynamic
 IN - Interesting NVD - Not Very Dynamic
 NVI - Not Very Interesting TS - Too Still

MME - Much More Efficient
 SME - Somewhat More Efficient
 AEAO - As Efficient As Others
 LE - Less Efficient

Note: the teachers of schools 6, 10, 11, 13, and 15 did not respond the questionnaire.

TABLE 39 - TEACHERS' EVALUATION OF THE TEXTS AND ACTIVITIES AND OF THE ADEQUACY OF THE MATERIALS PREPARED FOR THIS STUDY

TEACHER	SCHOOLS	TEXTS				ACTIVITIES				ADEQUACY OF THE READING MATERIALS			
		WUP	UP	NEU	OUT	VCR	CR	REP	VRP	TE	ADE	DIF	TD
1	1	1	0	0	0	1	0	0	0	0	1	0	0
2	2,3	0	1	0	0	0	0	1	0	0	1	0	0
3	4,7	1	0	0	0	1	0	0	0	0	1	0	0
4	5,8,14	0	1	0	0	0	1	0	0	0	1	0	0
5	9	0	1	0	0	0	0	1	0	0	1	0	0
6	12	0	1	0	0	0	1	0	0	0	1	0	0
TOTAL	6	2	4	0	0	2	2	2	0	0	6	0	0

KEY: WUP - Well Updated VCR - Very Creative
 UP - Updated CR - Creative
 NEU - Not Enough Updated REP - Repetitive
 OUT - Outdated VRP - Very Repetitive

TE - Too Easy
 ADE - Adequate
 DIF - Difficult
 TD - Too Difficult

Note: the teachers of schools 6, 10, 11, 13, and 15 did not respond the questionnaire.

TABLE 40 - STUDENTS' PREFERRED ACTIVITIES, IN THE TEACHERS' OPINION

ACTIVITIES	TEACHERS						TOTAL
	1	2	3	4	5	6	
-ask/answer questions orally	0	1	0	0	0	0	1
-read silently	0	0	1	0	0	0	1
-read aloud	0	0	0	0	0	0	0
-answer questions about texts	0	0	0	0	0	0	0
-do true/false exercises	1	0	1	1	0	0	3
-do multiple choice exercises	0	0	1	0	1	1	3
-fill in the blanks	1	0	1	0	0	1	3
-relate columns	1	0	1	0	0	1	3
-do cross-word puzzles	1	1	1	1	1	1	6
-do word hunt	1	1	1	0	1	0	4
-play games	1	1	0	0	1	0	3

TABLE 41 - ACHIEVEMENT OF THE OBJECTIVES POSED FOR THE STUDY,
ACCORDING TO THE TEACHERS' GRADING

OBJECTIVES	TEACHERS' GRADES						MEAN GRADES
	1	2	3	4	5	6	
get a general idea of a text	1	4	4	4	4	4	3.5
recognize the main idea of a text	1	3	4	1	3	4	2.7
find out the m. points of a text	3	3	3	1	3	3	2.7
find out specific information in a text	3	2	3	1	2	3	2.3
identify relations bet. sentences	3	1	3	1	1	2	1.8
write outlines or draw diagrams based on a text, in Portuguese	4	4	3	1	4	2	3.0
recognize text organization	2	2	3	1	1	3	2.0
draw inferences	1	1	3	1	1	3	1.7
summarize a text, where the main points are clearly stated	4	4	3	1	4	2	3.0
TOTAL MEANS	2.4	2.6	3.2	1.3	2.5	2.9	2.5

4.3.3.2 - Discussion on the teachers' questionnaire on attitude

The questionnaire presented results that can give an overview of the municipal English teachers' profile, since 5 out of 7 of the permanent municipal English teachers, and 6 out of 11 of the total staff, including substitute teachers, answered the questionnaire.

The results on the teachers' schedule seem to demonstrate that they were overloaded, mainly because they had to move from one school to the other. Such facts are not unusual among Brazilian

elementary teachers, and they can easily have a damaging effect on the quality of teaching.

In the Introduction Chapter of this study, it was said that until 1987, there were not any careful criteria for the admission of English teachers, usually university students were in charge. Since the beginning of 1987, however, applications for the admission of qualified English teachers were required. Therefore, in 1988, when this questionnaire was applied, the municipal English teachers' level was very good, the results of the questionnaire showed that they were all fully certified teachers and one had even an MA degree. They were also experienced teachers, since the results showed that they had taught, in average, for 5.8 years. Additionally, all the teachers said that they liked "very much" to teach English, and most of them felt professionally fulfilled, and doing a good job in teaching, yet, all of them said that they wanted to improve their teaching through additional training such as going to an MA degree, attending seminars and to improve professionally by further readings. Another piece of information given by the questionnaire, that is a common fact in the elementary schools in Brasil, is that the great majority of the municipal English teachers are women. The data on the municipal English teachers' characteristics given by the questionnaire showed that they have some problems that are common to most teachers in Brasil such as overloading and low salaries (Table 36), but the most important findings on their personal characteristics are their professional qualifications, their experience in teaching and their personal fulfilment in the profession. These findings seem to qualify them

to do a good job with their students and reinforces the reliability of most of the findings of this study which worked with data obtained through these teachers' teaching.

On the other hand, according to the results, the average number of students in each of the teachers' classrooms was 22 which is a reasonable number of students, normally not difficult to work with. The problem with crowded classes which is many times a common teachers' complaint in many of the other Brazilian Schools does not seem to be the most common trouble in the Municipal Schools of Florianópolis. But the municipal English teachers do have problems in teaching, the most common ones, selected by the teachers (see section 4.3.3.1 above), being possibly the most common problems encountered in the Brazilian state school system in general. According to Capelle (1985:1) and Magalhães et al (1988:25-26) (see Chapter 2, section 2.2, in this study) the lack of adequate materials and insufficient time available in the curriculum in order to reach the teaching objectives, which were also indicated by the municipal English teachers, are indeed two of the most common problems in foreign language teaching in Brasil.

Moreover, in the part of the questionnaire in which the teachers had to indicate their students' purpose for studying English, their answers were contradictory in relation to the students' questionnaire of attitude, since no teacher said that their students wanted to learn English in order to communicate with other people (see Table 37). Most of the students said in their questionnaire that they wanted to speak English, but only one teacher said that it was very important for their students to know how to speak English. On the other hand, most of them said that it

was very important for their students to know how to read. Therefore, it seems that most of the teachers were not much worried with their students' wants, but they felt that the reading skill was of main importance for them. The teachers' opinion in this case confirms that the efforts of the ESP project for emphasizing reading in Brasil for "2o" and "3o graus" can find adepts in teachers of "1o grau" also, and it could be possible to extend the range of that project for elementary teaching.

The last part of the teachers' questionnaire presented the teachers' evaluation of the reading materials prepared by the researcher for this study. In general the teachers' evaluation of the materials and methodology was very positive (see Table 38); most of them considered the materials much interesting, the methodology dynamic, and the materials much more efficient than other materials. Besides, the texts also had 100% of positive evaluation, and 100% considered the materials adequate for the students' level of knowledge (see Table 39). Regarding the activities, two thirds of the teachers said that they were creative (Table 39), and for the majority of them, their students were more motivated and interested in the classes this school-year than other students in previous school-years, thus, most of them wanted to continue using the materials next year. Such approval, given by professionals in language teaching, seem to show that the way the materials and methodology approached teaching reading in English could be considered consistent with the students' learning process and appropriate to be used when teaching beginners in the study of the English language. Besides, Leffa (1979:60-76) recommends decision-

making activities where students can infer and discover things by themselves for the reading classes. Having this in mind in the preparation of the materials the researcher tried to combine the reading strategies with activities that were appropriate to the students' age and interests, but that were also decision-making activities that demanded personal involvement of the students. This may have contributed for the students' and teachers' motivation for the classes, giving origin to the good achievement in the tests and positive results in the students' and teachers' evaluation of the materials.

On the other hand, when the teachers indicated their students' favorite activities in class (Table 40), cross-word puzzles, word hunt, play games, true/false exercises, multiple choice questions, fill in the blanks, relate columns received indications of a significant number of teachers. These choices agree in part with the students' questionnaire of attitude which indicated fun and games and true/false exercises as their favorite activities. In addition, the teachers evaluated their students' achievement in the objectives posed for this study, giving a grade from 1 (not achieved) to 4 (well achieved) to each objective (see Table 41). The results of the teachers' grading, however, did not completely agree with the results of the analysis of the students' sample Unit Tests (see Table 16), except for the first objective get a general idea of the text, which was the best achieved in the Unit Tests also; draw inferences, which was the second best achieved objective in the students' Unit Tests, was the last one graded by the teachers. On the other hand, the objectives graded in second place by the teachers, write outlines or draw diagrams based on a text, in

Portuguese, and summarize a text, where the main points are clearly stated, are among those with low achievement in the students' Unit Tests. It is not clear the reason for such contradictory results, since the general results of the teachers' evaluation of students' participation in class correlate significantly with the students' mean grade in the Unit Tests. This could be an indication that, in spite of the efforts made in the observation of the students' attitude in class, the teachers do not really know well their students.

Finally, regarding the free suggestions on the materials and methodology, teachers made valid suggestions, mainly to introduce songs in the lessons (which was a students' request also), to introduce some oral communication exercises, and to adapt the materials to be used, in a sequence, by the 7th and 8th grades; this last suggestion issued from the teachers' observation that the materials were too extensive to be used in only one school year. The researcher intends to revise the materials taking into account what the teachers said, and also trying to eliminate several other deficiencies which had already been detected in the materials during their application.

Through the results of this questionnaire it was possible to see not only the positive impact that this study, and the materials and methodology, had on the municipal English teaching staff, but also to get an overview of the municipal English teachers' profile.

The results of the study that have just been discussed showed that the emphasis given to reading when teaching beginners seems to have been valid, and confirms the opinion of Michael Scott

(1981:11), Magalhães et al. (1988:63), David and Tania Shepherd (1986:96), and of the ESP project in general (mentioned in chapters 1 and 2) that the decision for an emphasis on reading in English teaching in Brasil should be seriously evaluated. In addition this chapter also showed that the materials can be considered feasible not only because the instructional objectives posed for this study were satisfactorily achieved, but also because students and teachers gave their personal approval to the materials and methodology in the questionnaires of attitude.

Teaching is, by itself, a challenging task and, in a study like the present one, in which innumerable variables such as many teachers with different ways of thinking were involved, students of various settings, geographical distances, and many other variables, which could interfere and/or even contribute to its failure, it seems that the positive results presented in this chapter could be a stimulus for new studies not only for the researcher, but for all those involved with research in education. It seems that researchers will find an open field for studies with many subjects willing to collaborate and ready for the special care that research design asks for.

CHAPTER 5 - CONCLUSIONS

Chapter 5 presents the conclusions of this study and relates them to the objectives of the research as outlined in chapter 1. It also deals with the limitations of the study and makes recommendations for future research.

5.1 = Major questions posed for this study

5.1.1 - Questions related to the study as a whole

a) What is the essence of the comprehension process?

"Comprehension is building bridges between the new and the known" - according to Pearson and Johnson (1978:24) this statement summarizes the essence of comprehension and this provided the theoretical background for the use of pre-reading activities and other strategies in each reading lesson of this study to help students to comprehend the texts. The pre-reading activities also gave students the opportunity to interact with the teacher and their peers, creating an informal atmosphere full of expectations regarding the text, adequate to trigger the students' previous knowledge and schemata. The students' participation in the interpretation of the texts, and a certain easiness they experienced in comprehending them (in spite of their small knowledge of the

language) seem to indicate that an interactive model of reading comprehension might be an adequate description of the reading process.

b) Is it possible to teach elementary students in Municipal Schools in Florianópolis, who are beginners in the study of the English language, how to read with comprehension, simple but authentic, English texts?

The answer for this broad question covered all the steps of the study. Since the first classes it could be observed that the students had an active participation in all activities. The results evidenced the good performance of the students in the posttest compared to the pretest, in the Unit Tests, and in the teachers' evaluation of students' attitude in class. The questionnaires of attitude showed that the good results in achievement reflected the students' and teachers' enthusiasm with the project. These facts seem to indicate that to teach beginners how to read a foreign language is a feasible enterprise.

5.1.2 - Questions related to the materials

a) What kind of materials could be prepared for the students of the Municipal School System?

According to the results of the needs' analysis of the ESP National Project that indicated reading as the skill Brazilian

students need more, the materials prepared for the Florianópolis municipal students emphasized the reading skill. As the students were teenagers, the texts were chosen for their meaningful and interesting content adequate for the students' age (including interdisciplinary texts), and also taking into account the students' condition of beginners in the study of the English language. Besides, the emphatic presence of fun and games in the lessons seem to have all been motivating factors that provided facilitative effects in text comprehension.

b) What kind of strategies/activities could be used to achieve the goal of reading with comprehension?

The selection of the strategies/activities seem to have been rather helpful for the students. The more fruitful were the pre-reading activities that provided the students' motivation for the reading classes; the use of cognates which gave the students' the necessary confidence in their own capacity to get the message of the text; the skimming strategy which seemed to make students feel rewarded when they could grasp the general idea of the text; and scanning that helped them to find specific information in the text.

Through the analysis of the results of the tests and other evaluation instruments it could be concluded that the strategies/activities chosen for this study, specially those mentioned above, seem to have aided the subjects to reach text comprehension.

c) How can the reading strategies/activities be introduced in the materials and methodology proposed?

The texts chosen for the materials had different characteristics in form and content making them more adequate for the introduction of some strategies in opposition to others. The application of the reading materials showed, for example, that texts rich in cognates, easily understandable, enhanced the students' self-confidence, and helped them to understand more complex texts. On the other hand, texts with parts easily identifiable, as for example, cause/consequence, problem/solution, or comparison/contrast, facilitated the general comprehension of the texts, even if detailed comprehension was difficult to achieve; these texts were normally good for identifying the main points of the text also. Yet, interdisciplinary texts were more easily comprehended when linked with the students' knowledge of the related discipline in the pre-reading activities; these texts usually presented scientific vocabulary that students could, for example, relate to Geography, Science, or History, and were good for drawing inferences, for identifying the main points, for identifying typographical clues, for completing summaries or outlines, etc. Besides, texts related to the students' interests peculiar to their age, as for example, rock stars or popular music in general, were good for finding specific information, identifying the main idea, identifying the main points, completing a summary, etc. In addition, whenever specific English structures such as adjective/noun position or the possessive case, or other linguistic structures appeared in the texts, activities of recognition of these structures were introduced in the materials.

d) How can these strategies/activities be applied in the classroom?

Different activities were applied in the classroom for different strategies. For example, the pre-reading activities were developed through questions, through prediction or guessing, through pictures or relating the new text to texts of previous lessons. The identification of cognates and false cognates was developed through "cross-word puzzles", "fill in the blanks exercises", "relate columns", "scrambled words" or simply through scanning the text in order to find out the cognates. Skimming was developed by asking the students to "pass the eyes" quickly through the text to get its general idea or find out its main idea. The scanning strategy was applied by inviting the students to do a searching look over the text to find out specific information to be used in several kinds of activities such as "fill in the blanks", "true/false exercises", "multiple-choice exercises", etc. The identification of typographical clues, logical connectors, discourse reference, verb phrases, nominal groups, modals and word formation was applied, functionally, in many activities prepared for the materials; for example, in order to recognize the function of verbs in a sentence, students related the "action" in a sentence to a picture representing that action; as another example, the recognition of suffixes in English words was sometimes done through the comparison of suffixes in Portuguese words. In addition, activities of the "fill in the blanks" or "relate columns" kind, were specially designed for the recognition of those linguistic devices. The identification and selection of key words was applied in activities

such as "cross-word puzzles", "games", "fill in the blanks", "complete outlines and diagrams" etc. Recognize text organization and identify relations between sentences came in activities such as "relate the sentences" or "complete diagrams", "multiple choice exercises" etc.

Some of the activities were more successful than others among the students, as could be detected through the students' and teachers' attitudinal evaluation instruments. The main activities developed in the classroom were actually those preferred by the students (see Table 28, in Chapter 4); it is, of course, difficult to evaluate which of these activities were more crucial or which contributed more to text comprehension.

5.1.3 - Questions related to evaluation and performance

a) How much comprehension can be achieved through the materials and methodology proposed?

To measure comprehension is a difficult task because it is an individual ability, different from person to person. This research established some parameters for measuring comprehension through the evaluation instruments, mainly the pre-/posttest and the Unit Tests. Taking into account the objectives posed for this study, the results of the tests showed that there was a significant improvement in the students' performance from the pre- to the posttest, and the results of the Unit Tests together with the work developed in the classroom

allow the researcher to conclude that the materials used in the classroom developed in the students the ability to comprehend simple but authentic English texts.

b) How helpful can the evaluating instruments be to measure the subjects' achievement (pre- and posttests, other measuring instruments)?

The main conclusions drawn from the results obtained with the evaluation instruments are the following.

(1) The students who used the reading materials improved significantly from the pre- to the posttests.

(2) The Unit Tests were adequate to measure the students' achievement because the results of the three Unit Tests showed that the majority of students had grades that fit in the criteria established for the adequacy of the tests (grades from 70 to 89).

(3) The evaluation instruments also showed that the general results of the pre- and posttests and the three Unit Tests of students of group 1, had a significant correlation in most of the tests.

(4) The teachers' evaluation of the students' attitude in class showed that an attentive observation of the students by the teachers is a worthwhile effort and a good additional evaluation instrument in the foreign language classroom, since the results show that, in general, the participation mean grades did significantly correlate with the Unit Tests mean grades.

The overview of the results obtained with the evaluation instruments seem to indicate that they were actually helpful to

measure the students' achievement in the tests and participation in class, since there was a significant correlation of the pretest with the posttest, and Unit Tests I, II, and III with the pre- and posttests. Additionally there was also a significant correlation between the teachers' evaluation of students' participation in class and the three Unit Tests.

c) How significant can the correlation between the teachers' evaluation of the students' participation in the classes and the students' achievement in the tests be?

The teachers' evaluation of the students' attitude in class did significantly correlate with the results of the tests measuring the students' achievement. This seems to indicate that the subjective evaluative instruments can be an additional evaluative methodology used by the teacher in her/his pedagogical activities. Careful observation can bring important insights to the behaviour and achievement of students in the classroom.

d) How much additional learning can be achieved through the materials?

The main emphasis given by the materials was on reading, specifically on comprehension of the "macrostructure" of the texts. The materials focused on recognition rather than on production. Notwithstanding, learning of content not emphasized in class was achieved during the school year. The analysis and discussion of the

results of the pre-/posttests showed that the students who used the materials (group 1) had a higher improvement in English language structure and in English grammar than the students who did not use these materials (group 2). On the other hand, the students of group 1 also had a significant higher improvement in vocabulary than the students of group 2. In addition, it was found that the questions related to language structure and grammar in the Unit Tests were always satisfactorily answered.

It seems, therefore, that even when grammar is not explicitly taught, it still can be acquired by the students through activities of recognition and functional use of the language.

5.1.4 - Question related to the subjects' attitude

a) How will the subjects involved in the project react to the materials and the methodology?

In their questionnaires of attitude students and teachers evaluated the materials and methodology. The conclusions drawn from their evaluation are:

(1) - A high percentage of the students who used the reading materials presented a very positive evaluation of the classes, materials, texts and activities; therefore, there was effectively a good response of the students to the materials and methodology used.

(2) - Regarding the kind of activities students preferred to do in class, most of the students' favorite activities in group 1 were those kinds of activities most frequently presented in the

materials.

(3) - The students of group 1 had an overall more positive attitude and showed more positive evaluations of materials and methods than students of group 2, thus the students involved in the project seem to have been significantly more satisfied with the materials used in their English classes than the students of group 2.

(4) - Concerning the importance given by the students to English, the great majority of the students considered important to study English, and wanted to have more English classes per week.

(5) - The teachers' questionnaire of attitude provided evidence of the teachers' approval of the materials and methodology, as well.

(6) - In spite of the positive attitude towards the materials and methodology, the students manifested the desire to develop the speaking ability in the language classes. This skill was the one with the highest number of indications in the students' questionnaire of attitude.

5.2 - Limitations of the study and final remarks

Research in education is difficult. There are too many variables to control and biases are difficult to avoid. Losses of subjects, changes of teachers, strikes, financial problems with the high costs of the materials, and lack of interest of the educational authorities in the project, were just some of the problems encountered in this research. There were also limitations on time. In order to fully reach its objectives, this project should have

been carried through 7th and 8th grades.

Another problem relates to the preparation of the materials. Not all the lessons were completely ready when the materials began to be applied. Some designing went on along the school-year. Such a fact, however, was not totally negative; through performative evaluation some shortcomings of the first lessons could be corrected in the next ones.

Moreover, the present study involved many people; besides the researcher, the students and teachers, who were directly involved, there were those indirectly involved in the project, as the administrative staffs of the Municipal Schools. The long distances of the schools from the town center, and the different schedules of the teachers also caused disturbances for bringing the teachers together for meetings, and for the accomplishment of the research as a whole. As it was very difficult to have under control all these variables, this study was not intended to be a strictly experimental study, but an exploratory one.

Finally, there were limitations in the evaluation instruments, specially in terms of reliability. The Unit Tests were corrected by the teacher of each group of students and not by the researcher. Although the value for each question was previously established by the researcher, the correction probably was not totally uniform because it was done by different people.

The results of this study have to be interpreted in the light of the limitations outlined above, since foreign language teaching involves many problems and variables that escape the control of the researcher. But on the other hand, the very basic questions on the feasibility to emphasize reading since the very beginning in the

foreign language classroom seem to have been adequately answered. Nevertheless, in order to gather more complete data on the subject, future studies should be carried out, covering the 7th and 8th grades in the Florianópolis Municipal Schools, or maybe, covering the 5th, 6th, 7th, and 8th grades in schools that have English in their curriculum in earlier grades.

Furthermore, the value of this study seems to be not only in the findings of students' achievement; it also signals to the fact that students consider the English discipline highly important in their school curriculum. The research was also an opportunity to know better the schools that are part of the Municipal School System and the communities where they are located, and an opportunity to get in close contact with the municipal English teachers. The project showed that students and teachers are cooperative and both are open to innovative methodologies. Other studies should be carried out because foreign language teaching in Brasil still lacks elementary research that can reveal needs, expectations, frustrations and achievements.

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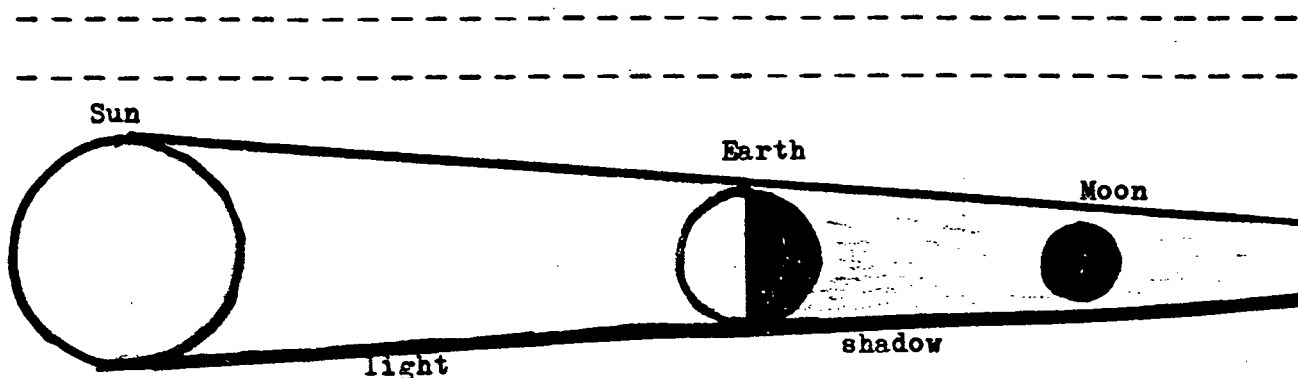
A P P E N D I X 1

PRÉ-/

PÓS-TESTE EM LÍNGUA INGLESA E COMPREENSÃO DE LEITURA

Nome do aluno _____ Data _____ Série _____

Caro alunos: Você certamente já ouviu falar em eclipse da lua ou eclipse do sol. Provavelmente você já leu alguma coisa a respeito ou talvez até já estudou a matéria nas aulas de geografia. Escreva nas linhas abaixo o que você sabe sobre o assunto.



Agora leia os textos n°s 1 e 2 utilizando o vocabulário para esclarecer suas dúvidas.

Texto n° 1

Eclipse of the Moon

The sun appears to be bigger than any other star. That is because it is near us. The other stars are far away. The sun shines. It is very hot.

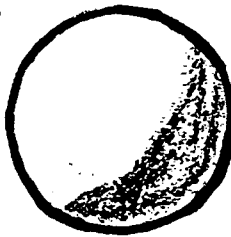
The moon also shines. It reflects the sun's light. It is like a big mirror.

Sometimes the earth moves between the sun and the moon. The earth's shadow falls on the moon. The moon gets dark. It cannot reflect the sun's light. We call this an eclipse of the moon.

(Adapted from:
Elementary
Scientific
English
Practice,
p.24)

Vocabulário

bigger - maior
near - perto
far away - longe
shines - brilha
hot - quente
also - também
light - luz
like - como
mirror - espelho
between - entre, no meio de
shadow - sombra
falls - cai
dark - escuro
cannot - não pode



Texto nº 2

This is the story of Christopher Columbus and an eclipse of the moon.

The natives of the island of Hispaniola refused to bring food to Columbus.

Columbus knew the date of the eclipse of the moon.

Vocabulário

island - ilha
bring - trazer
food - comida
knew - sabia

Vocabulário (cont.)

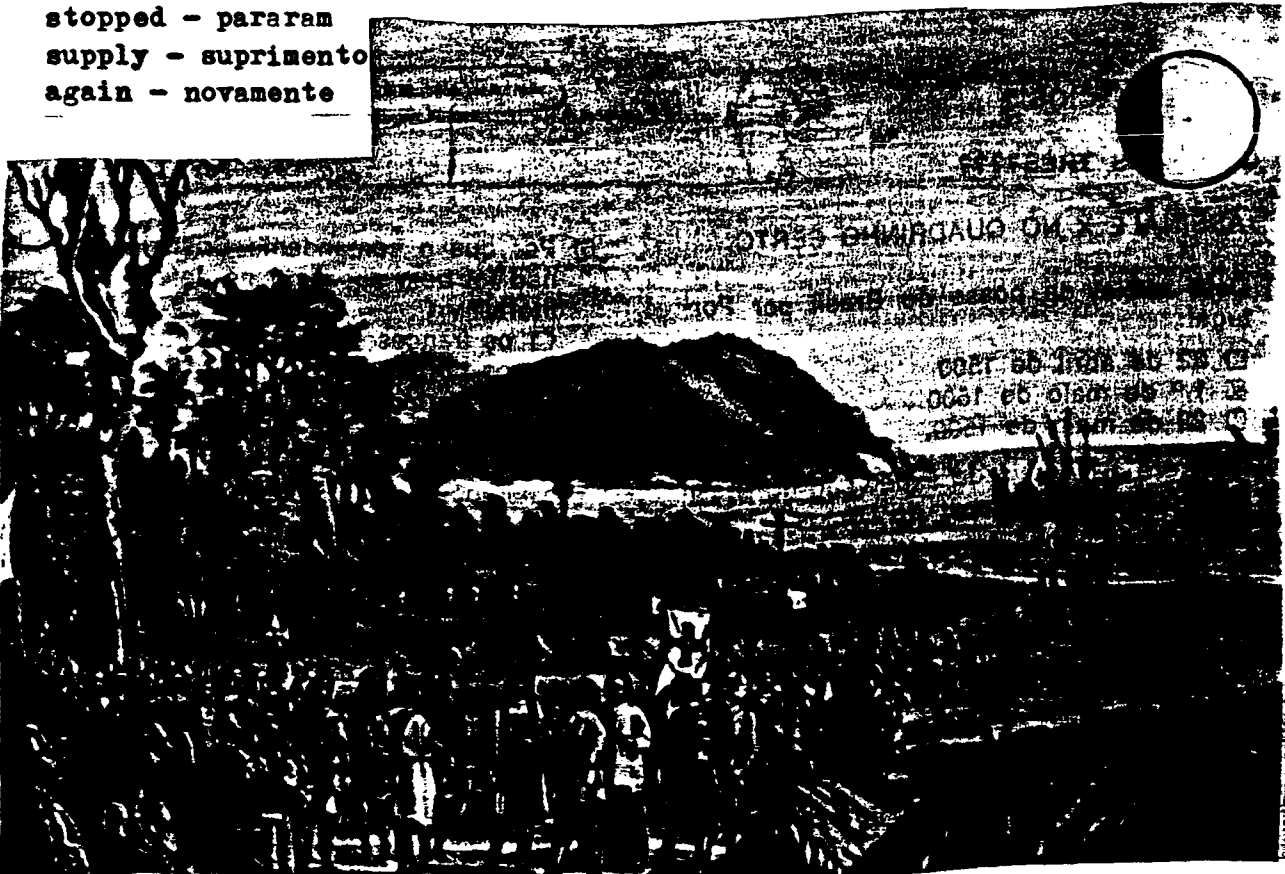
told - contou
God - Deus
was going - ia
make - fazer
beginning - começo
then - então
went - foi
room - quarto
ship - navio
forgiven - perdoado
ending - terminando
glad - contente
afraid - amedrontado
never - nunca
stopped - pararam
supply - suprimento
again - novamente

So, he told the natives God was going to make the moon dark. He pointed to the beginning of an eclipse of the moon.

Columbus then went to his room in the ship. He waited in the ship alone. Then he returned. Columbus said God had forgiven the natives. He pointed to the moon. The eclipse was ending.

The natives were glad. They were so afraid of Columbus that they never stopped the supply of food again.

(Adapted from: Elementary Scientific English Practice, p. 24)



Agora que você já leu os textos, tente resolver as questões abaixo.

A - Relacione a coluna da direita com a da esquerda:

- (01) The stars are far away. () A terra se move.
- (02) The moon reflects light. () Colombo apontou para o sol.
- (03) The earth moves. () A lua brilha.
- (04) Columbus pointed to the sun. () As estrelas estão longe.
- () A lua reflete luz.

B - Encontre no texto palavras parecidas com o português que correspondam às palavras assinaladas nas frases abaixo:

(05) O professor contou aos alunos uma estória interessante.

(06) O menino doente recusou a comida.

(07) Qual é a data do seu aniversário?

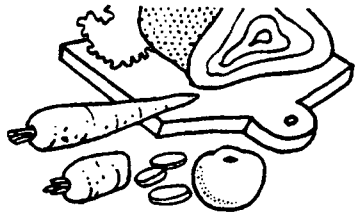
(08) O astrônomo apontou para o céu.

C - Complete as palavras cruzadas com palavras do texto nº.1:

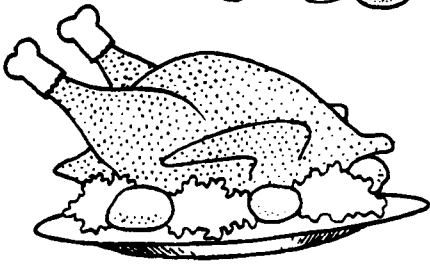
- (09) Sol
- (10) Terra
- (11) Quente
- (12) Eclipse
- (13) Lua
- (14) O, a, os, as
- (15) Estrela
- (16) Às vezes
- (17) Perto
- (18) Então

				12				
				11		13	14	
				H				
							H	
09	10						15	
16	S	O	M	E	T	I	M	E
17	N		A					
18				T	H	E	N	
				H				

D - Relacione as gravuras com as palavras:



- (19) ship
- (20) star
- (21) food
- (22) island



E - Na lista de palavras abaixo, circule as palavras que você acha que fazem parte da língua inglesa:

- (23) ALONE
- (24) BOOK
- (25) SYZK
- (26) BIRD
- (27) TIAK
- (28) HOUSE

F - Ligue as expressões que tenham o mesmo significado:

- | | |
|--------------------------------|----------------------|
| (29) - the ship of Columbus | - the sun's light |
| (30) - the light of the sun | - the earth's shadow |
| (31) - the sun is a star | - Columbus' ship |
| (32) - the shadow of the earth | - the sun shines |

G - O passado dos verbos em inglês é muito simples. Relacione os verbos no presente que estão na coluna da esquerda com o seu respectivo pretérito na coluna da direita.

- | | |
|--------------|-----------|
| (33) reflect | moved |
| (34) move | calls |
| (35) reach | reflected |
| (36) call | reached |
| (37) need | stops |
| (38) stop | needed |
| | stopped |
| | called |

H - Tente explicar na linha abaixo o que aconteceu com os verbos da coluna da direita que permitiu que você encontrasse o passado correspondente aos verbos da coluna da esquerda.

I - Você sabe que toda regra tem exceção. Relacione os verbos da coluna da esquerda com o seu tempo passado que está na coluna da direita. Esses verbos não formam o passado de maneira regular como os da questão anterior.

- | | |
|------------|---------|
| (39) is | were |
| (40) are | shone |
| (41) shine | got |
| (42) fall | brought |
| (43) get | was |
| (44) bring | fell |

J - Coloque V (verdadeiro) para as afirmativas que estejam de acordo com os textos e F (falso) para as que não estejam:

Texto nº 1

- (45) () A lua é muito quente.
- (46) () Às vezes a terra fica entre o sol e a lua.
- (47) () O sol parece maior do que é.
- (48) () A lua é como um grande espelho.

J - (cont.) Coloque V (verdadeiro) para as afirmativas que estejam de acordo com os textos e F(falso) para os que não estejam:

Texto nº 2

- (49) () Cristóvão Colombo sabia quando seria o próximo eclipse da lua.
- (50) () Colombo estava com medo que Deus tornasse a lua escura.
- (51) () Os nativos acharam que Colombo havia provocado o eclipse.
- (52) () Depois do eclipse, os nativos deixaram de trazer comida para Colombo.

K - Procure no texto nº 2:

(53) Como era o nome da ilha onde Colombo estava?

(54) Quem ia escurecer a lua?

(55) Para onde foi Colombo enquanto esperava o eclipse passar?

L - A estória do texto nº 2 se passa

() atualmente ou () no passado

M - Copie do texto nº 2 três palavras que comprovem sua resposta anterior.

N - (56) Copie do texto nº 2 palavras que o ajudaram a compreender a estória narrada.

O - O texto nos conta uma estória acontecida com Cristóvão Colombo na ilha de Hispaniola. Colombo enfrentava um problema. Que problema era esse?

Q - (cont.) Como Colombo resolveu seu problema?

P - (57) Dê um título para o texto nº 2

Q - (58) Marque com um X o tipo de texto correspondente ao texto nº 2:

- () Descrição
 () Propaganda
 () Estória

R - (59) Leia as 5 primeiras frases do texto nº2 e copie a frase que dá uma idéia geral do texto.

S - (60) Conte, com o mínimo de palavras possível e em português, a estória do texto nº 2.

T - Assinale com um C as frases e expressões que seguem a ordem correta das frases e expressões de língua inglesa:

- (61) () Sun the a star is.
 (62) () A mirror big.
 (63) () The dark moon.
 (64) () God made the sun and the moon.
 (65) () Hispaniola the island of.
 (66) () Columbus was alone

U - Observe o gráfico abaixo. As palavras da expressão estão em sua posição correta. Ao lado você tem algumas expressões cujas palavras estão fora de ordem. Tente encaixá-las na ordem correta no gráfico.

A	DARK	MOON

- 1 - dark moon a
 (67) 2 - the men glad
 (68) 3 - room his dark
 (69) 4 - old story that
 (70) 5 - food the hot

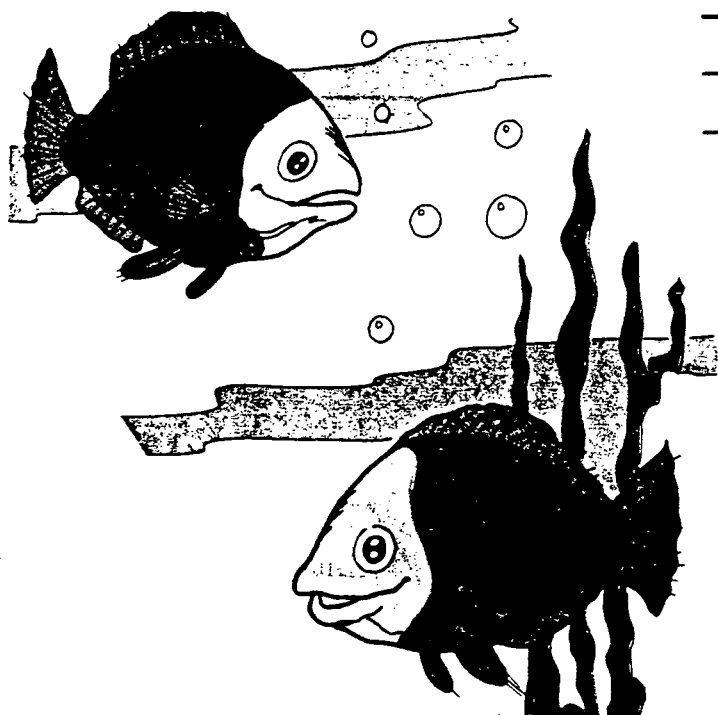
A P P E N D I X 2

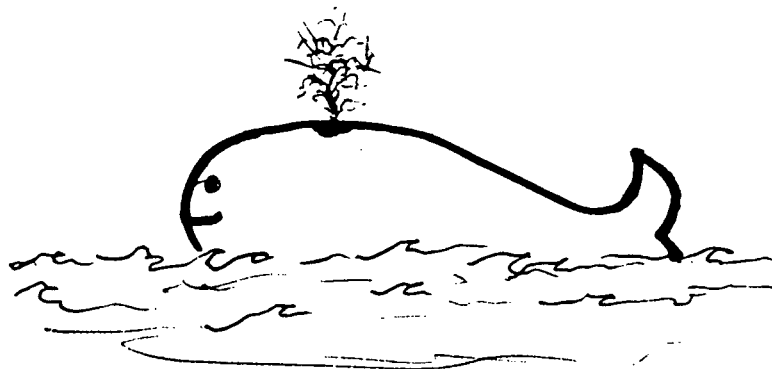
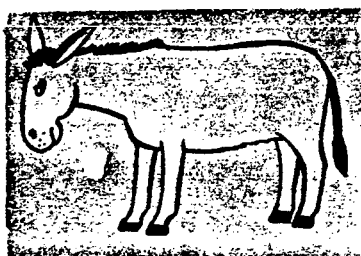
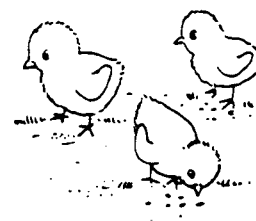
UNIDADE I

7ª Lição

1 - Atividades de pré-leitura

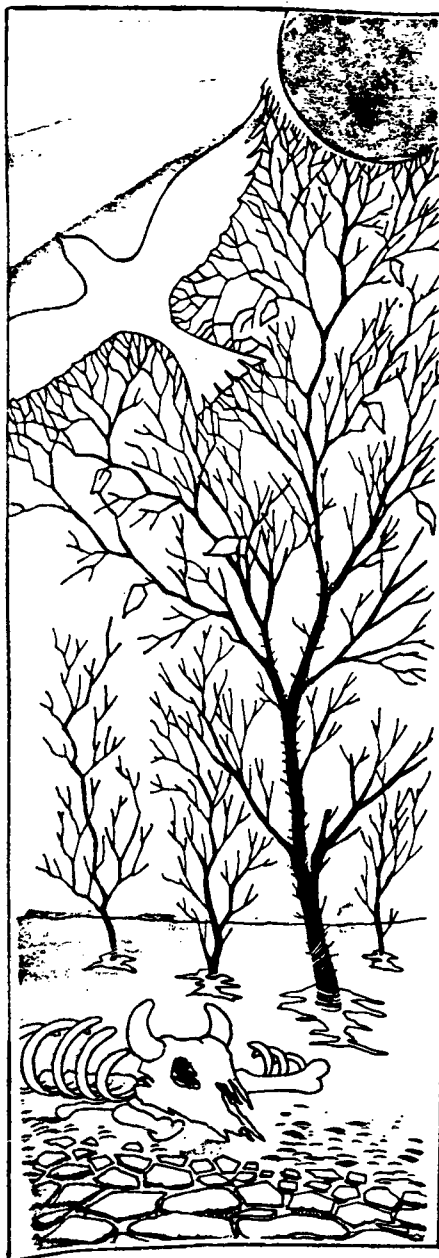
Você sabe por que a pesca e a caça de alguns peixes e animais é proibida? Discuta com seu coleguinha do lado sobre o assunto e escreva nas linhas abaixo o que vocês concluíram.





2 - Ouça atentamente a leitura que o professor fará do texto e acompanhe silenciosamente a leitura em seu texto.

3 - Texto



Extinction

Extinction is the complete destruction of a species or group of living things. It means that they no longer exist.

Today, over 120 species of mammals are in danger of extinction. Many fish, reptiles, plants, and birds are also endangered.

(With the works, p.80)

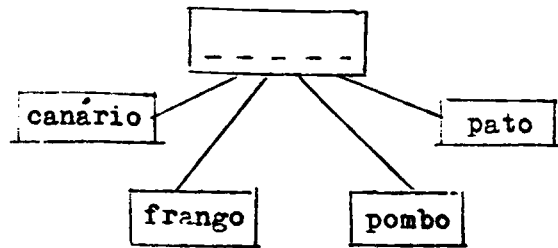
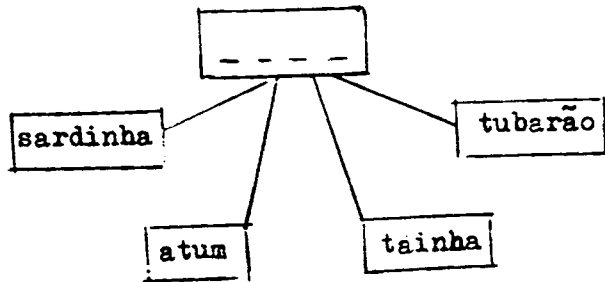
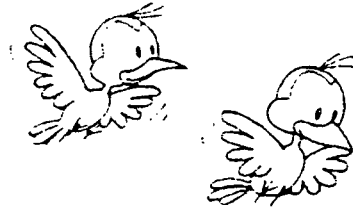
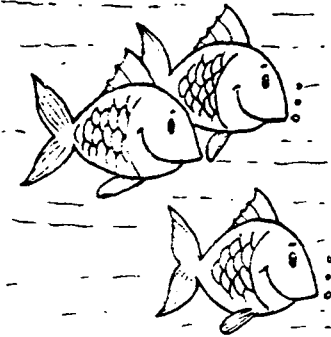
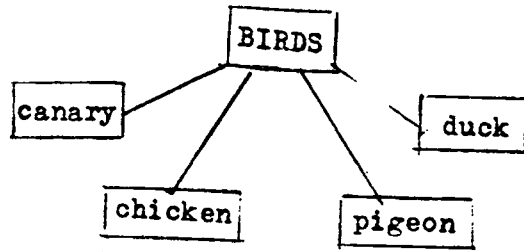
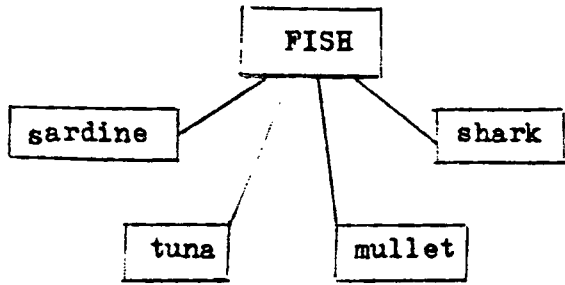
4 - Você já sabe que as palavras cognatas são um bom auxílio para a compreensão do texto. Procure as cognatas no texto "Extinction" e copie-as.

5 - Vamos tentar descobrir o significado das palavras do texto? Em torno da palavra do texto há algumas indicações do seu significado. Veja se descobre o seu significado e escreva-o no espaço em branco.

YESTERDAY	TODAY	TOMORROW
ontem	-----	amanhã



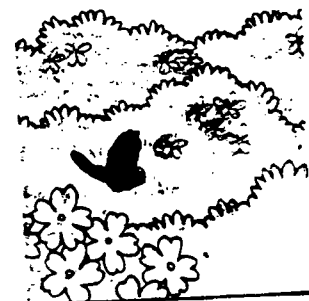
5 - (cont.) Vamos tentar descobrir o significado das palavras do texto?



6 - Vamos agora brincar um pouco com as palavras do texto, completando as cruzadinhas:

					3	4	5	6		
	1	2			N					
					O					
10	M	A	N	Y						
					L				7	8
					O				M	
									E	A
									A	L
11	L	I	V	I	N	G			T	H
									I	N
12									S	O
13										
14	E	N	D	A	N	G	E	R	E	I

- 1-mamíferos
- 2-e / acima de / em
- 3-não mais
- 4-destruição
- 5-eles, elas
- 6-extinção
- 7-significa
- 8-perigo
- 9-também
- 10-muitos
- 11-coisas vivas
- 12-espécies
- 13-peixe, peixes / grupo
- 14-ameaçado



7 - Observe:



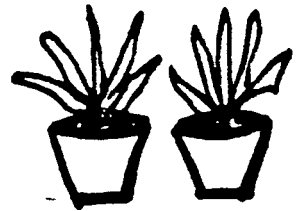
reptile



reptiles



plant



plants

Agora complete:



bird



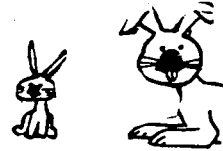
star



planet

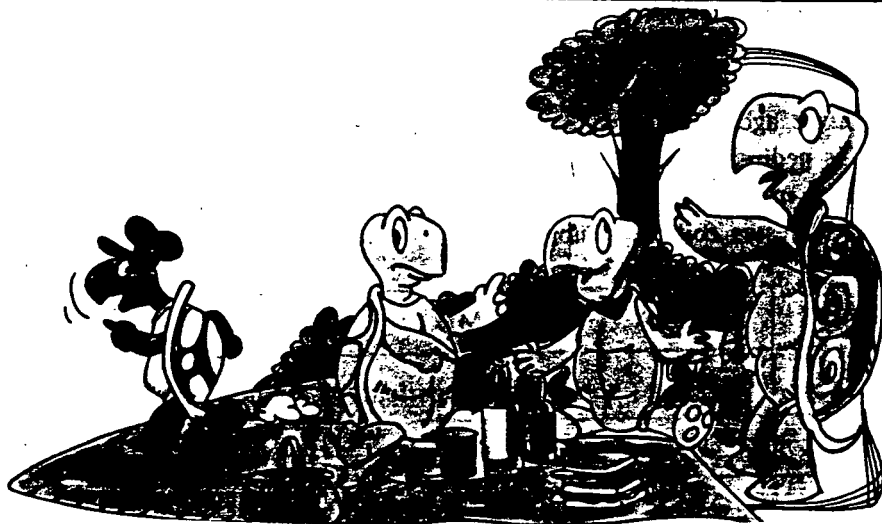


mammal



8 - TAREFA DE CASA: Releia o texto e escreva nas linhas abaixo o que você conseguiu entender dele.

Objetivos: Reconhecimento de palavras cognatas.
Reconhecimento e fixação de palavras novas.
Compreensão geral do texto.
Noções elementares de pluralidade.



UNIDADE I

8ª Lição

1 - Ouça a leitura que o professor fará do texto, acompanhando-a silenciosamente.

2 - Em sua tarefa de casa você escreveu o que conseguiu entender do texto. O professor chamará alguns alunos para fazer a leitura da tarefa de casa. Se você for chamado, leia para a classe o que escreveu. Se não for, preste atenção à leitura de seus colegas.

3 - Tente responder, em inglês, às seguintes perguntas sobre o texto:

a) What is extinction? (O que é extinção?)

b) How many species of mammals are in danger of extinction? (Quantas espécies de mamíferos estão em perigo de extinção?)

c) What other species of living things are also endangered? (Que outras espécies de seres vivos estão também ameaçadas?)




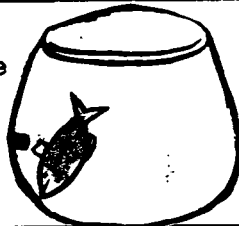

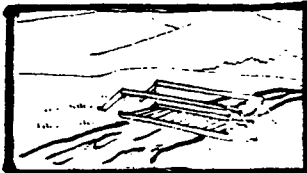

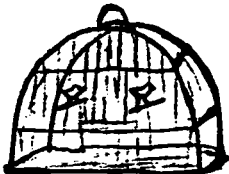
4 - As respostas que você deu às perguntas acima transmitem as informações mais importantes contidas no texto. No entanto o texto tem uma frase que transmite a idéia principal do texto. Encontre essa frase e copie-a no espaço abaixo.

5 - Observe as duas primeiras frases abaixo e depois tente completar as frases seguintes:





Extinction	is	the complete destruction of living things.
Mammals	are	endangered.
The reptiles		a group of living things.
The canary		in danger of extinction.
Plants		also endangered.
The earth		a planet.
The planets		part of the solar system.
The sun		the centre of the solar system.
The 9 planets		as follows: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

6 - Converse com seu coleguinha do lado e tentem descobrir qual a função das palavrinhas "is" e "are" e qual a relação que elas têm com as palavras que estão na coluna da esquerda do exercício anterior. Escrevam nas linhas abaixo o que vocês concluíram.

7 - Releiam agora, você e seu coleguinha do lado, o exercício nº 7 da página 20 e o exercício nº 7 da página 24, relacionando-os com o exercício nº5 desta lição. Tentem agora completar o exercício abaixo, observando a informação dos desenhos.

	One fish	is	in the  aquarium.
	Four reptiles	are	in the  river.
	-----	are	in the  cage.

7 - (cont.) Tentem completar o exercício abaixo, observando a informação dos desenhos.

	-----	are	on the  table.
	-----	is	in the  flag.

Objetivos: Compreensão detalhada do texto.
Informações específicas.
Identificação da idéia principal.
Pluralidade; concordância sujeito - verbo.

8 - TAREFA DE CASA: Procure em revistas ou jornais, artigos ou gravuras relacionados com poluição ambiental e cole ou copie no espaço abaixo.

A P P E N D I X 3

AVALIAÇÃO

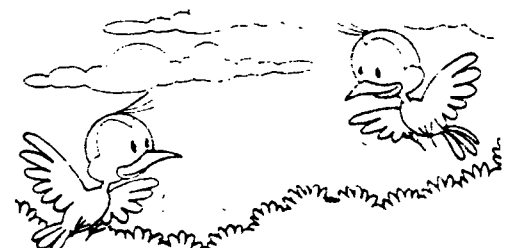
Nome do aluno _____ Data _____ Série _____

1 - A relação de palavras e expressões abaixo são da língua inglesa mas são usadas em português. Coloque L entre parênteses para as palavras ou expressões que têm relação com lanchonetes; coloque E para aquelas relacionadas com esportes; coloque M para aquelas que têm relação com música e coloque P para aquelas relacionadas com produtos e propaganda.

- | | |
|------------------|-------------------|
| SKATE () | BANANA SPLIT () |
| HOT DOG () | OCEAN PACIFIC () |
| ALL STAR () | VIDEO GAME () |
| HEAVY METAL () | WIND SURF () |
| TWIST () | BASEBALL () |
| SURF () | ROCK () |
| JEANS () | POOL () |
| CHEESEBURGER () | ROCK IN RIO () |
| DRIVE IN () | HOCKEY () |
| COKE () | POP MUSIC () |

2 - Forme palavras com os conjuntos de letras abaixo:

- U N S _____ (sol)
 R S T A _____ (estrela)
 N M O O _____ (lua)
 E L I F _____ (vida)



- S B I R D _____ (pássaros)
 H F I S _____ (peixe)
 L K I L _____ (matar)
 R W A T E _____ (água)

3 - Relacione os algarismos à esquerda com seu correspondente em inglês:

2 4 6

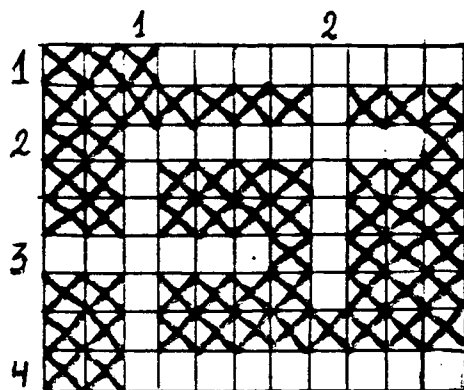
1	five
3	nine
5	one
7	three
9	seven

8 10

4 - Preencha as cruzadinhas com o significado em português das palavras cog-
 tas apresentadas abaixo:

HORIZONTAIS

- 1-Extinction
- 2-Planets
- 3-Centre
- 4-Satellites



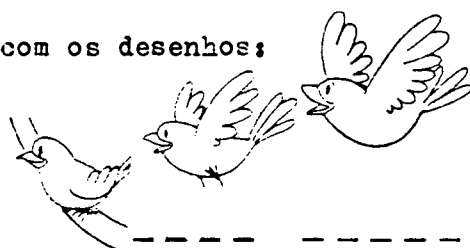
VERTICAIS

- 1-Plants
- 2-Natural

5 - Complete de acordo com os desenhos:



one bird



one asteroid



one star



6 - Observe o gráfico abaixo. As palavras da frase estão em sua posição correta. Ao lado você tem três frases cujas palavras estão fora de ordem (a primeira delas é a mesma que aparece em ordem correta no gráfico). Tente encaixar as palavras das frases b e c na ordem correta no gráfico.

THE EARTH	HAS	ONE SATELLITE

- a) satellite the has earth one.
- b) planets some satellites have.
- c) destroys resources natural pollution.

PRÉ - LEITURA

Você viu no texto da 7ª lição que existem mais de 120 espécies de animais ameaçados de extinção. No entanto, o problema da extinção não é novo e, como o texto da 9ª lição nos diz, não é apenas a poluição provocada pelo homem que mata animais e plantas. A própria natureza pode ser a causadora da extinção de seres vivos. Há milhões de anos a terra era habitada por animais gigantes que hoje estão extintos. Você sabe que animais eram esses? Escreva no espaço pontilhado.





- 7 - Ouça atentamente a leitura do texto feita pelo professor e acompanhe a leitura em silêncio. Depois examine cuidadosamente o vocabulário.

Texto:



Dinosaurs were true reptiles. They were land animals eating other animals and plants. Dinosaurs inhabited the earth for 160 million years. They became extinct 65 million years ago.

(adaptado de "Batter up" p. 107)

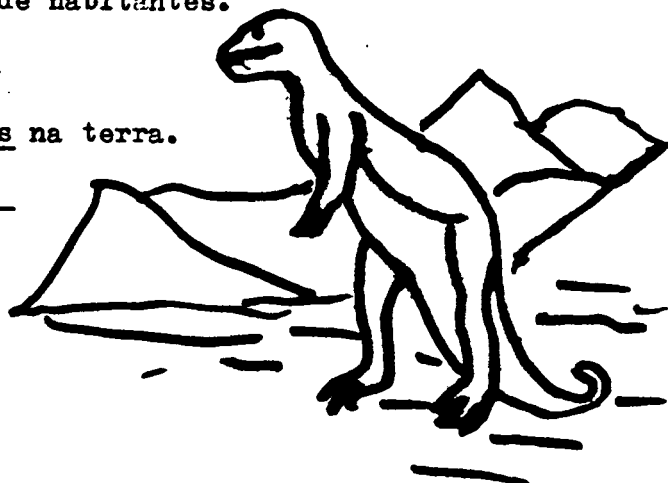
Vocabulário: were - eram
 true - verdadeiros
 eating - comendo
 inhabited - habitavam
 for - por
 became - ficaram
 ago - atrás, passados

- 8 - Preencha os espaços pontilhados com palavras do texto que sejam cognatas com as palavras sublinhadas nas frases em português.

O Brasil tem mais de 120 milhões de habitantes.

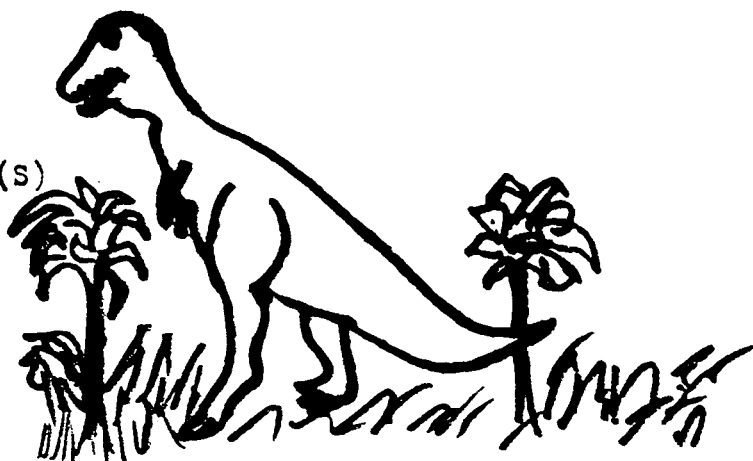
Os répteis gigantes estão extintos na terra.

- 9 - Copie do texto as outras palavras cognatas:
-



10 - Relacione as palavras da coluna da esquerda com o seu significado na coluna da direita:

LAND	ANOS
OTHER	E
AND	TERRA, TERRESTRE (S)
THE	OUTRO (S)
YEARS	ELES, ELAS
THEY	O, A, OS, AS



11 - O texto que você leu na página anterior não tem título. Dê um título em inglês ao texto.

12 - Conte agora com suas próprias palavras o que você conseguiu entender do texto.

13 - Releia o texto da página anterior e responda às seguintes perguntas em português:

a) O que eram os dinossauros?

b) De que se alimentavam os dinossauros?

c) Durante quanto tempo eles habitaram a terra?

d) Quando é que os dinossauros foram extintos?

14 - Para a próxima aula faça uma pesquisa em casa sobre como foi construída a cidade de Brasília.

OBJECTIVES OF UNIT I

OBJECTIVES	LESSONS AND ACTIVITIES THAT COVERED THE OBJECTIVES	QUESTIONS OF UNIT TEST I
-recognize English words used in Portuguese	Les. 1/2-all the activities	1st
-activate prior knowledge related to the subject of the text;	Les. 3 -activ. 1 Les. 5 -activ. 1 Les. 7 -activ. 1 Les. 9 -activ. 1	
-recognize and retain English words in general	Les. 1/2-all the activities Les. 5 -activ. 6 Les. 8 -activ. 7 Les. 9 -activ. 1	1st, 2nd, 4th, 10th
-identify numbers from 1 to 10 in English	Les. 6 -activ. 7 Les. 7 -activ. 7 Les. 8 -activ. 5, 7	3rd, 5th
-identify and use cognates in order to facilitate text comprehension	Les. 3 -activ. 4, 5 Les. 5 -activ. 3 Les. 7 -activ. 4 Les. 9 -activ. 4, 5	4th, 8th, 9th
-get elementary notions of plurality	Les. 6 -activ. 7 Les. 7 -activ. 7 Les. 8 -activ. 5, 7	5th
-get elementary notions of the English language structure: adj/ noun positions and SVO order	Les. 4 -activ. 6 Les. 7 -activ. 4, 8	
-get elementary notions of the verb in sentences	Les. 5 -activ. 7, 8 Les. 8 -activ. 5, 7 Les. 10 -activ. 5, 6	5th, 6th
-get elementary notions of subject/verb concord	Les. 8 -activ. 5, 7	5th
-find out specific information in the text	Les. 4 -activ. 4 Les. 8 -activ. 3	6th
-get a general idea of the text	Les. 3 -activ. 6 Les. 5 -activ. 5 Les. 7 -activ. 8 Les. 9 -activ. 7	7th, 12th

-identify the main idea of the text	Les. 6 -activ. 3 Les. 8 -activ. 4	11th
-summarize the text in Portuguese	Les. 3 -activ. 6 Les. 4 -activ. 7 Les. 5 -activ. 5 Les. 7 -activ. 8	12th
-comprehend details of the text	Les. 4 -activ. 4 Les. 5 -activ. 6 Les. 8 -activ. 3	13th
-find out the main points of the text in order to complete a summary	Les. 6 -activ. 2 Les. 10 -activ. 2	13th
-identify the English pronouns "they" and "it"	Les. 6 -activ. 4, 5	
-identify key-words in the text	Les. 10 -activ. 3	
-recognize cause/consequence	Les. 10 -activ. 2, 3, 4	
-draw inferences	Les. 4 -activ. 4	
=====		

UNIDADE II

Avaliação

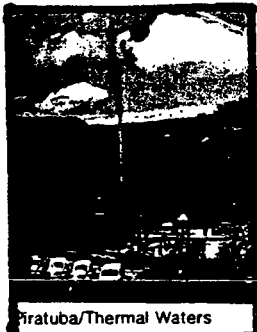
Nome do aluno: _____ Série: _____ Data: _____

- 1 - Na unidade II você leu quatro textos. Vamos relembrar os assuntos dos textos ligando as frases com os títulos apresentados abaixo.

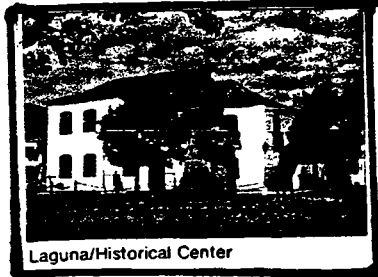
12ª Lição - "Brasília"	- The capital of the state of Santa Catarina is a highly popular tourist resort.
14ª Lição - "Florianópolis"	- All people do not like the same music.
16ª Lição - "Music"	- They have to work hard and have to practice every day.
18ª Lição - "Rock Stars"	- The capital of Brasil was carefully planned for modern living.

- 2 - Agora ouça e acompanhe com atenção a leitura que o professor fará do texto apresentado abaixo.

3 - Texto:



Piratuba/Thermal Waters



Laguna/Historical Center

SANTA CATARINA

The state of Santa Catarina is privileged by nature. Its 95.000 km² represent one of the most beautiful regions in Brazil.

The mountain ridges, snow-capped in winter; the valleys colonized by Europeans; the mineral water springs; the beautiful beaches; all of this plus the warm hospitality of the local people, feature Santa Catarina as one of the most attractive tourist resorts in Brazil.

(folheto turístico "Santa e Bela Catarina")

Vocabulário

one of the most - um dos mais
 ridges - cumes
 snow-capped - coberto de neve
 winter - inverno
 springs - fontes
 plus - mais
 feature - caracterizar



Itajaí dos Conventos

4 - Copie do texto as palavras cognatas ao lado do seu significado apresentado abaixo. Observe que há o número exato de quadradinhos correspondente ao número de letras de cada palavra.

regiões

montanha

vales

privilegiado

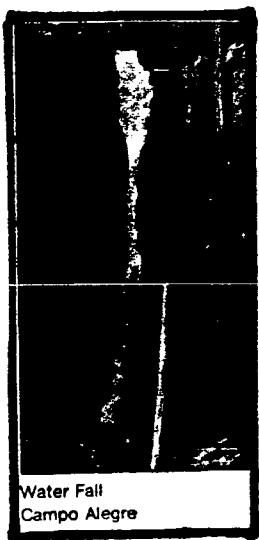
européus

atraente

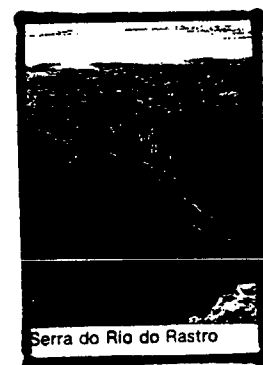
hospitalidade

14

5 - As palavras relacionadas abaixo você já conhece porque já apareceram em lições anteriores. Relacione-as com o seu significado apresentado na coluna ao lado.



WARM	POR
BEAUTIFUL	MORNO, QUENTE
BY	BONITO
WATER	PRAIAS
BEACHES	LUGAR MUITO FREQUENTADO
PEOPLE	ÁGUA
RESORT	PESSOAS



4

6 - Faça um retângulo em torno da frase que focaliza a idéia principal do texto.

Santa Catarina has
35.000 km².

Santa Catarina has mineral
water springs.



1

Santa Catarina is an attractive
tourist resort.

Some mountains in Santa Catarina
are snow-capped in winter.



7 - Assinale com um X as frases cujas informações aparecem no texto que está na primeira página desta avaliação.

() O estado de Santa Catarina tem 95.000 km².

() Uma parte do litoral de Santa Catarina foi colonizada por Açorianos.

() O topo das montanhas da região serrana fica coberto de neve no inverno.

() O povo da região litorânea é hospitaleiro.

() As fontes de água mineral são atração turística em Santa Catarina.

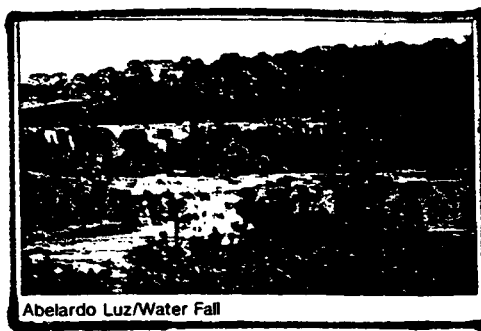
() Santa Catarina é um dos mais atraentes pontos turísticos do Brasil.



São Joaquim/Snow



Laguna/Santa Marta Lighthouse



Abelardo Luz/Water Fall

8 - Nas frases abaixo coloque o sinal = para as expressões que têm o mesmo significado e ≠ para as expressões que têm significados diferentes.

2)



Blumenau/Oktobertfest

RUSTIC BALNEARY

sophisticated balneary

NATURAL AMBIENT

natural environment

WARM HOSPITALITY

cold hospitality

CALM SUMMER

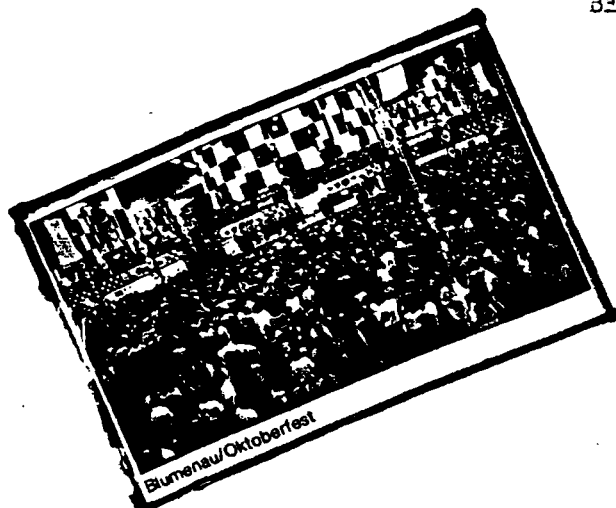
tranquil summer

MINERAL WATER

sea water

BEAUTIFUL SUMMER

beautiful winter



Blumenau/Oktobertfest



Balneário de Camboriú/Beach

9 - Numere as palavras da esquerda de acordo com o seu significado à direita.

- | | |
|------------------|----------------------|
| () ATTRACTIVELY | (1) MODERNAMENTE |
| () SPECIAL | (2) COMPLETO |
| () MODERNLY | (3) ATRAIENTEMENTE |
| () ATTRACTIVE | (4) ESPECIAL |
| () COMPLETE | (5) ATRAENTE |
| () SPECIALLY | (6) CUIDADOSO |
| () CAREFULLY | (7) MODERNO |
| () MODERN | (8) CUIDADOSAMENTE |
| () COMPLETELY | (9) ESPECIALMENTE |
| () CAREFUL | (10) COMPLETAMENTE |



10 - Observe as informações que as frases abaixo apresentam e depois complete os espaços com isn't, aren't ou don't.

a) Florianópolis is the capital of Santa Catarina.

Florianópolis _____ the capital of Paraná.

b) Children go to school on foot.

Children _____ go to busy streets on foot.

c) Canasvieiras and Itaguaçu are sophisticated beaches.

Canasvieiras and Itaguaçu _____ rustic beaches.

d) A rock star's life is difficult.

A rock star's life _____ easy.

*Santa
& Bela
Catarina*
Part of Nature's
Patrimony

OBJECTIVES OF UNIT II

OBJECTIVES	LESSONS AND ACTIVITIES THAT COVERED THE OBJECTIVES	QUESTIONS OF UNIT TEST II
-activate prior knowledge related to the subject of the text	Les. 12 -activ. 1 Les. 14 -activ. 1 Les. 16 -activ. 1 Les. 18 -activ. 1	1st
-get a general idea of the text	Les. 16 -activ. 9	1st
-draw inferences	Les. 12 -activ. 7 Les. 13 -activ. 3 Les. 16 -activ. 7	1st, 8th 10th
-identify and use cognates in order to facilitate text comprehension	Les. 12 -activ. 4 Les. 14 -activ. 6 Les. 16 -activ. 5 Les. 18 -activ. 5	4th
-identify and retain English words already known, and their meaning	Les. 16 -activ. 4	5th
-identify the main idea of the text	Les. 17 -activ. 3, 4, 9	6th
-comprehend details of the text	Les. 13 -activ. 2, 4 Les. 17 -activ. 2 Les. 18 -activ. 8	7th
-find out specific information in the text	Les. 13 -activ. 4 Les. 15 -activ. 2	7th
- identify and retain new English words	Les. 12 -activ. 5 Les. 14 -activ. 4, 5 Les. 16 -activ. 8 Les. 18 -activ. 8	3rd
- identify synonyms and antonyms	Les. 15 -activ. 3, 4	8th
- recognize the English phrase "adjective+noun"	Les. 12 -activ. 6 Les. 18 -activ. 7	8th
-get elementary notions of word formation in English (sufix "-ly" related to "mente", in Portuguese)	Les. 13 -activ. 5	9th

-get elementary notions of the negative in English	Les. 17 -activ. 7, 8	10th
-recognize some contracted forms like "isn't""aren't", and "don't"	Les. 19 -activ. 3	10th
-use correctly the English dictionary	Les. 14 -activ. 4, 5	
-identify characteristics of beings in the text	Les. 15 -activ. 5	
-identify key-words in the text	Les. 16 -activ. 6, 8	
-translate expressions of the text with the help of a glossary and the cognates	Les. 15 -activ. 7	
-fill in an outline with base in the text	Les. 15 -activ. 6 Les. 19 -activ. 6 Les. 13 -activ. 6	
-identify comparisons in the text	Les. 17 -activ. 6	
-identify complementing information related to the subject of the text	Les. 13 -activ. 3, 6	
=====		

Avaliação

Nome do aluno _____ Série: _____ Data: _____

- Circule as palavras, no conjunto abaixo, que são fruto do progresso tecnológico.

- PLANT ELECTRICITY STARS MOON AUTOMOBILES TOWN REPTILES COMPUTERS
 TELEPHONE AEROPLANE AIR PEOPLE AUTOMATION

Texto:



Aluminum



When aluminum was first produced, about 150 years ago, it was difficult to separate from the ores in which it was found. So its price was very high. Then a process was discovered for refining the metal with the aid of electricity.

The uses of aluminum are innumerable. It is practical for many purposes, one of which is for making pots and pans.

But one of the most important uses of aluminum is in transportation. Aluminum is found in the engines of automobiles, in the bodies of trucks, buses, trains, boats and aeroplanes.

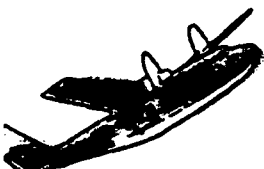
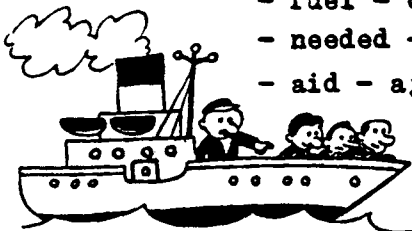
By making vehicles light, aluminum reduces the amount of fuel needed to move the vehicles.

(adaptado de "Let's learn English", Book 5, pags. 104/105)

Vocabulário

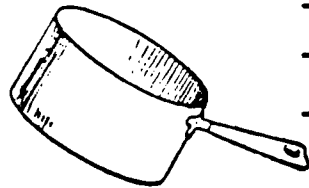
- when - quando
- ores - minérios
- in which - no qual
- found - encontrado
- price - preço
- then - então
- with - com

- making - execução, executando
- light - leve(s)
- pans - panelas
- bodies - corpos
- boats - barcos
- fuel - combustível
- needed - necessário
- aid - ajuda



2 - As vinte e duas palavras abaixo são a tradução de cognatas do texto "Aluminum".
 Copie as cognatas do texto ao lado de sua tradução apresentada na relação abaixo.

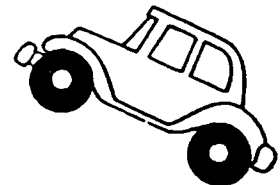
- | | |
|------------------------------|------------------------------------|
| - alumínio - _____ | - prático (útil) - _____ |
| - automóveis - _____ | - process - _____ |
| - descoberto - _____ | - produzido - _____ |
| - difícil - _____ | - propósitos (finalidades) - _____ |
| - eletrecidade - _____ | - reduz - _____ |
| - engenhos (motores) - _____ | - refinar - _____ |
| - importante - _____ | - separar - _____ |
| - inumeráveis - _____ | - transporte - _____ |
| - metal - _____ | - trens - _____ |
| - mover - _____ | - usos - _____ |
| - potes - _____ | - veículos - _____ |



3 - Complete as frases abaixo com informações tiradas do texto (em português).

- a) O alumínio foi produzido pela primeira vez há _____.
- b) O preço do alumínio era alto porque era difícil separá-lo dos _____ nos quais era encontrado.
- c) Mais tarde foi descoberto um processo para refinar o alumínio através da _____.
- d) A primeira utilização prática do alumínio foi na fabricação de _____.
- e) Os mais importantes usos do alumínio estão no _____.

4 - Responda, em inglês, com base no texto "Aluminum".

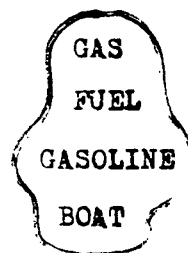
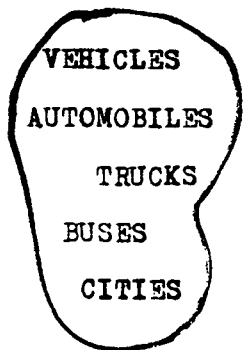


- a) Where (onde) is aluminum found in transportation?

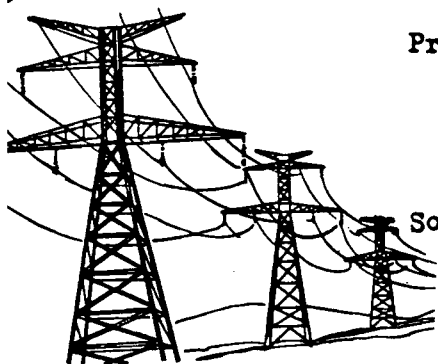
- b) What (o que) does aluminum reduce?



- Circule a palavra que é estranha a cada um dos conjuntos abaixo.



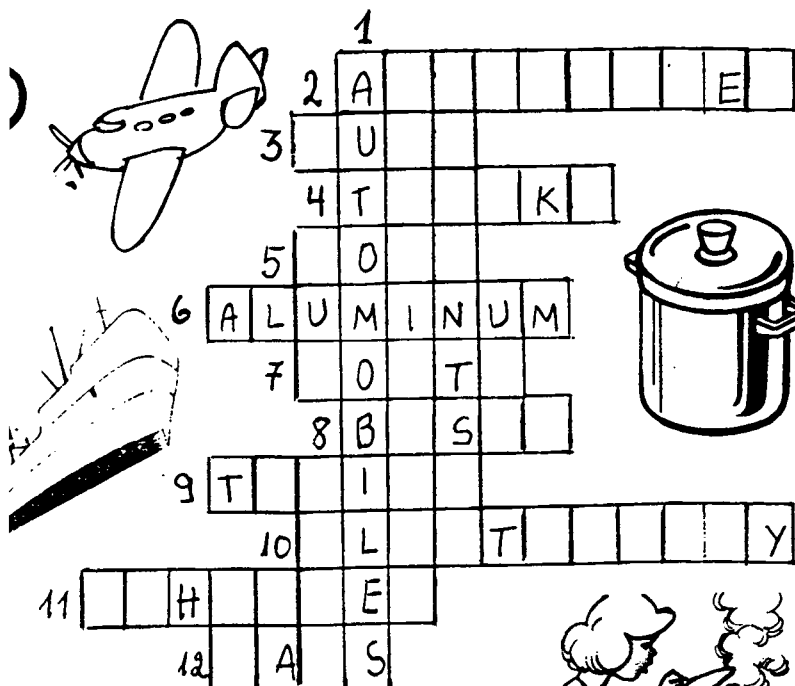
- Releia o primeiro parágrafo do texto e encontre nele um problema e a solução para o mesmo. Escreva no espaço abaixo o problema e a solução encontrada para ele (em português).



Problema: _____

Solução: _____

- Complete as cruzadas com palavras do texto "Aluminum".

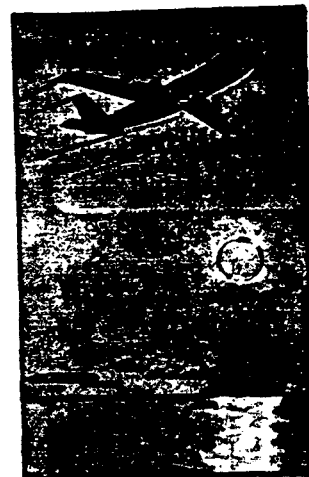


- 1 - Meio de transporte privativo e confortável (plural).
- 2 - Meio de transporte aéreo (pl.).
- 3 - Combustível.
- 4 - Transporte de carga (pl.).
- 5 - Utensílio de cozinha (pl.).
- 6 - Metal leve usado para utensílios de cozinha e para o fabrico de meios de transporte.
- 7 - Transporte aquático (pl.).
- 8 - Transporte de massa (pl.).
- 9 - Andam em trilhos.
- 10 - Força que move veículos, aparelhos domésticos, indústrias, etc.
- 11 - Engenhos que se movem e andam sobre rodas.
- 12 - Utensílio de cozinha. (pl.).

1 - Relacione as ações (verbos) da esquerda (que estão no presente) com o seu respectivo passado que está à direita.



PRODUCE	reduced
MOVE	separated
SEPARATE	refined
DISCOVER	moved
REFINE	separates
NEED	produced
REDUCE	needed
	moves
	discovered



2 - O que acontece com os verbos quando vão para o passado?

3 - Agora relacione os verbos à esquerda (que não formam o passado regularmente) com o seu respectivo passado à direita.



IS	found
ARE	making
FIND	made
MAKE	were
	was

1 - Relacione as perguntas à esquerda com sua resposta correta à direita de acordo com o texto.

- | | |
|---|---|
| (1) Why was the price of aluminum high 150 years ago? | () Because it is used in the engines of automobiles and in the bodies of trucks, buses, trams, boats, etc. |
| (2) Why does aluminum reduce the amount of fuel needed by the vehicles? | () Because it is practical for many purposes. |
| (3) Why is aluminum so important? | () Because it was difficult to separate it from the ores. |
| (4) Why are the uses of aluminum innumerable? | () Because it is light. |

2 - Observe o exemplo abaixo e depois complete as frases seguintes.

Ex.: Aluminum is a metal with a wide use in transportation.
 Aluminum is a metal with one of the widest use in transportation.

a) Gold (ouro) has a high price.

Gold has one of the _____ prices among(entre) the metals.

b) Cotton (algodão) is a light material.

Cotton is one of the _____ materials.



OBJECTIVES OF UNIT III

OBJECTIVES	LESSONS AND ACTIVITIES THAT COVERED THE OBJECTIVES	QUESTIONS OF UNIT TEST III
-activate prior knowledge related to the text subject.	Les. 21 -activ. 1 Les. 23 -activ. 1 Les. 25 -activ. 1 Les. 27 -activ. 1	1st
-identify and use cognates to facilitate comprehension	Les. 21 -activ. 5 Les. 23 -activ. 5 Les. 25 -activ. 4 Les. 27 -activ. 4	1st, 2nd, 7th
-identify and retain new English words	Les. 21 -activ. 4, 8, 9 Les. 23 -activ. 4, 6, 7, 9 Les. 24 -activ. 5, 7 Les. 25 -activ. 3, 9 Les. 27 -activ. 7	1st, 7th
-identify key-words that could clarify the text subject	Les. 21 -activ. 10	1st, 7th
-identify relations of meaning among words	Les. 22 -activ. 5	5th
-draw inferences	Les. 21 -activ. 1, 5 Les. 23 -activ. 1, 5 Les. 25 -activ. 1, 4 Les. 27 -activ. 1, 4	1st, 7th
-find out specific information in the text	Les. 26 -activ. 2 Les. 27 -activ. 8	3rd, 4th
-identify the main points of the text in order to complete a summary	Les. 23 -activ. 8 Les. 25 -activ. 5 Les. 26 -activ. 4	3rd
-complete an outline or summary based on the text	Les. 24 -activ. 2	4th, 6th
-recall a text in Portuguese	Les. 28 -activ. 2	6th
-recognize "problem/solution" in the text	Les. 24 -activ. 2	6th
-comprehend details of the text	Les. 22 -activ. 2, 5 Les. 26 -activ. 2, 3	7th

-recognize present and past tense of some regular and irregular verbs, including verb to be	Les. 25 -activ. 7, 8	8th, 9th 10th
-identify and relate "why/ because" as question/answer	Les. 28 -activ. 5	11th
-identify relations between sentences	Les. 28 -activ. 5	11th
-identify the suffix "-est", superlative of adjectives	Les. 28 -activ. 4	12th
-identify the general idea of the text	Les. 21 -activ. 6 Les. 27 -activ. 5, 6	
-identify the type of the text	Les. 27 -activ. 3	
-identify the main idea of the text giving it a title	Les. 22 -activ. 4 Les. 24 -activ. 3	
-write down simple sentences in English, using known words	Les. 22 -activ. 7 Les. 26 -activ. 7 Les. 28 -activ. 6	
-recognize compound words (every- some-)	Les. 24 -activ. 5	
-identify the months of the year and the cardinal numbers	Les. 26 -activ. 5, 6	
-complete sentences with actions	Les. 28 -activ. 3	

A P P E N D I X 4

QUESTIONARIO PARA OS ALUNOS DAS 7as SERIES DO 1o GRAU DA REDE MUNICIPAL DE ENSINO DE FLORIANOPOLIS

Leia com atenção o questionário e, se precisar, peça a ajuda do professor. É importante que você responda todas as questões com atenção e sinceridade.

Série em que estuda:.....		1
Idade:.....		2
Escola em que estuda:.....		3
Cidade:.....		4
Há quanto tempo estuda nesta escola?.....		5
Você se interessa e se dedica com o mesmo entusiasmo a todas as matérias?		
	<input type="checkbox"/> não	6
	<input type="checkbox"/> sim	7
Você acha que todas as matérias têm a mesma importância?		
	<input type="checkbox"/> não	8
	<input type="checkbox"/> sim	9
Atribua notas de Q1 a Q4 às matérias abaixo, de acordo com o grau de importância que você lhes dá.		
Q1 - não importante		
Q2 - pouco importante	<input type="checkbox"/> Geografia	10
Q3 - bastante importante	<input type="checkbox"/> Ed. Física	11
Q4 - muito importante	<input type="checkbox"/> História	12
	<input type="checkbox"/> Inglês	13
	<input type="checkbox"/> Matemática	14
	<input type="checkbox"/> Português	15
	<input type="checkbox"/> Ciências	16
	<input type="checkbox"/> Ed. Artística	17
	<input type="checkbox"/> E M C	18
	<input type="checkbox"/> O S P B	19
Você trabalha além de estudar?		
	<input type="checkbox"/> não	20
	<input type="checkbox"/> sim	21
Quantas horas você trabalha por dia?		
	<input type="checkbox"/> 1 a 2 horas	22
	<input type="checkbox"/> 2 a 4 horas	23
	<input type="checkbox"/> 4 a 6 horas	24
	<input type="checkbox"/> 8 horas	25
Você já tinha estudado Inglês antes?		
	<input type="checkbox"/> não	26
	<input type="checkbox"/> sim	27

Se já estudou, por quanto tempo?		
	() 1 ano	28
	() 2 anos	29
	() 3 anos ou mais	30
Estudou ou estuda em algum curso particular de Inglês do tipo YASIGY, IBEU, FISK, CCAA, ou outro?		
	() não	31
	() sim	32
Morou ou viajou para algum país de língua inglesa?		
	() não	33
	() sim	34
Você acha que é importante estudar Inglês? Quanto?		
	() muito importante	35
	() bastante importante	36
	() pouco importante	37
	() nada importante	38
As aulas de Inglês de sua escola têm lhe parecido		
	() dinâmicas e interessantes	39
	() pouco interessantes	40
	() monótonas e cansativas	41
	() chatas	42
Você acha que seus colegas gostam das aulas de Inglês?		
	() gostam muito	43
	() gostam bastante	44
	() gostam pouco	45
	() não gostam	46
Qual a sua opinião a respeito dos materiais usados nas aulas de Inglês?		
	() são muito interessantes	47
	() são interessantes	48
	() são pouco interessantes	49
	() não são interessantes	50
Os assuntos são		
	() bem atualizados	51
	() atualizados	52
	() pouco atualizados	53
	() desatualizados	54
Os exercícios são		
	() muito criativos	55
	() criativos	56
	() repetitivos	57
	() muito repetitivos	58

Você acha que o Inglês que você está aprendendo atenderá suas expectativas e necessidades futuras?		
	() não	59
	() sim	60
Você gostaria de ter mais aulas de Inglês na sua escola?		
	() não	61
	() sim	62
Se você respondeu SIM, quantas aulas por semana?		
	() 3 aulas	63
	() 4 aulas	64
Assinale o que você gosta de fazer nas aulas de Inglês.		
- fazer/ responder perguntas oralmente	()	65
- contar/ completar histórias	()	66
- escutar histórias	()	67
- ler em voz alta	()	68
- ler silenciosamente	()	69
- responder perguntas sobre textos	()	70
- fazer ditado	()	71
- fazer exercícios de falso/verdadeiro	()	72
- fazer exercícios de múltipla escolha	()	73
- fazer dramatizações	()	74
- relatar trabalhos oralmente	()	75
- cantar	()	76
- fazer joguinhos e passatempos	()	77
Você acabou de assinalar as atividades que você gosta de fazer; assinale agora qual a atividade mais importante para seus estudos ou seu futuro.		
	() escrever em inglês	78
	() escutar inglês	79
	() ler inglês	80
	() falar inglês	81
Você gostaria de aprender outra língua ALEM do Inglês?		
	() não	82
	() sim	83
Você gostaria de aprender outra língua EM VEZ do Inglês?		
	() não	84
	() sim	85

Se você respondeu que SIM, que outra língua gostaria de aprender?

- | | | |
|--------------------------|----------|----|
| <input type="checkbox"/> | Alemão | 86 |
| <input type="checkbox"/> | Italiano | 87 |
| <input type="checkbox"/> | Espanhol | 88 |
| <input type="checkbox"/> | outra | 89 |

Você acha que a sociedade valoriza, dando mais chance de emprego e de ascensão social, aquelas pessoas que sabem uma língua estrangeira?

- | | | |
|--------------------------|-----|----|
| <input type="checkbox"/> | não | 90 |
| <input type="checkbox"/> | sim | 91 |

Os seus pais acham importante que você aprenda uma língua estrangeira?

- | | | |
|--------------------------|-----|----|
| <input type="checkbox"/> | não | 92 |
| <input type="checkbox"/> | sim | 93 |

Eles - os seus pais - estão satisfeitos com o ensino do Inglês na sua escola?

- | | | |
|--------------------------|-----|----|
| <input type="checkbox"/> | não | 94 |
| <input type="checkbox"/> | sim | 95 |

Você acha que o Inglês deveria sair do currículo das escolas de 1o grau de Florianópolis?

- | | | |
|--------------------------|-----|----|
| <input type="checkbox"/> | não | 96 |
| <input type="checkbox"/> | sim | 97 |

Que sugestões você daria para melhorar o ensino do Inglês na sua Escola?

QUESTIONÁRIO PARA OS PROFESSORES DE INGLÊS DA REDE MUNICIPAL DE ENSINO DE FLORIANÓPOLIS

Escola(s) e curso(s) em que leciona Inglês:		1

Sexo:	Feminino ()	2
	Masculino ()	3
Você é professor(a) de inglês		
- com licenciatura plena em inglês	()	4
- com licenciatura curta em inglês	()	5
- com licenciatura incompleta em inglês	()	6
- com outro curso superior	()	7
- com curso particular de inglês	()	8
Se licenciado ou licenciando em inglês, por qual instituição?		9

Ano em que se formou?	19_____	10
Há quanto tempo você leciona inglês?	-----	11
Atualmente, quantas horas semanais?	No 1o grau_____hs	12
	No 2o grau_____hs	13
Em média quantos alunos tem por turma?	No 1o grau_____	14
	No 2o grau_____	15
Sua situação funcional como professor do Município é de		
- professor efetivo	()	16
- professor substituto	()	17
- professor contratado	()	18
Se leciona no Estado, qual sua situação funcional?		
- professor efetivo	()	20
- professor substituto	()	21
- professor contratado	()	22
Você leciona alguma outra disciplina além do inglês?		
	Não ()	23
	Sim ()	24
Qual(is)?	-----	25

O magistério de inglês é para você:		
- profissão de tempo integral	()	26
- profissão de tempo parcial	()	27
- ocupação temporária	()	28

Você gosta de ensinar inglês?	Muito	()	29
	Bastante	()	30
	Pouco	()	31
	Nada	()	32

Você sente necessidade de se aperfeiçoar profissionalmente?

Não	()	33
Sim	()	34

Como você prefere se aperfeiçoar? Através de.

Leituras	()	35
Seminários	()	36
Curso de especialização	()	37
Curso de mestrado	()	38

Você se sente um profissional realizado?	Não	()	39
	Sim	()	40

Indique os fatores que mais lhe causam problemas no exercício da profissão (1=muito problema; 2=bastante problema; 3=pouco problema, 4=nenhum problema)

- a baixa remuneração	()	41
- atitude negativa de pais ou da comunidade com o inglês	()	42
- atitude negativa de colegas de outras disciplinas ou de administradores com relação à sua disciplina	()	43
- atitude negativa de colegas de inglês com relação à sua profissão	()	44
- falta de objetivos específicos claros e atingíveis	()	45
- número de aulas insuficiente para alcançar seus objetivos	()	46
- falta de materiais adequados a seus objetivos	()	47
- falta de disciplina dos alunos em aula	()	48
- rejeição dos alunos à matéria	()	49
- falta de motivação dos alunos para estudar inglês	()	50
- falta de recursos materiais na escola	()	51
- excesso de alunos por turma	()	52
- falta de tempo para preparar aulas	()	53
- correção de exercícios e provas	()	54
- sua formação pedagógica é insuficiente	()	55
- sua formação lingüística é insuficiente	()	56

Em termos profissionais, você acha que está realizando um trabalho

Muito bom	()	57
Bom	()	58
Regular	()	59
Nada bom	()	60

Dentro da realidade social de seus alunos, o que você acha mais importante para eles aprenderem em inglês? Enumere de 1 (= nada importante) a 4 (= mais importante) cada um dos objetivos abaixo:

- conhecer a cultura dos países de língua inglesa () 61
- saber falar () 62
- saber ler () 63
- saber escrever () 64
- saber traduzir () 65
- conhecer a gramática () 66
- entender alguém falando () 67

Na sua opinião qual é o objetivo de seus alunos ao estudar inglês? Ele estuda para:

- se tornar um profissional melhor () 68
- aprender mais sobre assuntos diversos () 69
- se comunicar com mais pessoas () 70
- passar no vestibular () 71
- ter um emprego melhor () 72

Você participou do projeto de inglês desenvolvido nas escolas municipais?

- Não () 73
- Sim () 74

Se sua resposta foi sim, indique de que maneira participou:

- pré e pós-testando os alunos e usando os materiais do projeto () 75
- somente pré e pós-testando os alunos () 76

Se você usou os materiais, como os classifica?

- Muito interessantes () 77
- Bastante interessantes () 78
- Interessantes () 79
- Pouco interessantes () 80

Os exercícios e as atividades são

- Muito criativos () 81
- Criativos () 82
- Repetitivos () 83
- Muito repetitivos () 84

Os textos são

- Muito atualizados () 85
- Atualizados () 86
- Pouco atualizados () 87
- Desatualizados () 88

O método empregado é

- Muito dinâmico () 89
- Dinâmico () 90
- Pouco dinâmico () 91
- Muito parado () 92

Em relação a materiais que você já usou anteriormente, os materiais preparados para este projeto foram

- muito mais eficientes () 93
- um pouco mais eficientes () 94
- tão eficientes quanto outros () 95
- menos eficientes () 96

Você tenciona continuar usando os materiais no próximo ano letivo?

- Não () 97
- Sim () 98

Se você não usou os materiais este ano, gostaria de usá-los no próximo ano letivo?

- Não () 99
- Sim () 100

Você, que usou os materiais preparados para o projeto, como avalia a participação dos alunos?

- muito motivados e interessados () 101
- um pouco mais motivados e interessados do que em anos anteriores () 102
- a mesma participação verificada com a utilização de outros métodos () 103
- Desmotivados e desinteressados () 104

Você acha que as atividades de pré-leitura serviram como elemento motivador e facilitador da compreensão do texto?

- Não () 105
- Sim () 106

Os alunos usavam as palavras cognatas como ajuda para compreender o texto?

- Não () 107
- Sim () 108

Na sua opinião qual(is) o(s) tipo(s) de atividade que os alunos mais gostavam de executar:

- fazer/responder perguntas oralmente () 109
- ler silenciosamente () 110
- ler em voz alta () 111
- responder perguntas sobre os textos () 112
- fazer exercícios de falso/verdadeiro () 113
- fazer exercícios de múltipla escolha () 114
- completar lacunas () 115
- relacionar colunas () 116
- fazer palavras cruzadas () 117
- fazer caca-palavras () 118
- jogar () 119

Como os alunos executavam as atividades?

- faziam esforço para executá-la sozinhos () 120
- pediam muito a ajuda do(a) professor(a) () 121

Você acha que, em média, os textos e as atividades dos materiais foram (para os alunos)

- Muito fáceis () 122
- Adequados () 123
- Difíceis () 124
- Muito difíceis () 125

Os alunos gostavam de trabalhar em dupla e em grupo?

- Não () 126
- Sim () 127

Você acha que foi válida a ênfase que foi dada no projeto à habilidade da leitura em inglês?

- Não () 128
- Sim () 129

Abaixo você tem uma relação dos objetivos que o projeto se propunha atingir através dos exercícios e atividades dos materiais. Dê uma nota de 4 (= satisfatoriamente atingido) a 1 (=não atingido) para cada um dos objetivos relacionados, tendo como base a performance dos alunos na execução dos exercícios e atividades.

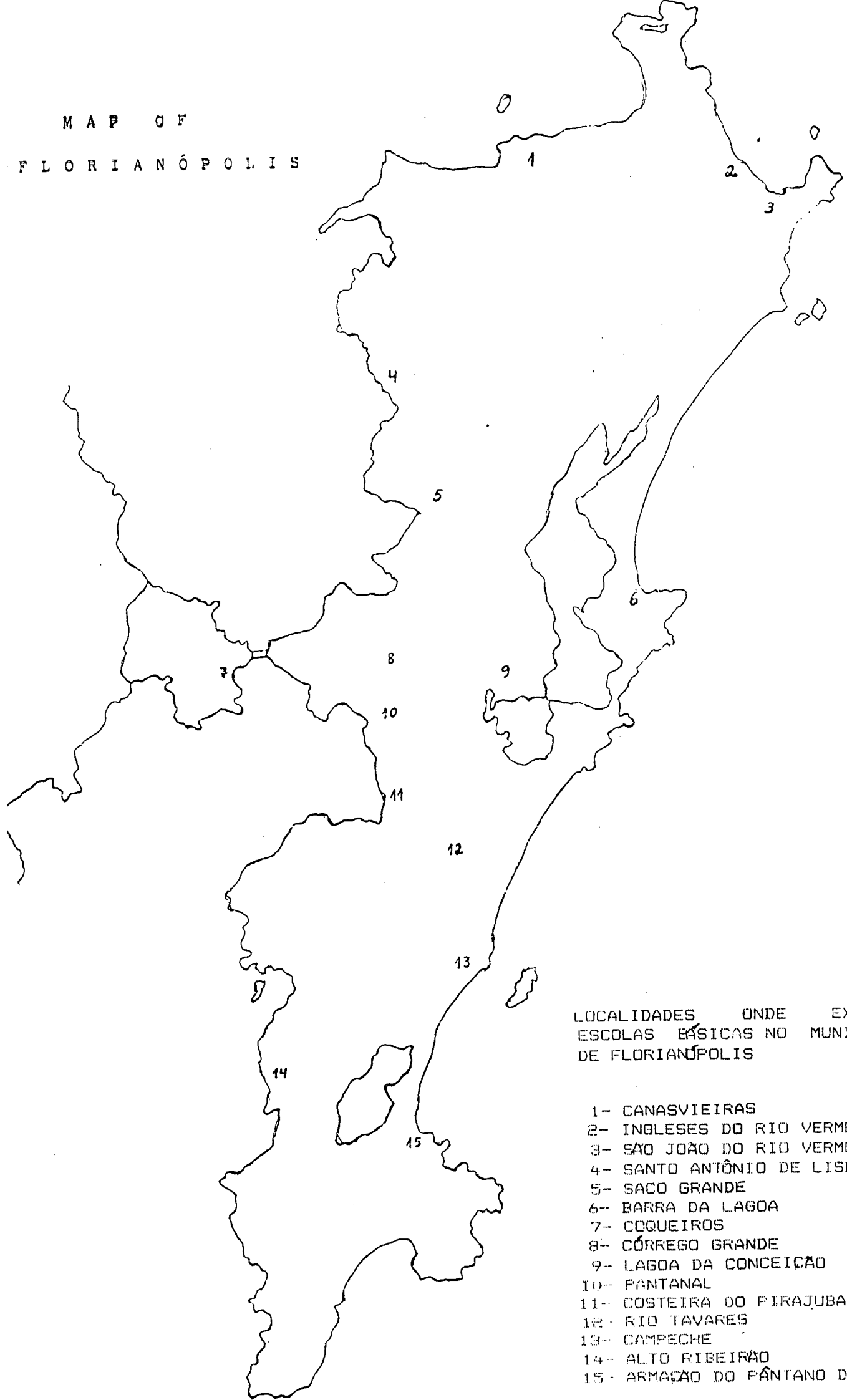
- captar a idéia geral do texto () 130
- reconhecer a idéia principal do texto () 131
- localizar as principais informações contidas no texto () 132
- encontrar informações específicas no texto () 133
- identificar relações entre as frases () 134
- reconhecer partes do texto () 135
- fazer inferências () 136
- resumir texto em que as idéias principais estejam bem claras () 137

Escreva no espaço abaixo sugestões para modificar e/ou melhorar os materiais.

A P P E N D I X 5

A P P E N D I X 6

MAP OF
FLORIANÓPOLIS



LOCALIDADES ONDE EXISTEM
ESCOLAS BÁSICAS NO MUNICÍPIO
DE FLORIANÓPOLIS

- 1- CANASVIEIRAS
- 2- INGLESES DO RIO VERMELHO
- 3- SÃO JOÃO DO RIO VERMELHO
- 4- SANTO ANTÔNIO DE LISBOA
- 5- SACO GRANDE
- 6- BARRA DA LAGOA
- 7- COQUEIROS
- 8- CÔRREGO GRANDE
- 9- LAGOA DA CONCEIÇÃO
- 10- PANTANAL
- 11- COSTEIRA DO PIRAJUBAÉ
- 12- RIO TAVARES
- 13- CAMPECHE
- 14- ALTO RIBEIRÃO
- 15- ARMAÇÃO DO PÂNTANO DO SUL