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PÓS-GRADUAÇÃO EM LETRAS – INGLÊS

**INVESTIGATING STRATEGIC READING INSTRUCTION FROM A
SOCIOCULTURAL PERSPECTIVE IN TWO BRAZILIAN ESP CLASSROOMS**

Por

DIDIÊ ANA CENI DENARDI

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MESTRE EM LETRAS

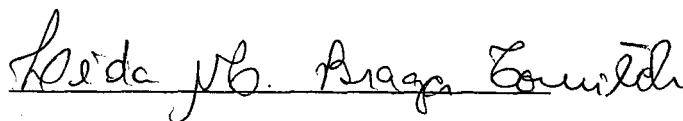
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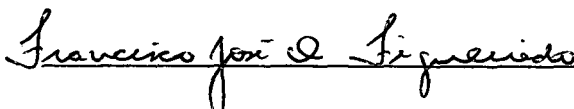


Profª. Dra. Leda Maria Braga Tomitch
Coordenadora PGI

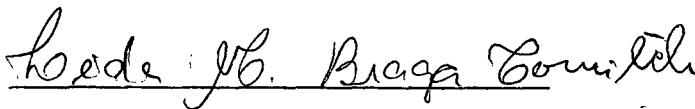
BANCA EXAMINADORA:



Profª. Dra. Gloria Gil
Orientadora



Prof. Dr. Francisco José Q. de Figueiredo
Examinador



Profª. Dra. Leda Maria Braga Tomitch
Examinadora

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Dedico esta dissertação
a meus pais, Bruno (*in memoriam*) e Ignês,
por seus exemplos de fé, de amor e determinação;
a meus filhos, Tadeu e Elisa,
a quem quero dar exemplos de fé, amor e determinação e
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ABSTRACT**Investigating Strategic Reading Instruction
from a Sociocultural Perspective in Two Brazilian ESP Classrooms****Didiê Ana Ceni Denardi****Universidade Federal de Santa Catarina****2002****Supervising Professor: Dr. Gloria Gil**

Recent years have seen a growing number of studies about strategic reading instruction in Brazilian classrooms. Some of these studies analyze strategic comprehension from a cognitive view in primary and secondary schools, and others investigate classroom interaction in reading comprehension classes from a critical perspective either in schools or at the university. However, this type of research on ESP instruction has been carried out as a way of presenting a general evaluation of strategic comprehension teaching, without investigating how reading strategic instruction really happens in ESP classrooms. In order to fill in this gap, this study, based on Sociocultural Theory (rooted in the work of Vygotsky, 1978, 1986 and his followers) investigates how reading comprehension instruction takes place in two real ESP classrooms and what the two teachers of these classrooms think about this kind of instruction. Thus, the data collection of this work comes from two ESP classrooms: a public one in Florianópolis, SC and, a private one in Pato Branco, PR, in which 9 classes were observed, video and tape recorded and their teachers were interviewed. The analysis of the data revealed that the investigated teachers explicitly instructed their students to use bottom-up and top-down reading strategies, which were mediated by means of dialogue and other semiotic mechanisms, in order to assist students' needs and achieve the goals of the courses. This study also revealed that the teachers aimed at raising students' awareness of the importance of using some reading strategies and at monitoring the students' conscious and independent use of such strategies to comprehend specific and general texts.

RESUMO**Analisando o Ensino de Estratégias de Leitura em Aulas de Inglês Instrumental
em Duas Escolas Brasileiras sob uma Perspectiva Sociocultural****Didiê Ana Ceni Denardi****Universidade Federal de Santa Catarina****2002****Profa. Orientadora: Dra. Gloria Gil**

Recentemente tem-se presenciado um crescente número de estudos sobre o ensino de leitura através de estratégias de leitura em escolas brasileiras. Alguns desses estudos analisam o ensino de leitura em aulas de ensino fundamental e médio a partir de uma perspectiva cognitiva e outros pesquisam a interação em sala de aula em aulas de leitura nestes mesmos níveis e também em nível superior, a partir de uma perspectiva crítica. Entretanto, este tipo de pesquisa em aulas de Inglês Instrumental (ESP) tem se desenvolvido de forma a apresentar uma visão geral do ensino de estratégias de leitura, sem analisar como este ensino realmente acontece em salas de aula de Inglês Instrumental. A fim de preencher esta lacuna, este estudo baseado numa Perspectiva Sociocultural (embasada nos trabalhos de Vygotsky, 1978, 1986 e seus seguidores) investiga como o ensino de leitura acontece em duas salas de aula de Inglês Instrumental e o que os dois respectivos professores pensam sobre esta metodologia de ensino. Portanto, os dados para este estudo vêm de duas turmas de Inglês Instrumental: uma de uma escola pública em Florianópolis, SC e outra de uma escola particular em Pato Branco, PR, das quais 9 aulas foram observadas, áudio e vídeo gravadas e os professores foram entrevistados. Os dados analisados revelaram que os professores investigados instruem seus alunos a usarem estratégias de leitura dos tipos *top-down* e *bottom-up*. Tais estratégias são mediadas através de diálogo e outros mecanismos semióticos para atender às necessidades dos alunos e alcançar os objetivos dos cursos. Este estudo também indicou que os professores objetivam conscientizar seus alunos sobre a importância do uso de estratégias de leitura e fazer com que os mesmos as utilizem de forma consciente e independente na compreensão de textos específicos e gerais.

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CHAPTER I

INTRODUCTION

1.0. Importance of the Issue

In Brazil reading comprehension ability plays an important role in Foreign Language (FL) learning because its receptive characteristic can integrate other linguistic and communicative abilities (listening, writing, speaking) and for its natural condition of developing cognitive and metacognitive aspects in the students, since mental processes (i.e., deduction, making inferences) are central to reading ability (Maes, 1999). Reading comprehension ability is also important in English for Specific Purposes (ESP) classes in Brazil because it can be seen as a tool for information gathering. Although the medium of instruction in ESP Brazilian classes is the mother tongue (Brazilian Portuguese), students need to read a great amount of specialist texts which are mostly available in English. This necessity fits the guiding principle of ESP: benefiting learners who need to use English in their specialist field of study and their professional areas (Hutchinson & Waters, 1986).

In Brazilian Universities, ESP corresponds to what Brazilian teachers usually call 'Inglês Instrumental' and it has been taught since 1970. Despite three decades of ESP teaching in Brazilian Universities, there is little research about how teachers really teach ESP classes. This can be observed in the project called *O Ensino de Inglês Instrumental em Universidades Brasileiras* developed by Celani and other researchers in 1988. This project, which makes a general evaluation of the teaching of ESP in Brazil, does not present enough information about what really occurs inside ESP classrooms (Moraes, 1992). This situation represents a gap in the research on Brazilian ESP pedagogical

practice and corroborates the interest of this study in contributing to the reading strategic instruction in this area.

Besides, on the one hand, there is vast research about strategic reading classroom instruction from a cognitive perspective in Brazilian Elementary and High schools (Bittencourt, 1989, cited in Maes, 1999; Maes, 1999; Nobrega, 2002, among others). Several other studies, such as the ones developed by Moita Lopes (1994, 1995) and Coracini (1992, 1994), this last one in the classes of Francês Instrumental, have discussed classroom interaction in reading comprehension classes from a critical perspective. On the other hand, there is little research about how Brazilian ESP teachers implement some reading strategies in classroom instruction, and what they think the results are by using such strategies in their classes.

Thus, the present study differs from these others in terms that it attempts to emphasize the importance of reading comprehension strategic instruction but from a sociocultural perspective (Palincsar & Brown, 1984, Palincsar, 1986; Pearson et al., 1992) in which textual meaning is co-constructed between the participants of the learning community.

Due to the importance of such teaching-learning process, the main aim of this thesis is to provide some descriptive accounts of two different reading ESP classrooms, a public and a private one. The public ESP classroom refers to the ESP classes of the Extracurricular Course at Universidade Federal de Santa Catarina (Florianópolis/SC) in which the classroom focus is to prepare master's and doctoral students for reading proficiency examinations; whereas the private one refers to ESP classes at Faculdade Mater Dei (Pato Branco/PR) which focuses on the specific field of computing text comprehension. Both groups direct their purpose mainly to reading comprehension. To achieve this main purpose this research draws on two kinds of data collection:

classroom observation and video and tape recordings, and protocols cassette recordings of the teachers' interviews. Both sources of data were used conjointly, since one source of information might complement the other.

Regarding the previous observations and as already mentioned, I assume as relevant to demonstrate what really occurs within these two ESP classes and how the investigated teachers mediate reading strategies instruction to their students from a Sociocultural Perspective in order to contribute to the research on pedagogical practice of ESP in Brazil. This ethnographic study applies two theoretical frameworks, that are: the **Reciprocal Teaching Technique** (Palincsar & Brown, 1984) and the **Scaffolding Functions Framework** (Wood, Bruner & Ross, 1976) both of which are grounded on the same principled foundation of **Scaffolded Instruction**. Here, Scaffolded Instruction is mainly characterized as a way of helping learners to complete a task so that they can develop cognitively (Palincsar, 1986, Donato, 1994; Di Camila & Antón, 1997; Mitchell & Myler, 1998; Antón, 1999). These frameworks will be presented in details in Chapter II, subsections 2.4.2. and 2.3.4. respectively.

1.1. Objective of the Study and Main Research Questions

Based on the Sociocultural Theory which emphasizes that “the relationships between individuals form a basis for cognitive and linguistic mastery” (John-Steiner & Mahn, 1996, p. 192) and visualizing classroom contexts as a social place, the general purpose of this study, as already suggested, is to **investigate how two Brazilian ESP teachers instruct reading comprehension in their classes**. More specifically, this study aims at **investigating how some bottom-up and top-down reading strategies** (Rumelhart, 1977,1980; Sanford & Garrod, 1981; Van Dijk & Kintsch, 1983; Eskey & Grabe, 1988; Carrell, 1988, as cited in Carrell et al., 1988 and in Nuttal, 1996),

henceforth named micro and macro reading strategies, **are implemented by these teachers in two distinct educational contexts**, that is, in a public and in a private ESP classrooms.

Therefore, this research, based both on classroom observation and on the teachers' perceptions and beliefs, seeks to characterize the ways these ESP teachers teach their classes. Also, it tries to explore what the investigated teachers think about the ESP teaching-learning process and the results they have had.

In order to describe and interpret the approaches adopted by the investigated teachers when teaching ESP classes, this study tries to answer the following research questions:

Research Question 1: What are the most used reading strategies in the investigated ESP teachers' classrooms?

Research Question 2: How do the teachers implement these reading strategies in their classrooms?

Research Question 3: What are the teachers' purposes in using such reading strategies?

Research Question 4: What teaching styles do these teachers have when teaching ESP?

As already mentioned, only two teachers were interviewed and had their practices observed and analyzed in their real contexts. This gives us only an overview of the teaching methodology used in Brazilian University ESP classroom.

1.2. Organization of the Thesis

This thesis is organized in five chapters. *Chapter I* introduces the reader to the problem and context to be investigated, to the objective of the study and to the four research questions. It also establishes the importance of this research.

In *Chapter II*, some pertinent aspects of the literature concerning Reading Comprehension and Instruction are reviewed. Additionally, the most important tenets of Sociocultural Theory are outlined.

In *Chapter III*, the methodology to be used is described, including the research participants, the contexts of this research and the data collection and analysis techniques.

Chapter IV deals with the classroom data analysis and the findings.

And finally, *Chapter V* closes this study by answering the four Research Questions, by providing some limitations of this study, which can be taken as suggestions for further research, and by offering some pedagogical implications concerning *Reading Strategic Instruction from a Sociocultural Perspective*.

CHAPTER II

READING COMPREHENSION INSTRUCTION AND ITS RELATION TO SOCIOCULTURAL THEORY

Learning to read is certainly a cognitive process; but it is also a very social activity, deeply embedded in interactions with teachers and peers (Cadzen, 1981).

2.0. Introduction

The main objective of this chapter is to review the literature concerning some aspects of *Reading Comprehension*, of *Reading Comprehension Instruction* and also some aspects of *Sociocultural Theory*, so that there is enough background for the support of this thesis. Therefore, this chapter begins with the presentation of some relevant theoretical assumptions about *Reading Comprehension*. Next, it is followed by the presentation of some studies related to *Reading Strategic Instruction*. Then, some concepts from the *Sociocultural Perspective* are reviewed since this study is supported by a sociocultural theoretical framework. Finally, a *Reading Classroom Study* from a *Sociocultural Perspective* is illustrated.

2.1. Reading Comprehension

Reading comprehension is seen as a complex and fluid process, which comprehends interactions between readers and texts in various contexts and for various purposes (Lipson & Wixson, 1986, as cited in Pearson et al, 1992). Being a complex process, comprehension involves both lower order processes, such as decoding and vocabulary knowledge, and higher order processes, such as automatic activation of background knowledge and conscious and controllable processing through strategic

reading (Gagné et al., 1993; Pressley, 2000). The following subsections will deal with the lower and higher order processes.

2.1.1. Lower Order Processes (word-level skills)

Pressley (2000) states that word-level skills that affect comprehension rely mainly on the processes of *recognition* of words (i.e., decoding) and on the ones that affect the *understanding* of words.

Decoding refers to the process learners, usually children, use to sound out words based on knowledge of graphemic-phonemic relationships and how they blend graphemic-phonemic clues to read new words (Ehri, 1991, 1992, as cited in Pressley, 2000). However, there are increased pieces of evidence that skilled decoders do not start reading by identifying letter by letter sounds, but rather they recognize common language letter chunks (i.e., prefixes, suffixes, Latin and Greek words and rhymes). Thus, the skilled decoder recognizes letters chunks automatically and blends them with their sounds.

As the word recognition process becomes automatic, the reader improves comprehension, since “both recognizing and comprehending a word occur within short-term memory (i.e. consciousness) which is limited in its capacity”(Miller, 1956, as cited in Pressley, 2000, p. 547). Consequently, word recognition and comprehension concomitantly compete for short-term capacity, which has accessible resources for word processing (Pressley, 2000). Grounded on *capacity hypothesis* fundamentals, La Berge and Samuels (1974, as cited in Pressley, 2000) state that “the more effort required to decode a word, the less capacity is left over to comprehend it. Hence the more automatic decoding processes are, the better is the understanding of the word” (p. 547).

Tan and Nicholson (1997, as cited in Pressley, 2000) carried out a study with two groups of 7-to-10-year-old weaker readers. In one group children were trained to recognize the pronunciation and meaning of certain words until they did not hesitate. In the other group, the researcher and the students discussed the meaning of the words, but the students did not read them. During the experiment both groups read a passage containing the target words and twelve questions were asked them. Four of these questions required readers' inferences from their world knowledge. Different trained lists of words and passages were applied depending on the students' learning differences. In this way, not all the questions matched the trained words. As a result, the trained participants answered more comprehension questions than the participants in the control group did. The results of this study and another set of analysis carried out by Breznits (1997a, 1997b, as cited in Pressley, 2000) led the researchers to conclude that "more rapid decoding improves comprehension, probably by freeing up more short term capacity for comprehension"(p. 547).

Pressley (2000) warns that even though scientific evidence favors graphemic-phonemic cues as important in skilled decoding, two other systems are also important in vocabulary recognition, and suggests that

word recognition in the context of text involves three cuing systems: the graphemic-phonemic cues within a word, but also syntactic cues (i.e., information about syntactic role of the word in the sentence) and semantic cues (i.e., meaning cues about the word in the text, including clues in illustrations accompanying the text). (p. 547).

Other researchers (Gough, 1993,1994; Isakson & Miller, 1976, as cited in Pressley, 2000) acknowledge the importance of this three cuing recognition of word system. They say that skilled decoders perceive when they misread a word because the word does not make sense in the present context. This way, reading comprehension

approaches encourage beginning readers to word comprehension in relation to the overall meaning of the text in order to provide feedback about the adequacy of decoding.

Vocabulary knowledge is also related to the word-level skill process that affects comprehension. There is a great amount of experimental data (Beck, Perfetti, & McKeown, 1982; McKeown, Beck, Omanson, & Perfetti, 1983, McKeown, Beck, Omanson, & Pople, 1985, as cited in Pressley, 2000), which shows that “a more extensive vocabulary promotes comprehension” (p. 548).

Beck et al. (1982, as cited in Pressley, 2000) developed an experimental study with two groups of Grade 4 children. One group received vocabulary instruction over five months. One hundred and four words were taught through multiple activities. The students were also submitted to pre- and post-tests. The other group did not receive vocabulary instruction. At the end of the study, students who received vocabulary instruction showed they tend to be better comprehenders than the ones in the controlled group.

Although vocabulary can be taught, most words are learned incidentally when readers process a text (Pressley, 2000), hence extensive reading promotes vocabulary acquisition. In other words, vocabulary can also be learned by context. Pressley (2000) also warns that when a sentence or passage depends critically on one word and this word does not belong to the reader’s vocabulary stock, the potential for lacking comprehension is obvious.

According to Carrell (1988), another factor related to language decoding skills refers to the readers’ *grammatical knowledge*, that is the knowledge about morphological, syntactical and textual features, which combined, form acceptable units of meaning within a language. Morphological features refer to the word structure, such

as inflection and word formation. Syntactical features can be related to the combination of small units of a language, such as words, to the larger ones, such as phrases and clauses in order to constitute sentence structure. Thirdly, textual features refer, for example, to cohesive devices which are central to reading comprehension since by linking terms, sentences and ideas they help to create texts. Carrell (1988) refers to several studies (Cowan, 1976; Chapman, 1979, 1983; Cohen et al., 1979; Mackay, 1979 & Connor, 1984) to show that cohesive devices (i.e., substitution, ellipsis, conjunction, lexical cohesion and others) play an important role in reading comprehension for both native and second/foreign (S/F) language readers since identifying these linguistics devices readers are less prone to missynthesize information across sentences and paragraphs.

In view of this, lower level processes (i.e., decoding and understanding words) are decidedly bottom-up, as they refer to the sequence of instructions which goes from the minimum to the major aspects of the reading process, that is, the starting point is decoding, and, after that, associating syntactic characteristics of words into sentences (Carrell, 1988; Davies, 1995; Aebersold & Field, 1997).

2.1.2. Higher Order Processes (above the word-level skills)

Higher order processes also affect comprehension and can be identified with the processes which go beyond word-level skills. In other words, higher order processes refer to interactive inferences the reader does using his/her world knowledge when s/he reads a passage.

Mature readers commonly know a lot about the world and this schematic knowledge affects comprehension. This view was largely explored in the 1970's and 1980's through the introduction and development of Schema Theory, mainly by

Rumelhart (Rumelhart, 1981; Davies,1995). Schema Theory is basically a theory of knowledge. In the schematic view, knowledge has been stored in the readers' memory and is constituted by small units called schemata.

Rumelhart (1981) based on Rumelhart and Ortony (1977) states that schemata represent all levels of experiences and abstractions in an active process in which associations of their several variables lead the reader to recall memories or experiences at particular moments in time in order to interpret a text. Thus, when readers of different levels of comprehension, that is, weaker ones and the more experienced ones, read a passage, they do interact with the text but in different ways (Pearson et al., 1992). This schematic knowledge is used to evaluate the adequacy of meaning, to determine what is important in the text, to draw inferences or to generate questions about the text (Pearson et al., 1992; Pressley, 2000). In view of this, it can be suggested that "schematic processing is decidedly top-down in that activation of the higher order idea occurs first and affects thinking about the details of the situation" (Pressley, 2000, p. 549).

According to Kintsch (1998), to comprehend a text the reader must form connections between the ideas expressed in the text and his/her relevant prior knowledge. In turn, through these connections the reader is able to form a coherent mental whole of the text. In other words, to comprehend a text the reader should go through it not only to perceive or decode its printed letters, parse it or its meaning, but he/she also should activate his/her prior knowledge, his/her elaborated schemata and hence make the necessary inferences to get a holistic view of the text.

2.1.3. An Interactive Mode of Reading

According to the previous sections, it is clear that comprehension does not occur only through lower order processes, neither through only higher order ones. Rather, it

occurs by the combination of the two. This way, “effective reading calls for an efficient *interaction* of both processing modes” (Carrell, 1988, p. 240), which is called Interactive Model of Reading and was firstly developed by Rumelhart (1977, as cited in Davies, 1995). Davies (1995) states that this model is the most influential in both first language (L1) and second language (L2) approaches to reading, since it combines simultaneously but selectively, many sources of information such as “visual, orthographical, lexical, semantic, syntactic and schematic” (p. 64). The discussion above can be summarized by Pressley’s (2000) words:

Comprehension does not always occur vis-à-vis schemata. Sometimes understanding occurs from the bottom-up (Graesser, 1981; Kintsch, 1974, 1982, 1983), with the reader processing many individual ideas in text (and sometimes referred to as propositions) and how the ideas are related to one another by the text to construct a general understanding of the text meaning, with such summaries meanings sometimes referred to as macro propositions (e. g., Kintsch, 1983; Van Dijk & Kintsch, 1983). Knowledge from this perspective is most often conceived as networks of propositions and macropropositions. From this perspective, knowledge, in general, can be developed from reading broadly but also from other world experiences (p. 549).

After having considered some aspects of the processes readers should use when going through a text, in the light of the recent studies in the reading comprehension field (Pearson et al., 1992; Kintsch, 1983, Kintsch & Van Dijk, 1983, among others cited in Pressley, 2000), the next section reviews some studies which deal with reading comprehension instruction.

2.2. Reading Comprehension Instruction

Instructional researchers (Pearson et al., 1992; Gagné et al., 1993; Pressley, 2000)

emphasize the importance of understanding the reading processes skilled¹ readers use in order to recognize the procedures to be applied in reading comprehension instruction. Pearson et al.(1992), Gagné et al. (1993) and Presley (2000) recommend that reading comprehension instruction should focus mainly on decoding, vocabulary knowledge and on the use of the readers' schematic knowledge.

Decoding should be taught at primary reading instruction so that students can learn to recognize and comprehend words in relation to the overall meaning of a text automatically. This instruction to “automaticity of decoding is developed through practice and feedback” (Gagné et al., 1993, p. 305).

Vocabulary learned from context or from extensive reading should also be considered important when the development of comprehension is aimed. Thus, teachers should encourage intensive and extensive reading² for students depending on their proficiency levels and ages in a way of improving fluency and increasing the cognitive capacity for comprehension. Tomitch (2002a) suggests that teachers should avoid using extensive reading approach (“read, read, read”) with beginning students in the sense “this excessive bottom-up approach to reading might hinder the process of construction of an adequate mental representation of the text’s content and consequently make comprehension more difficult” (p.5). On the other hand, this author states that the extensive reading approach might be helpful for intermediate level students since by reading large amounts of text they can develop independence and general reading skills.

In addition, teachers should encourage students to question the text they read in order to check if the answers make sense in the text, hence the information gathered will

¹ The term ‘skilled readers’ is used according to Pearson et al. (1992) and Gagné et al. (1993), among others. It refers to readers who concentrate mental effort when reading on higher order processes (background knowledge) associating them with inferential comprehension.

²The extensive reading approach maintains that if readers read large amounts of text they will acquire the vocabulary and the structure of the L2 necessary for reading, whereas the intensive reading approach

be more comprehensible and memorable. Another recommendation is that teachers should explicitly teach students to use comprehension strategies in order to comprehend the text and also to be able to self-monitor and adjust their comprehension whenever it is necessary.

It is interesting to mention that some of the recommendations above were also made by other educational researchers (Pearson et al., 1992) who dissatisfied with drill-and-practice instructional models³, were looking for a more meaningful and effective instructional reading curriculum. Pearson et al. (1992) discuss reading instruction from schematic knowledge and social interactive views. These researchers, based on solid 15-year past research, identify seven characteristics of skilled readers' behaviors, and propose that the teachers and educators should use these traits to develop comprehension curriculum goals. The seven characteristics are the following:

1- *Making sense of the text.* To achieve this goal readers should use their background information (for instance, specific and general knowledge of the text, and the structure of the text organization). By using prior knowledge constantly readers can find out what is important in the text, draw inferences and generate questions about the text.

2- *Monitoring text comprehension.* Monitoring can be seen as a mechanism used to accomplish sense making. Being aware of how well or how poor comprehension is, students can alter their reading strategies to compensate for a problem when it occurs.

3- *Repairing comprehension.* This mechanism is used when readers try consciously to summarize, draw inferences or ask themselves questions in order to find a solution to the comprehension problems they face during reading.

refers to the intensive work with a certain reading strategy when processing many different texts (Tomitch, 2002a).

³ In drill-and-practice models, reading instruction is characterized by a series of discrete skills added together to understand the text. Also in this model, reading is seen as a passive action (Pearson et al., 1992).

4- *Determining what is important in the text.* This is an important part of the reading process. In the literature, many different terms are used to refer to what is important in a text, for example, 'main idea', 'topic', 'thesis', 'theme', 'sentence macrostructure'. To determine what is important in a text, readers should use their specific and general world knowledge, the knowledge about the structure of the text and also the knowledge they have about the authors' intentions and goals, and also what factors influence the authors' perspectives.

5- *Synthesizing information.* Synthesizing information or summarizing text paragraphs or texts extends the ability of determining what is important in a text. Brown and Day (1983, as cited in Pearson et al., 1992) extend the text analysis work of Kintsch and Van Dijk (1978) and identify five operations of summarization. They are: 1) deletion of irrelevant information; 2) deletion of redundant information; 3) creation of a superordinate term or list of actions; 4) using appropriate topic sentences from the text which is summarized; 5) invent topic sentences when the ones in the text are difficult to locate.

6- *Drawing inferences.* Students should engage in the reading process by means of making inferences during and after reading a text. To this end, students can use their schemata and organize a mental framework of the text. This framework allows them to fill in omitted details and elaborate the text better.

7- *Asking questions.* Generating (especially higher order) questions leads students to deeper levels of text processing, hence comprehension and learning improvement raise.

As already mentioned, in proposing that the characteristics above, derived from cognitively oriented reading comprehension research, should be transformed into goals, these educators researchers have created a comprehensive reading curriculum, i.e., an ideal reading curriculum which would be "characterized as a range of flexible,

adaptable strategies” (Pearson et al.1992, p.168) and represents the current view of reading instruction.

Pearson et al. (1992) state that in this current view, which is based on Schema Theory, teachers should explicitly teach the strategies and readers should become aware of them. Tomitch (2002a) explains that the procedure of explicitly teaching reading strategies should be used in order to foster readers to read fast and to take advantages of all general knowledge they have (e.g.: world knowledge and linguistic knowledge) when reading a text. In this sense, teachers and students would be playing dynamic roles during instruction. We close this subsection by presenting an excerpt which clearly encompasses these new teachers’ and students’ roles,

Both teachers and students negotiate instructional meaning. Teachers plan the understandings they want to create and select appropriate academic work to create instructional opportunities. They also provide motivation, share information and nurture students’ understandings in ways designed to help students construct intended curricular goals. Students interpret academic work and information in light of their prior knowledge about reading and of the rules governing life in a classroom. These important instructional actions help students interpret academic work accurately and move closer to the intended curricular goals (Pressley et al., 2000, p. 186).

2.2.1. Reading Comprehension Instruction for Second/Foreign Language Learners

Given that the process of reading comprehension for foreign language (FL) or second language (L2) students is much more complex than for first language (L1) students, the use of such reading comprehension skills is also more difficult to implement when beginners or intermediate students go through a foreign language text. For Zwaan and Brown (1996) this complexity lies mainly on the limitations L2 learners’ lexical accessing and syntactical text processing. Furthermore, these authors state that

less fluent readers often use L1 as the medium to access word meaning and this is more resource consuming.

On the other hand, “the efficiency of L2 syntactic processing is also dependent upon L2 fluency” (Zwaan & Brown, 1996, p. 290). Therefore, syntactic processing in L2 may be resource consuming for non-fluent L2 learners. Moreover, Zwaan and Brown (1996) posit that according to the *capacity hypothesis*, already mentioned in subsection 2.1.1, there is a co-occurrence of several cognitive operations during comprehension. Thus, when students read a text in L1, they will probably not exhaust their cognitive resources, hence “they will have sufficient activation available for all the cognitive procedures needed to construct a coherent situation model and achieve comprehension” (Zwaan & Brown, 1996, p. 291). However, this same process does not occur when nonfluent L2 learners read a L2 text. Just and Carpenter (1992) state that when the demand for mental operations resources is greater than the mental resources available, lower level processes will be used to the detriment to higher level processes, consequently readers should show less evidence in constructing a coherent mental representation of the text.

According to Harmer (1994), teachers should help learners to transfer the skills or strategies they have in their own language, but this may be less effective to foster comprehension when learners are faced with an English as a foreign language (EFL). Tomitch (2002a) states that this difficulty, especially for Brazilians readers, is due to the fact that Brazilian Portuguese framework for reading is quite different from the English framework. This way,

teachers should be theoretically equipped with the necessary knowledge to design reading activities and to choose texts in the L2 that will help students successfully transfer the good strategies they have in L1 to the reading task in L2 (Tomitch, 2002a, p. 2).

Moreover, beginning readers must have some basic linguistic knowledge “in order to transfer the good reading strategies from L1 to L2” (Tomitch, 2002a, p. 2).

2.2.2. Reading Comprehension Strategies

Some authors (Grellet, 1981; Harmer, 1994; Nuttall, 1996; Aebersold & Field, 1997) use the terms strategies and skills interchangeably. However, some others, such as Pearson et al.,(1992); Paris et al. (1991, as cited in Maes, 1999) and Tomitch (2002) do not. These authors establish that there exist some differences between **skills** and **strategies**. Skills refer to the automatic processing information techniques, hence they are unconsciously used by the reader when processing a text and “the reader only has conscious access to the final product (e.g. access to the meaning of a word), but not to how the process is executed” (Tomitch, 2002a, p. 4). On the other hand, strategies refer to some plans which are consciously selected by the reader in order to achieve particular reading goals. In this sense, strategies depend on the reader’s will.

Also, certain reading process can’t be absolutely categorized as a skill or a strategy since it depends on how it is executed: automatically as a skill or controlled as a strategy (Tomitch, 2002a). This author also emphasizes the idea that “ a skill can become a strategy when it is used intentionally” (Paris et al., 1991, as cited in Tomitch, 2002a) by providing a clear and interesting example: “main idea identification can be a skill when the text is easy, well-signalled and flows well for the reader, whereas it may become a strategy when the reader lacks relevant prior knowledge or the text is undersignalled” (p.4).

Maes (1999) presents four basic differences between strategies and skills identified in Dole et al.’s (1991) study:

1) concerning intention: strategies are intentional and deliberate while skills are automatic and follow a certain routine; 2) cognitive sophistication: strategies involve reasoning and critical thinking while skills work with lower-levels of thinking and learning; 3) flexibility and adaptability: strategies can be changed and adapted according to the needs, while skills cannot; 4) awareness: the use of strategies implies metacognitive awareness; whether the reader understands what s/he is reading or not. Awareness leads to regulation and repair, while skills give no place for intention or consciousness (Maes, 1999, p. 20).

Davies (1995), on the other hand, defines the term “strategy as a physical or mental action used consciously or unconsciously with the intention of facilitating text comprehension and/or learning” (p. 50) Based on a distinction between observable (physical aspects) and non-observable readers’ reported behaviour (mental process reported by the investigated readers) and on the literature, Davies (1995, pp. 51-4) categorizes five broad types of strategy:

- *Controlling reading process*. Regressing, pausing or marking the text consciously or unconsciously;
- *Monitoring reading process*. Making inferences in order to get meaning from text and checking meaning;
- *Interacting with the text*. Questioning, expressing feelings, interpreting the text;
- *Utilizing textual source of information*. Utilizing linguistic and textual knowledge (text structure, vocabulary and grammar) to comprehend a text;
- *Utilizing external source of information*. Utilizing background knowledge (knowledge of the topic, content area, culture) to comprehend the text.

According to Davies (1995) this categorization “forms the basis for a review of a range of studies” and it may be a “useful guide to the literature because it indicates different orientations of the studies” (p. 54). The author also states that these categories can overlap. When a reader regresses in a passage s/he is reading, s/he can use a specific

strategy as a kind of monitoring the comprehension or as a way of explaining some textual sources of information. This overlapping is inevitable and was proved when readers report their reading process in interviews as well as when they are reading in normal conditions.

Moreover, reading strategies can be classified as *bottom-up* and *top-down* strategies (Rumelhart, 1977,1980; Sanford & Garrod, 1981; Van Dijk & Kintsch, 1983; Eskey & Grabe, 1988; Carrell, 1988, cited in Carrell et al., 1988 and Nuttall, 1996). *Bottom-up* or micro reading strategies especially involve the understanding of the basic aspects of the language, such as vocabulary, morphology, syntax and cohesion, hence they rely on the surface of the text. On the other hand, *top-down* strategies go beyond the surface of the text. In this sense, when the reader uses *top-down* or macro reading strategies s/he can understand what the writer means, but the meaning is not explicitly stated in the text (Nuttall, 1996). In summary, bottom-up strategies are related to word and sentence understandings (word and sentence level), whereas top-down strategies are related to the contextual and pragmatic meanings (discourse level).

Taking into account that *bottom-up strategies* are the basic ones, the reader “can’t get far without them” (Nuttall, 1996, p. 78). This fact does not mean that when the reader starts reading a text s/he uses bottom-up strategies first. Nuttall (1996) advises that the reader can start by using a *top-down* approach, firstly by activating the previous knowledge about the topic or the text type and then by skimming the text in order to get the whole idea of the text content and structure. This author also recommends that “if the top-down approach does not throw enough light on the meaning” (p. 78), then the reader can shift to the bottom-up one. By combining both approaches the reader can achieve a possible interpretation of the text.

In the following subsection, I will present and analyze some of these reading strategies teachers might use to instruct students' reading comprehension, using the term 'strategies' following Davies's, 1995 (see above).

2.2.2.1. Practical Reading Strategies Taxonomy

Different reading strategies have been identified from the field of reading in curriculum instruction (Brown, 1994; Harmer, 1994; Oliveira, 1994; Mikulecky & Jeffries, 1996; Nuttall, 1996). A list of some of these practical reading strategies is presented below.

2.2.2.1.1. Bottom-up or Micro Reading Strategies

1. *Identifying typographical elements, known vocabulary, key words and cognates.* This strategy greatly fosters comprehension of the text because it allows readers to use their general and linguistic knowledge.
2. *Guessing unknown vocabulary.* This strategy deals with unknown word/expression by guessing its meaning. To do this, the reader can use the context or the grammatical structure of the sentence.
3. *Identifying nominal group.* This strategy allows students to understand how speech words, mainly adjectives and nouns, are placed in the sentence. The understanding of this order greatly facilitates reading comprehension.
4. *Identifying words that connect ideas.* Identifying words that connect ideas such as pronouns, synonyms and summary words helps the reader understand the writer's idea, hence the text itself.

5. *Detailed reading*. This strategy can offer students a valuable opportunity to study English grammatical items in detail, and thus learn more about the structure of the language and how it is used.

2.2.2.1.2. Top-down or Macro Reading Strategies

1. *Knowing the purpose of reading*. Students should know why they read a specific text. This awareness gives them an interesting and motivating purpose for reading.

2. *Predicting*. The aim of this strategy is to help students make 'educated guesses' about what is in the text. This strategy places great emphasis on the lead-in stage where students are encouraged to predict the content of the text, giving them the possibility of processing information far more quickly because they are able to follow the writer's ideas better.

3. *Scanning*. Students should read the questions or tasks they are going to answer or perform before reading the text. Then, they should scan the text to extract the information the questions/tasks demand. Practice in scanning will help readers skip over unimportant words so that they can read faster.

4. *Identifying the main idea*. The main idea of a text/ paragraph is the author's main idea about the topic. It is always a complete sentence of the text. To get the main idea of the topic students should ask: What is the text/topic about?

5. *Skimming*⁴. This strategy involves absorbing only the main points of the text. The reader is not looking for specific points, but rather for whatever is necessary to get an overall understanding of the text.

⁴ Mikulecky and Jeffries (1996) provide some general rules to skim a text. They are here briefly stated: a) read the first sentences or the first paragraphs carefully. They contain both general information and the main idea of the text; b) look at the beginning of each paragraph, read some words, read some words in the middle of the paragraph also. Usually the topic sentence is at the beginning, but sometimes it is at the

6. *Summarizing*⁵. This strategy consists in retelling the main ideas and the major supporting points of a text in a much shorter form.

7. *Text structure identification (function and discourse)*. It is important for students to understand the way in which paragraphs/texts are structured (e.g., topic sentence, problem-solution) and to recognize the functions some words (e.g., cohesive devices, key words) play in the text that is being performed. The discourse structure goes into writing and students must be able to decode it if they wish to understand the text fully. Contextualizing questions, identifying functions, and identifying paragraph structure can be helpful for this purpose.

The list above can not be taken as complete and, although it attempts to distinguish bottom-up and top-down strategies, it is important to highlight that sometimes both kinds of processes can be found in the same strategy (e.g., Strategy 7 in the Top-Down list) and also that strategies overlap (for example, readers who realize they are in trouble when monitoring their comprehension will probably invoke two or more strategies simultaneously). This overlapping greatly depends on the recursive and reciprocal nature of the reading process (Pearson et al., 1992).

To conclude, it is important to emphasize that as comprehension is a complex process, it also requires a complex educational policy to meet the goal of developing readers' comprehension ability. In addition, the development of comprehension ability is a long-term process that can be raised by constructing instructional meanings throughout the flow of instruction and by the use of multicomponential skills (e.g., monitoring reading, making inferences, associating information, etc). In this case, "effective instruction demands adaptable and flexible response to students'

end; c) skip the unimportant paragraphs; d) read the last paragraph carefully. The author often summarizes the main ideas at the end of the text.

⁵ See Kintsch and Van Dijk (1978) for a deeper understanding of the macrorules for summarization; also see Mikulecky and Jeffries (1996) for practical clues of summarization.

understandings” (Pearson et al., 1992) in order to foster the development of comprehension competence.

2.3. The Sociocultural Perspective

2.3.1. Overview of Sociocultural Theory

The Sociocultural Theory developed by the Russian researcher Lev Semenovitch Vygotsky (1868 – 1934) has influenced different areas of knowledge, among them, the second/foreign language (S/FL) research field. This developmental psychologist tried to understand and identify the role of ‘consciousness’ within Psychology, and, influenced by the works of Pavlov, Kohler, Stern, Piaget and also by marxist philosophy, Vygotsky and his followers (Luria and Leont’ev), studied the organization of the higher mental processes and perceived that these processes are constituted through social interaction (Vygotsky, 1978, pp. 1-14).

Besides, according to Mitchell and Myler (1998), Vygotskian theories of child development have been influenced and promoted by psychologists and theorists such as Bruner (1985), Wersh (1985), and Rogoff (1990), and applied in classroom research by theorists such as Edward and Mercer (1987) and Mercer (1995).

The basic tenet of *Sociocultural Theory* is that ‘*higher psychological functions*’, such as planning, voluntary attention, logical memory, problem solving and evaluation, come from the interaction between individuals. These functions are transferred from the *interpsychological level*, the social plane which takes place between individuals, to *intrapsychological level*, the cognitive plane lying in the individual’s cognition (Lantolf & Appel, 1994; Antón, 1999). This passage occurs through semiotic devices, such as language, gestures and pictures. Among these devices, language is seen as the most

powerful one, because it mediates consciousness development. Lantolf and Appel (1994) describe the way Vygotsky saw the mediation from one mental level to the other as:

the transformation of elementary processes into higher order ones as possible through the mediating function of culturally constructed artifacts including tools, symbols, and more elaborate sign systems, such as language. Children learning to master their own psychological behavior proceed from dependency on other people to independence and self-regulation as a consequence of gaining control over culturally fabricated semiotic tools (p. 6).

Therefore, the transposition from the social plane to the cognitive plane occurs within what in Sociocultural Theory is called the Zone of Proximal Development (Vygotsky, 1978), which will be presented next.

2.3.2. Zone of Proximal Development

According to Lantolf and Appel (1994), the Zone of Proximal Development (ZPD) is the term coined by Vygotsky to conceptualize the conditions for the mental growth of an individual. These conditions rely on the *individual's actual* and *potential* levels of development and the authors state that the ZPD:

characterizes the child ability to perform certain tasks independently of another person and in essence, reflects those processes or functions that have been established and stabilized in the child. The latter level of development characterizes those functions that the child can carry out with the help of another person. These are not sufficiently stabilized to allow the child to perform independently in a given task (Lantolf & Appel, 1994, p. 10).

The difference between these two levels of development, the actual and the potential, called Zone of Proximal Development, is defined as “the distance between the

actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). The passage within the ZPD is guided by more experienced individuals, who help novices to achieve higher cognitive levels of development.

Lantolf and Appel (1994, p. 10 - 11) emphasize that it is not the development of the activity itself that is the important feature of the interpersonal activity, but the higher mental process that emerges as a result of the interaction between novice and expert and/or peers during activity development. In other words, at the initial stage of the development, the **intermental**, the volitional acts of a child or novice are guided by another person, and the child acts together with the more knowledgeable person, that is, the capacity to think relies on the expert’s guidance. At the next stage, the **intramental**, as the child or novice starts appropriating the necessary mental functions from the expert, the activity gradually changes its structure. Thus, through the shifting from the intermental to the intramental plane, by means of language, the learner begins self-regulating his/her own behaviour. Therefore, language plays a critical role in the individual cognitive development.

Transferring these concepts to the educational context, the ZPD refers to a stage where the learner is not capable to do certain activities on his/her own and needs the teacher’s guidance to learn, and thus continue in his/her learning process (Palincsar, 1986; Adair-Hauck & Donato, 1994; Lantolf & Appel, 1994; Lantolf & Pavlenko, 1995; John-Steiner & Mahn, 1996; Mitchell & Myler, 1998; Antón, 1999). By researching the ZPD, it is possible to understand the learner’s cognitive development, since learning and development are intrinsically related.

2.3.3. Scaffolding / Prolepsis

In educational contexts, while working in the ZPD, teachers can guide students to find the solutions to the problems they face in doing the instructional activities. This guidance is usually called *scaffolding* (Antón, 1999). This metaphorical term has been described as “a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts” (Wood, Bruner & Ross, 1976, p.90). Therefore, scaffolding is used to refer to a kind of ‘expert help’ the teacher provides to the learner and is characterized (Wood et al., 1976) by six functions:

- 1- *‘recruitment’*: the teacher makes students interested in the task or activity, by means of questions or statements;
- 2- *‘reduction in degrees of freedom’*: the teacher tries to rephrase the questions or statements as a way to narrow the learner subject and clarify the task;
- 3- *‘direction maintainance’*: the teacher tries to keep students motivated in participating of the task;
- 4- *‘marking critical features’*: the teacher clarifies certain important points of the language structure or even correct students’ performance, showing the ideal solution;
- 5- *‘frustration control’*: the teacher tries to diminish student’s stress and frustration during the task;
- 6- *‘demonstration’*: the teacher tries to present to the learner the ideal or partial solution of the problem.

Donato (1994, p.147) states that *scaffolded performance* is an “interpsychological mechanism” which is constituted through dialogue between teacher and learners in a shared activity. This “interpsychological mechanism” promotes learners internalization of knowledge. Moreover, the concepts of ZPD and *scaffolding* (Antón, 1999, p. 305), which was firstly constructed for describing a child cognitive development in

interaction with adults in the first language learning situation, can be also applied to a second language learning situation.

In addition, Stone (1993, as cited in Antón, 1999) acknowledges the existence of some communicative mechanisms, usually found in *scaffolding*, such as ‘prolepsis’, and other nonverbal mechanisms as gestures and pauses. *Prolepsis* is a very important concept to understand interaction within ZPD, since it refers to “a communicative move, which indicates presupposition of some information on the part of the speaker” (Rommetveit, 1974, 1979, as cited in Antón, 1999, p. 305). In other words, *prolepsis* can be seen as a conversational element, which leads participants of the interaction to understand each others’ view of the solution of the problem they are involved in (Donato & Adair-Hauck, 1992; Antón, 1999).

According to Donato and Adair-Hauck (1992), in educational context *prolepsis* refers to a form of teaching, that is the *proleptic instruction*, in which the teacher involves learners through dialogue in order to search for the problem solution of an activity, rather than simply presenting the solution or explicitly showing how to find the solution. According to Stone (personal communication, as cited in Donato & Adair-Hauck, 1992) proleptic instruction:

refers to interactions in which individuals in the process of speaking re-create the others’s perspective on the topic or issue. In proleptic discourse both parties come to acquire relevant knowledge of the other’s understanding of the problem and solution. Prolepsis is therefore, a powerful kind of instruction that serves to invigorate learning (p. 83).

Besides, the concept of *prolepsis* is well linked to the original concepts of Vygotsky’s Theory, such as *planning*, *voluntary attention*, *logical memory*, *problem solving* and *evaluation* mainly constituted by conscious reflection. The concept of prolepsis seems to be an essential means for communicative dynamics to take place

during instruction since it challenges participants to re-create each other's view of the specific topic and task in question. Thus, prolepsis helps both teacher and students understand each other's point of view of the problem and solution of the instructional activity (Donato & Adair-Hauck, 1992).

Gil (1999), based on Donato and Adair-Hauck's (1992), illustrates and characterizes how teachers and students co-construct knowledge. The '*proleptic instruction explanatory discourse*', as called by Gil (1999), is characterized by four discursive features, which are the following: 1- There is a balance between teacher and students' talk; 2- Activities are contextualized or textualized; 3- Teachers' questions aim at assessing learners' current competence or assisting and involving learners in a problem solution activities and 4- "the teacher's feedback moves have the functions of incorporating learners' contribution and creating a responsive dialogue" (p. 192).

Therefore, *prolepsis* can be seen as *discursive strategies* the teacher uses to guide students achieve understandings, promoting learning and helping students progress in their ZPDs.

In summary, it can be concluded that *prolepsis* and *scaffolding metaphors* are related in complex ways, and that they express "a joint teacher-student(s) constructed dialogue that takes place in classroom interaction"(Gil, 1990, p. 189).

2.4. Reading Classroom Study from a Sociocultural Perspective

2.4.1. The Relationship between Reading Comprehension and a Sociocultural Perspective

One of the principles of the new reading strategic instruction trends (also applied to F/SL instruction) is to explicitly train readers to consciously use some reading

strategies. This way readers become aware of the reading process and are able to use the strategies autonomously when reading a text. It is worthy noting that by combining lower-order and higher-order strategies the reader can interact with the text (Pressley, 2000) and form a mental representation of it (Kintsch, 1998).

In the same way, one of the major tenets of the Sociocultural Theory is that learners develop cognitively through social interaction. In other words, learners develop cognitively through the mediation of a more expert guidance (teacher) or in collaboration with more capable peers (colleagues) by means of dialogue (Vygotsky, 1978, pp. 84 –91).

Furthermore, a close relation can be perceived between recent view on reading comprehension and reading instruction from a sociocultural perspective, since they are both anchored in interactive and reciprocal principles. Pearson *et al.*(1992) better explain this relation:

Both reading comprehension and comprehension instruction are highly interactive and reciprocal. The meanings students create for the texts they read are complex negotiations involving an unseen author, a teacher, and an interpretative community of peers with whom to share and revise meanings. The meanings students develop about their instructional situations involve similarly complex negotiations among self, teacher, peers, and the situation itself. Teachers and students provide one another with demonstrations of how to build, share, and revise models of meaning, both of the texts they read and the instruction they are trying to render sensible (p. 191).

In this interactive and reciprocal view teachers plan the lesson/activity, provide motivational opportunities, share text information and nurture students' understanding of the text. In other words, in this view students move from *other-directed* to *self-directed* stages - in Vygotskian terms - helped by the teacher's guidance through dialogue. Teachers start instruction by providing students with explicit and detailed

help, and, as teachers feel students are able to build comprehension they gradually diminish the amount of assistance (Pearson et al., 1992). Pearson (1985, as cited in Pearson et al., 1992) calls this progression a “gradual release of responsibility” and states it is “a subtle but crucial instruction action” (p. 185).

An example of this instructional perspective can be found in Palincsar and Brown’s (1984) classroom research on reading strategic instruction. These researchers developed a series of tasks with the aim of improving reading through the use of strategy instruction. In order to achieve this, they applied what they called the *reciprocal teaching technique* in different situations and with different purposes in a way they could characterize the technique and test its effectiveness (Palincsar, 1986). The results of Palincsar and Brown’s work showed that *reciprocal teaching* was really an effective intervention. In the next subsection, I will give a brief presentation of some theoretical principles of the *reciprocal teaching technique*.

2.4.2. Reciprocal Teaching Technique

As suggested above, *reciprocal teaching* refers to an instructional technique developed by Palincsar and Brown (1984). These authors developed a series of studies in which teacher and students share responsibilities in order to improve comprehension. *Reciprocal teaching*, as its name suggests, is characterized by a dialogic, interactive and mutually responsive approach between teacher and students through the use of four strategic instructions, namely, *prediction*, *question generation*, *summarization* and *clarification*. This approach is clearly defined in Palincsar’s (1986) words:

Reciprocal teaching is best represented as a dialogue between teachers and students in which participants take turns assuming the role of the teacher. The individual who is teaching is responsible for leading the dialogue, which is structured by four strategies. Therefore, the person

assuming the role of teacher for a segment of text generates a question to which others in the group respond, summarizes the portion of text, notes or solicits points to be clarified, and renders a prediction about the content of upcoming text. The other members in this exchange comment and elaborate upon the teacher's contributions (pp. 77-8).

In summary, in this technique students do not only answer the teacher's questions, but play roles equal to those of the teacher on processing text meaning by using the four '*comprehension-fostering*' and '*comprehension-monitoring*' activities (Pearson & Fielding, 1991).

Palincsar (1986) states that the use of each strategy promotes the growth of interaction with the text and helps the teacher monitor students' comprehension. Through *prediction* teachers induct students to activate their prior knowledge or schemata about the topic to be read. This way, students anticipate what they are going to find in the text in terms of content and organization. Through *generating questions* students find the most important information of the text, transform this information into a question and then verify its answer in a way to understand the information and recall it. Through *summarization* students integrate the most important information the text provides in order to have a general idea of it. Through *clarification* teachers guide students to find where they fail in comprehension, identify the failure and lead students to solve the problem. For example, if the problem is at the level of sentence comprehension, teachers should ask students to reread the sentence or go back and forth in the passage; if the problem is at the level of word comprehension, teachers and students could negotiate the meaning of the word.

Palincsar (1986) characterizes *reciprocal teaching* as a "metascript for scaffolded instruction" (p. 77). *Metascript* is the term coined by Gallimore and Tharp (1983, as cited in Palincsar, 1986), to refer "to verbal instruction that has a general format and general guidelines suggestive of a particular strategy but it is no highly

prescriptive that there is no room for responsive teaching” (p. 78). Also, in reciprocal teaching the use of the dialogue to instruct the four strategies - *predicting, question generation, clarifying* and *summarization* - follows a certain structure, however this structure is not so firmly fixed; hence it allows the teacher to plan the lesson in a way of making the decisions relate to the specific content and direction of the lesson.

According to Palincsar (1986), *reciprocal teaching* is part of a bigger *scaffolded instruction framework*, where teachers should start explaining and modeling the use of the four strategies, then they should gradually guide, provide feedback and encourage students to use the strategies until they acquire the strategies and become capable of applying them independently. Teachers should use this procedure in a cyclical way, that is, they should restart explaining and modeling the activity every time it is necessary. Palincsar (1986) also suggests that when using *reciprocal teaching*, individual differences should be considered, since some students will develop the use of the reading strategies faster than other students. However, what really matters is that each student receives the necessary support to develop the strategies successfully and, also “each learner must always be challenged in his or her level of competence” (p. 78). Then, the support is gradually removed as students indicate they acquire comprehension.

2.5. Summary of Chapter Two

In this chapter, I have reviewed literature about some important theoretical and practical aspects concerning Reading Comprehension and Instruction and its correlation with the Sociocultural Perspective. The chapter was divided into four parts. Firstly, I reviewed some recent studies about Reading Comprehension, which emphasize the importance of the *interactive mode of reading*. Then, I reported on Reading Instruction

based on theoretical reading strategies categorization and specific instructional practices teachers can use in order to foster students text comprehension. After that, some of the most important Sociocultural Theory concepts, such as the definition and purpose of the Sociocultural Theory itself and the concepts of ZPD, Scaffolding and the *scaffolding function framework* (i.e., the framework which will be used to analyze the micro reading strategies applied in the investigated classes) and also the Proleptic Teaching concept were presented. These concepts are of great importance in classroom knowledge-generation. From a Sociocultural Perspective, knowledge is seen as a classroom-generated product because it is co-constructed through the interaction between classroom participants. This interaction, especially in reading classrooms, can be mediated through dialogue between participants and by the interaction participants have with the text. Finally, I closed the chapter by reporting on a reading classroom instruction research carried out by Palincsar and Brown (1984) which is based on the Sociocultural Perspective. Palincsar and Brown's (1984) study presents the framework called the *reciprocal teaching technique*, which will be used in this thesis to analyze aspects concerning the use of the macro reading strategies in the observed classrooms.

Chapter Three will provide a description of the methodological procedures used to carry out this study.

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter aims, firstly, at defining the type of research carried out. Second, the chapter aims at situating the reader to understand the contexts and the investigated classrooms purposes, by providing information concerning the teachers' and students' background and concerning the aim of the discipline of ESP in each course. The third goal of this chapter is to describe the procedures used in the data collection process and analysis.

3.1. An Interpretative Study

This study was conceived within an exploratory interpretative paradigm. According to Nunan (1992), this kind of paradigm is considered a 'pure' research paradigm because it "utilizes a non-experimental method, yields qualitative data, and provides an interpretative analysis of that data" (p.4). Following this, in this study I observed natural classroom settings, trying not to interfere within the classroom environment, describing and interpreting the collected data. This qualitative methodological procedure can firstly be characterized by a 'watching semantic space' and then by a 'measuring semantic space', according to Van Lier (1988, 1999, as cited in Nunan, 1992). This characterization is done due to the fact that in the first set of investigated classes (Gilmar's classes) lack of selectivity and lack of intervention were constant during the data collection. I recorded what happened in the classrooms without interfering in the environment. In this sense, the variables and research questions of this study were not formulated previously, but emerged from this data. However, in the

second set of investigated classes (Selma's classes), as I already had the research questions defined, the data was higher selected. No intervention in the environment was maintained although. In this sense, this study shifted from a *watching space* to a more *controlled one*.

It is important to mention that *subjectivity* should also be considered in this study, because the investigated teachers revealed their ideas about language teaching and learning, and I also brought my own perceptions about those topics to the analysis.

Moreover, the qualitative methodology focused on an ethnographic approach⁶ was chosen because this work emphasizes the communication/socialization process which takes place in a classroom setting, and looks for understanding how the participants communicate (Watson-Gegeo, 1988, as cited in Gil, 1999). Thus, this study aims at investigating language socialization and also at investigating some teachers' perceptions on the ESP teaching approach.

3.2. Classroom Contexts and Classroom Purposes

This ethnographic research draws on data from ten observed classes of Inglês Instrumental II of the Extracurricular Programme of the Universidade Federal de Santa Catarina (UFSC), from which six were video and tape recorded. Data also come from other three video and tape recorded classes of Inglês Instrumental of the Course of *Sistemas de Informação* at Faculdade Mater Dei, in Pato Branco, Paraná. It is important to mention that the criteria to select these two classrooms was due to the large experiences their teachers have in teaching the ESP approach. This way, I didn't know

⁶ The term *qualitative* is used here to indicate that this study follows an interpretative analysis. The term *ethnographic* is used because this study tries to analyze how the participants of a social context, that is the ESP classrooms, interact and behave.

beforehand that these teachers dealt with reading strategies in their classrooms as opposed to a more traditional teaching.

3.2.1. The first observed classroom

The first observed classroom, Inglês Instrumental II at UFSC, is composed of 16 female and 6 male post-graduate students (master's and doctoral students) of three distinct areas of study: *Saúde Pública*, *Ciências Humanas* and *Ciências Exatas*. Those students should learn English to read texts in their specific areas of study and to be prepared for proficiency examinations. Therefore, the general aim of the discipline is coherent with students' needs in that it prepares students for proficiency examinations in the areas of their interests, as well as leads students to comprehend texts through the use of reading strategies and translation. The students are assessed by two written tests which aim at consolidating the mix approach of *bottom up* and *top down* reading processes⁷, and 75% of presence is also required (teacher's informal recall). In order to assist students from different fields, the teacher adopted a course textbook called Inglês Instrumental (Cavalcanti, 2000), which focuses on aspects of reading comprehension, translation and on some basic grammatical structures of the English language. Moreover, the teacher also brings extra material, such as lyrics, texts, dictionary entries, in order to supplement the book content and to attend students' needs and doubts.

The teacher of Inglês Instrumental II, who receives a fictional name of Gilmar in this study, is graduated in Letras- Inglês by the Universidade Federal do Ceará (UFC) and has been teaching EFL for 7 years and ESP for 5 years. For this time, he is in the fourth semester of his MA English Course at Universidade Federal de Santa Catarina

⁷ According to Davies (1995), *top down processing* involves the use of background knowledge, the context, and holistic skills to get the meaning of the reading passages, whereas *bottom up processing* involves decoding parts or discrete linguistic items such as sounds, words, numbers or isolated utterances.

(UFSC). He is carrying out a research in the reading area about cognates which title is “The role of cognates in reading comprehension: a cognitive perspective”.

3.2.2. The second observed classroom

The second observed classroom of Inglês Instrumental of the Course *Sistemas de Informação* of Faculdade Mater Dei is composed of 33 (05 female and 28 male) first year undergraduate students. They need to learn how to read texts in their specific area of study and texts in general. This need matches with the general aim of the discipline of Inglês Instrumental at the course of Sistemas de Informação that is “to introduce the students in English language reading through the development of reading strategies to comprehend computational texts issues mainly” (teacher’s informal report /my translation). The discipline of Inglês Instrumental is offered only in the first year of the course and it is designed to implement reading strategies, cover the computational specific vocabulary and also to review the basic structures of the English language. The course textbook *Inglês para Processamento de Dados* (Galante & Pow, 1996) is adopted. It focuses mainly on the students’ development of some reading strategies. In order to explore the technical language used in computing manuals and texts, the book also brings relevant linguistic contents such as: relative clauses, modals and passive voice. Moreover, the teacher generally uses Power Point presentation in her classes in order to present the texts to her students and also because this technical apparatus as well as everything related to the computing area may be seen as the students’ object of study.

The teacher of Inglês Instrumental of the Sistema de Informações, henceforth called Selma, is considered as the one of the most experienced teachers of this modality in Pato Branco/PR. She has been teaching English for about 20 years, the last 7 dedicated to ESP teaching. Her master’s thesis “Aspects of text structures and critical reading awareness” was developed at UFSC post graduate programme in 1999. She is a

doctoral candidate at the Universidade Federal do Paraná and her interest lies in the area of textual linguistics.

3.3. Research Questions

Trying to contribute to the research in the pedagogical practice of ESP my commitment, through the study proposed here, is to describe and compare the teaching approaches adopted by two teachers when teaching their classes, as well as to characterize their practice. This case study intends to answer the following Research Questions, as already described in the introduction:

- 1) What are the most used reading strategies in the investigated ESP teachers' classrooms?
- 2) How do the teachers implement these reading strategies in their classrooms?
- 3) What are the teachers' purposes in using such reading strategies?
- 4) What teaching styles do these teachers have when teaching ESP?

3.4. Data Collection and Analysis

Data collection was made by the combination of classroom observation and classroom discourse recordings and also through the investigated teachers' interviews. Although this study draws on few different data collection techniques and requires different ways of analyzing the data, the results are put together so that one complements the other and vice-versa.

3.4.1. Classroom Observation and Recordings

Nunan (1992) refers to Chaudron (1988) to characterize classroom 'uncontrolled observation and description' as an ethnographic paradigm of research, since it refers to

the observation of a naturalistic setting in which the occurring events are reported and described. In turn, “*discourse analysis* analyses classroom discourse in linguistics terms through the study of classroom transcripts” (Nunan, 1992, p.3).

The classroom data was done in two different periods of time, which will be called first and second sets of classroom data collection. This occurred because after collecting the first set data, I decided to look at another ESP classroom to have a more consistent data collection and this way compare the information provided. Another reason for collecting data in two periods of time is due to the fact that the two observed teachers are from different institutions and cities, as presented in section 3.2. above.

The first set was collected in the month of November of 2001. Ten (10) classes of 1:40-minute class section were observed, six (6) of them were audio and video recorded and then transcribed. The second set of data was collected in the month of April of 2002, in which three (3) classes of 1:40 minutes were observed, audio and video recorded and then transcribed. During this period, I transcribed the first set of classroom data and did a preliminary analysis of it (see Transcription Conventions in Appendix 1). In the month of May the same work was done with the second set of data. After that, I interviewed the investigated teachers to know about their practice and to interpret their ideas and opinions about reading strategies instruction. Subsequently, I tried to link information provided by the two sources of data in order to get a clear interpretation of this case study.

The analysis of the recorded classrooms was done through several procedures: 1) all audio and video recorded classes were transcribed using Gil’s (1999) code, which was based on Hatch (1992); 2) the reading strategies encountered in the classroom transcriptions were classified and statistically quantified by considering the frequency with which they occur in all transcribed classes; 3) the four most used strategies

(predicting, clarification, question generation and summarization) were selected for analysis; 4) two classroom episodes, one of each teacher's practice, which present a combination of the four macro reading strategies were selected and analyzed; 5) some micro reading strategies (i.e., grammar and vocabulary explanations) episodes were selected and analyzed.

It is important to state here that classroom episodes can be understood as 'pieces of educational activity'. They are hierarchically organized and characterized by presenting a central goal, which direct the actions and sub actions of the pedagogical activity (Wells, 1994, as cited in Gil, 1999, p. 69).

As already mentioned, this analysis focuses on describing and interpreting reading instruction from a sociocultural perspective. Therefore, to analyze teachers' reading instruction on macro reading strategies the *reciprocal teaching technique* proposed by Palincsar and Brown (1984), based on Sociocultural Theory was used. On the other hand, to analyze teachers' explanations on grammar and vocabulary *scaffolding functions*, proposed by Wood et al. (1976), was used. These theoretical concepts were explained and described in Chapter II (Review of the Literature) in the subsections 2.4.2 and 2.3.3 respectively. In addition, a taxonomy of reading strategies (Chapter 2, subsection 2.2.2.1) was used as the basic support for classifying the reading strategies, which were applied in the observed classrooms.

3.4.2. The Teachers' Interviews

Wallace (1998) classifies interviewing as an 'introspective' technique, since it involves respondents reporting on their knowledge, opinions, ideas and experiences. According to this author, this technique is usually used with the objective of investigating more deeply the people's views, attitudes and experiences.

A qualitative semi-structured interview was carried out with the two observed teachers in order to better understand their practice and then to describe how they reflect about their experiences with reading comprehension instruction. In this sense, teachers were not considered as simple interviewees, but as conversational partners, since the research and the teachers “share the task of maintaining the flow of dialogue, creating the frame in which discussion takes place and creating a setting (...) in which communication is relatively easy” (Rubin & Rubin, 1995, p. 11).

A nine-question questionnaire (see Appendix IV), written in Portuguese, was used by the researcher as a guideline. Each interview lasted 35 to 40 minutes and was tape recorded to ensure all information was accurately gathered. After that, the interviews were fully transcribed using normal writing conventions.

In order to illustrate the specific steps followed in analyzing the interviews I drew on Rubin and Rubin’s (1995) and on Spradley’s (1980) works. The steps are: 1) each paragraph of the teachers’ interviews transcriptions was extensively read in order to look for core ideas; 2) the responses of each teacher which described the same ideas were grouped together and examined in order to put them in the same category. This allowed me to compare teachers’ opinions and understand their concepts; 3) information within each category was examined in order to come up with a broader explanation of the target topic; 4) finally, the topic of this study was interpreted in terms of the literature and theories in the field. It should be pointed out that the information and concepts, which emerged from the interviews and classroom observation data, were presented conjointly in this dissertation.

Therefore, this study dealt with the combination of two samples of data, one related to classroom observations and to discourse microanalysis of the classroom transcripts and one related to the teachers’ interviews. This way, I expect that this

methodological triangulation of data (Allright & Bailey, 1991) may counterbalance each used technique and validate the present study.

3.5. Summary of Chapter Three

In this chapter, I have firstly situated the reader to understand the general objective of this study, which is to describe and interpret real ESP classrooms. The specific objectives were also delineated through the research questions (section 3.3). Then, the contexts and classrooms purposes were described, by giving information about the teachers' and students' background, as well as providing the aim of ESP discipline in the different courses. Finally, the detailed steps used in the data collection process and the ones used for the analysis were outlined in order to describe how this research was carried out.

Next Chapter will present the analysis and discussion of the data collection of this study.

CHAPTER IV

READING STRATEGIES INSTRUCTION ANALYSIS FROM A SOCIOCULTURAL PERSPECTIVE

Analysis of any kind involves a way of thinking
(Spradley, 1980).

4.0. Introduction

The main aim of this chapter is to present the analysis, from a sociocultural perspective, of the data collected, which came from some classroom observations and recordings, and from the investigated teachers' interviews⁸.

In order to organize the discussion, this chapter will be divided into four sections which will deal with the following types of analysis: first, an analysis of the reading strategies applied by the investigated teachers in their ESP classes; second, an analysis of how the teachers implement these reading strategies in their classes; third, an analysis of the teachers' purposes in using such reading strategies; and finally, an analysis of the teaching styles these teachers have when teaching ESP. All of them refer to the research questions previously presented.

4.1. Analysis of the reading strategies applied by the investigated teachers in their ESP classes

This section attempts to provide an analysis of the reading strategies used by the two investigated ESP teachers, Gilmar and Selma, during nine reading classes⁹. In order

⁸ Classes transcriptions and interviews were not translated from Brazilian Portuguese to English because the readers of this thesis will be probably Brazilian academic readers interested in EFL reading instruction and thus native speakers of Brazilian Portuguese Language.

⁹ Nine reading classes of 1:40 min length were observed, audio and video taped and transcribed. From these nine classes, six were taught by teacher Gilmar at Extracurricular Course of the UFSC in

to achieve this objective, I will refer first to the reading strategies taxonomy (based on Brown, 1994; Harmer, 1994; Oliveira, 1994; Mikulecky & Jeffries, 1996; Nuttall, 1996), already presented in the subsection 2.2.2.1 of Chapter 2.

As already cited, reading comprehension can be seen as a complex cognitive process, which involves interactions between readers and text (Lipson & Wixson, 1986, as cited in Pearson et al., 1992; Weir, 1993; Nunan, 1999). This interactive view of reading comprehension has triggered out many studies (Paris et al., 1991, as cited in Maes, 1999), which show that readers foster comprehension after they receive reading strategies instruction. In other words, readers develop better after receiving direct instruction to use their background knowledge connected with information the text brings in order to construct meaning from text.

Therefore, reading strategies are essential to acquiring basic reading competence (Grellet, 1981) and they can be defined as conscious or unconscious plans with the aim of facilitating text comprehension (Davies, 1995). These plans should be explicitly presented to students in order to help them understand the text or develop an activity (Palincsar & Brown, 1984; Palincsar, 1986; Pearson et al., 1992; Tomitch, 2002a). Moreover, instructing students to read texts by means of reading strategies can make students “go beyond the information given in the texts, monitor the construction of meaning, and solve problems in understanding” (Maes, 1999, p.12).

Bearing in mind the above assumptions, in what follows, I will present the data collection analysis, from the classroom observations and recordings and from the teachers' interviews protocols, of the **micro-reading strategies** applied in the investigated ESP classes.

Before analyzing the data, it is important to remember that this work has not as its main aim to measure the number of times each reading strategy occurs in each of the teachers' classes. A procedure of checking whether the teachers implement or not different kinds of strategies in their classes was used with the aim of having an overview of the applied reading strategies, as already cited. The result of this preliminary analysis which shows the micro-reading strategies found in the 9 investigated classes is presented in table 4.1. below.

| READING STRATEGIES | Gilmar's classes 6 classes=1:40 | | Selma's classes 3 classes=1:40 | |
|--|------------------------------------|--------|-----------------------------------|-------|
| | *NC | % | NC | % |
| 1. SUMMARIZATION | 5 | 83% | 3 | 100% |
| 2. MAIN IDEA/TOPIC IDENTIFICATION | 5 | 83% | 3 | 100% |
| 3. GUESSING UNKNOWN VOCABULARY | 5 | 83% | 3 | 100% |
| 4. SKIMMING | 3 | 50% | 3 | 100% |
| 5.DETAILED READING (GRAMMAR EXPLANATION) | 3 | 50% | 3 | 100% |
| 6. PREDICTING | 2 | 33,3 % | 3 | 100 % |
| 7.TYPOGRAPHICAL MARKERS IDENTIFICATION | 2 | 33,3% | 2 | 66,6% |
| 8. TEXT STRUCTURE IDENTIFICATION | 2 | 33,3% | 2 | 66,6% |
| 9. TRANSLATING ¹⁰ | 2 | 33,3% | 1 | 33,3% |
| 10.IDENTIFYING KNOWN AND KEY WORDS/ COGNATES | 1 | 16,6% | 3 | 100% |
| 11. IDENTIFYING WORDS THAT CONNECT IDEAS | 1 | 16,6% | 3 | 100% |
| 12. NOMINAL GROUP IDENTIFICATION | 0 | 0% | 3 | 100% |
| 13. SCANNING | 0 | 0% | 3 | 100% |

TABLE 4.1: READING STRATEGIES USED IN THE INVESTIGATED ESP CLASSROOMS

*NC means the number of classes in which each reading strategy was used

¹⁰ In this study the strategy of *translating* is considered only when one of the teachers' asks the students to do the translation exercises the books provide. In Gilmar's classes, we can observe the use of translation when he assigns a pair-work activity in which students should translate a paragraph of the text (13/11/2001) and when he instructs his students to use the dictionary (20/11/2001). In Selma's classes, translation explicitly occurs in a book exercise in which students should match English to Brazilian Portuguese words (09/04/2002). Although the classrooms dates are here presented, the classes transcriptions related to these classes are not provided in the Appendix Part of this thesis due to their length.

The table above (see Table 4.1) shows that in the nine observed classes, the three most common used reading strategies were: main idea/ topic identification (83,3 % and 100%); summarization (83,3% and 100%) and guessing unknown vocabulary (83,3% and 100%), followed by detailed reading (50% and 100%) and skimming (50% and 100%).

Moreover, from the table above, some differences about the frequency each teacher uses micro-reading strategies can be inferred. For example, it shows that the use of some strategies is constant in Selma's observed classes. She always applies the strategies of *predicting, skimming, scanning, identifying nominal groups, identifying words that connect ideas, detailed reading, guessing unknown vocabulary, identifying known/repeated words and cognates, paragraph main idea/topic identification* and *summarizing*. She usually assigns students to use *typographical signs* and to observe the *text structure* and, finally, she seldom asks students to *translate* words or sentences *literally*.

On the other hand, in Gilmar's observed classes there is a different scenario. The frequency he uses different reading strategies is more accentuated, that is, he almost always uses them to *identify the topic* or the *main idea of the paragraph* and to *guess unknown vocabulary*. He usually involves students in *detailed reading* and *skimming*. He seldom assigns students to *identify typographical elements* and *text structure, predicting* and *translating*. He almost never asks his students *to identify words that connect ideas, known and repeated words and cognates*. He never develops the activity of *scanning* and *nominal group identification*.

From what was presented above, it can be concluded that the investigated teachers have different approaches in implementing micro-reading strategies. As already said, Selma almost always uses the same set of strategies to instruct her students on text

comprehension in all lessons. That is, she leads students to apply certain strategies to understand any text. On the other hand, Gilmar uses the specific strategies if a text requires. For example, if the text is about ‘new century world’s changes’, so the strategy of prediction is quite appropriate.

Those different approaches used by the teachers seem to be also linked with the way the strategies are introduced in their classes of ESP. Although some of the reading strategies, such as, *skimming*, *scanning*, *main idea identification* and other strategies were introduced in the first pages of the adopted textbook *Inglês Instrumental* (Cavalvanti, 2000), in Gilmar’s classes they were introduced each one at a time in the beginning of the *Inglês Instrumental II*. According to this teacher, the way he presented the strategies separately is due to:

“Se você apresenta tudo de uma vez é muita coisa para o aluno ir se familiarizando... Eu acho que tem que ter um treino e ser apresentada de maneira individualizada... vai que você apresente prediction e a partir daí... você já incorpora a predição em todos os outros textos... conforme eu percebia, né que era hora de apresentar” (from teacher’s interview – 14/06/2002).

Gilmar thinks the way he introduces the strategies is effective, because students have enough time to get used to understanding and incorporating each new strategy. For example, in the very beginning of his classes he instructs students to *identify cognates*, then he gradually applies the strategy of identifying cognates conjointly with other ones the text requires, such as *scanning*, *skimming*, and *searching for main ideas*. In Gilmar’s opinion, introducing reading strategies gradually and by using the specific terminology is very important because it is a way of co-constructing knowledge. This can be seen in Gilmar’s words: “gradativamente ... eu acho que isso é muito bom, vai construindo junto com todos os alunos essa base” (from Gilmar’s interview - 14/06/2001).

Contrastingly, Selma stated during her interview, that she overtly introduces some general reading strategies at the very beginning of the course in a linear way and by using specific terminology. According to her, she introduces some reading strategies, such as *skimming*, *scanning*, *predicting* and *guessing meaning from context* through transparencies on the overhead projector or by using the Microsoft program called Power Point. And, after that, some of these strategies are trained through exercises. This way, Selma expects students to have an idea about how they should read the texts and understand what is her aim in instructing them. Selma evaluates positively the way she introduced and applied the reading strategies because the students have shown good results in their tests and they promptly answer questions about text comprehension and sentence structure during the lessons. In her words:

“Os alunos já sabem, por exemplo, identificar é, qual é a idéia principal do parágrafo...referência e referente assim é uma coisa que tá assim super automática. Sabe, porque eu tô sempre questionando: sabe o que é isso? ao que está se referindo? quem?, o quê?. Sabe, eles estão assim respondendo com muita prontidão ... também pelas avaliações que tenho feito...a turma... evoluiu” (from teacher’s interview – 27/06/2002).

A more detailed analysis of the data shows that although both teachers sometimes apply the same kinds of strategies in order to lead their students to comprehend some texts, some of the strategies are used with different purposes aiming at helping in the development of a broader strategy. For example, Selma sometimes applies the strategies of *skimming*, *scanning*, *typographical elements* and *title identification to predict the text or the paragraph* (02/04/02 class transcription)¹¹. She sometimes uses the strategy of *skimming to summarize the previous paragraph* and *to predict the next one* (16/04/02 class transcription). And the strategies of *nominal group identification*, *identifying*

¹¹ This class transcription and the others, which indicate the purposes such reading strategies refer to, are not included in the Appendix Part of this work due to their large length.

words that connect ideas, detailed reading, guessing unknown words, text structure identification, identifying known words, key words and cognates and translating are used *to clarify the text* (02, 09 and 16/ 04/02 classes transcriptions).

On the other hand, Gilmar uses the strategies of *skimming and typographical elements identification* both *to predict and to clarify the text* (22/11/01 class transcription). He also uses the same strategies Selma uses *to clarify the text*, however with the exception of the *nominal group identification*. (08/11/01 class transcription).

Both teachers use *topic /main idea identification* and *summarization to summarize a text or a paragraph* (Gilmar's 01,06/11/01 and Selma's 16/02/02 classes transcriptions). Also, both teachers make use of *questions* with high frequency in order *to foster students' text comprehension* (all 9 observed classes). Finally, they both also use *questions to implement all the reading strategies* in their classrooms. Thus, it can be concluded that *question generation* can be seen as a *reading and discursive strategy*, since it is used to foster both the interaction between readers and text, and to promote classroom interaction.

Therefore, through this analysis some important conclusions could be drawn:

- 1- The investigated teachers sometimes use the same reading strategy for different purposes in their classes;
- 2- Some reading strategies overlap;
- 3- Both teachers often make use of questions in order to apply all the reading strategies.

Furthermore, in the two investigated Reading Classroom Contexts (RCC), supported by the micro-strategies showed in Table 4.1, the teachers make use of the four macro-strategies: *Predicting* (P), *Clarification* (C), *Summarization* (S) and *Question*

Generation (Q) considered, according to Palincsar, 1986, (see section 2.4.2) the essential strategies used in Reciprocal Teaching.

Figure 4.1 below attempts to represent the main macro-reading strategies used in the investigated reading classes. Thus, the square represents the Reading Classroom Context (RCC) in which reading instruction takes place. Within the square there are three circles, each one representing a macro reading strategy set, so we have the Predicting (P) set, the Clarification (C) set and the Summarization (S) set. These reading strategy sets are interconnected. In this interconnection the Questioning (Q) set takes place. In conclusion, this figure shows a complex relation between the reading strategies observed in a specific instructional context. This figure also shows that strategies may or may not overlap and that *questioning* has a crucial importance in this context because it involves all other strategies which are being used.

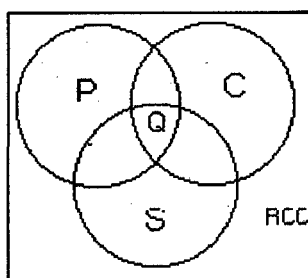


FIGURE 4.1: THE MACRO READING STRATEGIES USED IN THE INVESTIGATED READING CLASSES

In the next section, some classroom episodes will be presented and analyzed in order to illustrate how the four macro reading strategies are implemented by the investigated teachers in their classes.

4.2. Analysis of how the teachers implement the reading strategies in their classes

This section attempts to find more about the investigated teachers' practice, that is, to analyze and describe the ways the teachers actually apply some reading strategies. To this end, two episodes (one episode from Gilmar's and another from Selma's classroom practices) were chosen for the analysis. The criterion used for the selection of the episodes was that, in both episodes, teachers used a combination of the four macro-reading strategies, namely *predicting*, *clarification*, *question generation* and *summarization* (see Figure 4.1).

This section is organized in the following way: firstly, the classroom episode contexts each teacher is involved in will be described. Then, the procedures Gilmar and Selma use in order to apply the macro-strategies of *predicting*, *clarification*, *question generation* and *summarization* within the classroom reading episodes are analyzed. Finally, at the end of this section, two special instructional strategies related to bottom-up reading – *grammar and vocabulary explanations* – will also be analyzed and illustrated through 3 more classroom episodes, which were randomly chosen.

4.2.1. Classroom Contexts

4.2.1.1. Gilmar's Classroom Context

Gilmar's classes of Inglês Instrumental II of the Extracurricular Course of UFSC is composed of 22 students (see subsection 3.2.1. of Chapter III) who need to comprehend texts in their specific areas of study and to be prepared to proficiency examinations.

Gilmar teaches ESP using Brazilian Portuguese, and he assigns students individual, pair, and group-work activities so that they comprehend mainly *authentic*

and *expository texts*¹² from different sources. Although some students express some reading difficulties (from classroom field notes), the teacher dynamically mediates and encourages students in their learning process. This way, the classroom presents a nice atmosphere.

As already suggested, in Inglês Instrumental II, the reading strategies have been used randomly in the comprehension of the texts. In the selected episode (01/11/01 class) the teacher and students work with a text called “An expensive lesson: teachers leave for more pay” by David Shaw (1987, as cited in Cavalcanti, 2000, p. 64). This text presents the findings of a research about education in London, England. The text and the whole episode can be seen in Appendixes II (Episode Transcription 1) and III (Text 1) of this study.

4.2.1.2. Selma’s Classroom Context

The class of Inglês Instrumental of the Course of Sistemas de Informação at Faculdade Mater Dei in which Selma is the teacher, is composed of 33 undergraduate students. These students need to learn how to read texts in the computing area and texts in general, which is in line with the aim of the discipline (see subsection 3.2.2. of Chapter III).

Selma’s classes are also taught in Brazilian Portuguese and she generally instructs reading comprehension by using Power Point presentations. The textbook, *Inglês para Processamento de Dados* (Galante & Pow, 1996) is adopted. The book deals with

¹² Authentic and expository texts are very common in ESP classes. Authentic texts are the texts which were written by native writers and do not concentrate on the language the authors wish to teach. Therefore, these kinds of texts are not artificial and they provide readers or listeners real language (Hutchinson & Waters, 1986; Harmer, 1994). See an interesting discussion about authentic and non-authentic texts in Hutchinson & Waters (1986). Expository texts refer to texts whose structure is based on an argument or on a thesis statement. Through this kind of texts students can recognize text structure by distinguishing among general ideas, details and examples (Silberstein, 1994).

reading strategies, basic grammar and vocabulary exercises and brings authentic and non-authentic texts from the computing field.

The teacher tries to involve all the students in understanding the text by means of encouraging collective classroom participation. Therefore, she randomly asks one student at a time to help her in clarifying a group of sentences or a paragraph of the text allowing students to join in the activity. Furthermore, a large amount of texts is read during the semester. From the classes I observed the average is 1.5 text each class.

In the episode used for this analysis the teacher and students work with a text called *Outputting Data* (Galante & Pow, 1996 p.37). This text presents a definition of the term 'outputting data' and defines and explains the devices, which are directly related to this computing process. The text and the whole episode can be found in Appendices II (Episode Transcription 2) and III (Text 2).

In the next subsection, some reading strategy examples of *predicting*, *clarification*, *question generation* and *summarization* extracted from the same episode in each teacher's class will be presented and analyzed. It is worth remembering that these examples were identified in the teachers' interaction with the learners during reading comprehension instruction.

4.2.2. Analysis of Reading Strategy Classroom Episodes

4.2.2.1. Prediction

Through prediction the teacher can make students activate their relevant world knowledge (Palincsar, 1986) in a way of 'laying a foundation'¹³ to new information the

¹³ The term 'laying a foundation' is here used following Gernsbacher's (1997) ideas. Gernsbacher (1997) in *The Structure Building Framework* posits the existence of three component processes, which constitute comprehension. They are: 1) *laying foundation*, that is the initial stimuli, which serves as a foundation onto which subsequent information is added; 2) *mapping on new information*, that is, comprehenders develop mental structures by which they check if the new information coheres or is related to the previous one and 3) *shifting*, that is, comprehenders construct a new substructure.

text might bring. This strategy is well recommended by theorists such as Davies (1995) and Grellet (1981). According to Davies (1995), EFL (English as a Foreign Language) or EAP (English for Academic Purposes)¹⁴ teachers use this strategy to introduce or discuss sections of academic articles. Moreover, through the activity of predicting the students think and act in a way of updating information to a new situation stored patterns and images of their past experiences, which were constructed by the social, cultural and personal contexts of their own experiences (Gee, 2000).

Example of Prediction extracted from Gilmar's Classroom Episode: (See the complete episode in Appendix II)

In this episode¹⁵, the teacher starts (turn 2)¹⁶ by explicitly inviting the students to predict about the topic of the text - Education in London - they are going to read as a way of activating their background knowledge or schemata.

2.T: + e antes de a gente começar a ler este texto eu queria que nós pensássemos ((teacher writes on the board the word 'Educação'. He also writes "Brazil - England" below the word "Educação)) a educação tá? eu queria que vocês tentassem predizer usando o conhecimento que vocês têm de Brasil e de mundo como é que você acha que seja a educação no Brasil e na Inglaterra né?

As Beth (turn 7) asks whether the teacher wants them to read the text first or not, the teacher encourages all students to use their background knowledge in order to anticipate the subject of the text (turn 8).

¹⁴ EAP refers to a branch of ESP teaching methodology. (See Hutchinson & Waters, 1986).

¹⁵ As already said in Note 1, the episodes transcriptions used in the analysis were not translated from Brazilian Portuguese to English because the readers of this dissertation will most probably be Brazilian academic readers, who are interested in the EFL reading instruction and, thus, native speakers of Brazilian Portuguese Language.

7.Be: quer que a gente leia antes ou não?

8.T: não + não é pra lê antes + eu quero que nós TENTEMOS predize ou seja ANTECIPA o que a gente pode encontrar no texto tá? e essa antecipação ela advém de quê? só conhecimento que você tem ++ de uma maneira ou de outra você tem algum conhecimento ou então você acha que tem esse conhecimento + né? então nós vamos tentar fazer esse + essa atividade de predição e a partir daí a gente vai relacionar Brasil com a Inglaterra em quais pontos um difere do outro + resumindo + onde estão as diferenças entre esses dois países em relação a educação e onde estão as semelhanças tá + então aí o que nós poderíamos discutir? ++ salaries ((teacher writes on the board some ideas to complete the schematic predictions table)) ++ que mais? vamos colocar as idéias aí?

Later on, during this activity Beth (turn 26) complains she does not have anything more to predict about the topic in question: Beth: “eu não tenho mais idéia do que +++ que mais que eu vou pensar”. In turn 44, a student also complains about the task “mas eu não faço idéia + nunca li a respeito da educação na Inglaterra”. And, in 46, Beth. says: “mas eu também + sabe o texto? vou ler”. The teacher seems to feel the students want to find the answers in the text, so he stimulates them to think about the topic, to predict about it: “tá a questão não é vigiar a página (xxxxx) ++ você não tem nada que te permita fazer não + predição a respeito de nenhum daqueles assuntos ali?” (turn 32). Or in turn 49: “não não pode ver por favor se não acaba todo o + é a mesma coisa que o amigo secreto que não é secreto”. The students accept the teacher’s instruction and, in groups, they discuss and complete the task (turns 50 to 112).

As we can observe, in this example the teacher interacts with students during the development of the activity in a way of monitoring the activity and encouraging students to achieve their objective, that is, by searching in their background knowledge students can anticipate the ideas the target text presents. In doing this, the teacher and students start constructing the basic mental representation of the text

¹⁶ The transcription of turn 2 and all other turns which will be presented in the whole analysis refer to the

Example of Prediction extracted from Selma's Classroom Episode: (See the complete episode in Appendix II)

In the selected episode, Selma conducts students to anticipate what the text is about through the learned previous text, through the title and through the students' background knowledge. In doing so, the teacher leads students to activate their previous knowledge and associate it with new information the text presents, as we can see in turn 1:

1.T: então gente a unidade que nós vamos trabalhar agora + 'OUTPUTTING DATA' ++ se vocês lembram + na unidade 4 nós trabalhamos com 'INPUTTING DATA' ++ agora estamos com outputting data + baseado naquilo que nós vimos na unidade 4 (xxxxxx) o que vocês imaginam que vocês vão estar lendo?

Students make some effort in order to answer the teacher's questions. They seem to base their answers on the title's translation, so in turn 14 the teacher calls their attention and through questioning tries to lead students to an ideal answer.

14.T: tá + então vejam bem dados de saída + mas isso se refere ao tipo + sem ser apenas a tradução do título + eu tô perguntando pra vocês o quê que vocês imaginam que vamos estar lendo baseado num título assim + que também está baseado no título que nós vimos na unidade anterior que era + INPUTTING DATA

As students delay to give her an ideal answer, in turn 18, she creates a hypothetical situation and induces the students to think they have to write an academic paper. In doing this, the teacher involves students in the task and also activates their knowledge about the structure of the text.

18.T: ah + ah vai ficar através + como funciona + ah + se vocês fossem pensar na estrutura ou se vocês tivessem que escrever + é + o próprio + paper em cima disso + assim né + uma redação com um título assim + vocês começariam por que parte?

19.S: pela introdução

20.T: e na introdução meu bem + o que você apresentaria?

21.S: pode falar ((a colleague incentivates other colleague to speak))

22.S: dispositivo de saída

23.T: você iria direto pra eles ++ alguém faria diferente?

24.S: eu começaria por falar aonde que eles estão

25.S: onde?

26.T: o que eles são

27.S: [o que eles são

28.T: {o que eles são + de onde eles vem + por exemplo? são três formas diferentes de apresentação +

The students really enjoy this activity because they participate giving their opinions (from classroom field notes), which are accepted by the teacher (turn 28). In what follows, she also shows students the role the *predicting* strategy plays in the text. She restates that through *predicting* students can confirm their expectations of the text at the same time they can activate the knowledge they already have about the topic of the text and about text structure (turn 28).

28.T: + se vocês pensam isso na hora que lêem o título vocês podem tá imaginando o que vocês vão encontrar e de repente + é + haver é + uma coincidência com o pensamento de vocês nesse sentido ++ inclusive em questão de ordem ++ gente nós comentamos no início das aulas sobre estrutura textual + eu falei pra vocês que nós eh + textos com a estrutura diferente como por exemplo ++ problema solução causa consequência + né? então a gente discorreu brevemente sobre isso e eu acho importante ao estarem fazendo a leitura estarem lembrando disso também + a gente começa com o título assim INPUT + OUTPUTTING data quer dizer ++

29.S: dados

30.T: [dados + de saída de repente + então eh + produzindo dados +né + internamente + aí vocês pensam de repente um texto desses vai apresentar que tipo de informações? um falou + exemplos outro falou + o quê + você que falou ((pointing to a student)) eh o que + que seria? e você?

31.S: da onde vem?

32.T: [da onde vem + você ainda tinha sugerido como + né? então de repente se vocês têm essas idéias vocês também podem pensar que o texto vai ter uma estrutura né? ele vai apresentar pra vocês + de

repente alguma + dessas suas idéias + isso é importante como eu já falei pra vocês na ativação do conhecimento prévio +

From the end of turn 32 until turn 39, she checks students' understandings of the topic in question in order to activate their previous knowledge and to explicitly establish 'global and local coherence'¹⁷ with the previous text.

32.T: + o que vocês já conhecem a respeito ++ e aqui + nesse assunto pelo que vocês já estudaram o que vocês sabem a respeito? já têm estudado a esse respeito? OUTPUTTING DATA?

33.Ss: a saída de dados

34.T: a saída de dados + já estudaram o quê a respeito?

35.Ss: as várias formas

36.T: as várias formas

37.S: impressora + monitor

38.T: [a impressora + monitor + e assim por diante né? mais alguma idéia + contribuição? como + Ric.?

39.Ric: (xxxxx) escrever é mais interessante

Then, the teacher again emphasizes the importance of *predicting* the text, since, according to her, through this activity the students can correct, confirm their hypothesis or also add new information to their previous knowledge. Also, by repeating the use of the predicting strategy in the reading comprehension instruction, the teacher makes students internalize its concept and function, hoping that her students will use it on their own.

40.T: ((laughing)) interessante + estar ativando o que você sabe + que você tenha a respeito + alias é na hora que você vai ler o texto essas idéias que você por ventura teve elas podem ser confirmadas + podem ser corrigidas e podem ser complementadas ++ e tudo isso faz parte da estratégia de leitura e da + aquele

¹⁷ *Local coherence* involves connections between the current information processed and the information which comes from the immediately preceding context (i.e., information in short-term memory), while *global coherence* establishes connections between currently processed information and the relevant information to the currently information process which occurred much previously in the text, hence this relevant information is no longer active in memory (O'Brien, 1995, p. 160).

aprendizado que a gente tá fazendo através da + leitura que você vai buscar informações + né? então se vocês percebem eh + esse espaço no momento de ler vocês com certeza vão tá ganhando mais + vamos ver se confirma de repente essas idéias que vocês tiveram a respeito eh + de exemplos + o que é + como funciona + essas 3 sugestões +

Therefore, in the example above the teacher conducts the students to guess what the text is about, and at the same time informs students about the use of the strategy of *predicting*. Through *predicting* the teacher also motivates students to read the text. It is observed that in this investigated class the students enjoy it when their hypotheses are confirmed. According to Grellet (1981, p. 18), motivation has a great importance during reading since being motivated students are prepared to find “answers to a number of questions and specific information or ideas” they are interested in. Moreover, Grellet (1981) suggests that “this expectation is inherent in the process of reading which is a permanent interrelationship between the reader and the text” (p. 18).

It is also important to mention here that, in this episode, *predicting* takes place before the class starts reading the text and before each of its paragraphs. Interestingly, the teacher asks students to skim each paragraph in order to have a general idea what it is about, and at the same time, she encourages students to imagine what they are going to read about. This way, the strategies of *predicting* and *skimming* overlap. Let’s see how this happens.

Before reading the first paragraph, the teacher asks students to skim or to scan it in order to have a general idea of it.

42.T: + dêem aquela lida superficial fazendo o *skimming*, o *scanning*, verificando o vocabulário conhecido + os cognatos + né + e tentem ver se vocês identificam qual é o ASSUNTO desse parágrafo + com essa leitura superficial

Before the second paragraph, the teacher not only asks students to skim it but she also asks them to see whether there is something in common with the previous paragraph.

88.T: ++ passem os olhos agora nesse outro parágrafo e vejam se tem alguma coisa nesse sentido + tentem observar + primeiro aquela leitura superficial + qual o assunto do próximo parágrafo?

This way, she instructs students to link the information of the previous paragraph with the new information, which comes in the following paragraph. Hence the reading activity is not fragmented, but rather, it can gradually provide students a coherent idea of the text.

Before the third paragraph, after the teacher has asked the students to skim the paragraph to find its topic, Selma gives the students a cue to do so:

219.T: ok + vamos lá continuar assim + novamente eu peço pra vocês passarem os olhos assim superficialmente e tentar identificar (xxxxx) qual o assunto

220.S: (xxxxxxx)

221.T: qual é o assunto desse parágrafo?

222.Ss: (xxxxxxx)

223.T: como?

224.Ss: terminal do computador

225.T: terminal do computador + vamos fazer assim ++ o início do parágrafo nos dá muita informação + não tomem isso como regra geral mas aqui (xxxxx)

In turn 225, the teacher explicitly suggests that generally the first sentences of a paragraph give the reader the main idea of it.

Before the last paragraph of the text, the *skimming* strategy is used again to predict what comes in it:

328.T: ++ dêem uma olhadinha e percebam (xxxxxx) verem o assunto + ver se vocês conseguem identificar a idéia + mesmo que vocês não saibam que se trata gente + se vocês conseguem identificar o assunto que está dizendo

329.Ss: cartão perfurado

330.T: cartão + que dominava antigamente ++ que tipo de cartão? de crédito? cartão +

331.Ss: aquele perfurado

332.T: oh yes Lu. + você + como é que soube que é perfurado?

333.Lu: punched

Students soon find out that the paragraph deals with “punched cards” (turn 329), suggestion which is accepted by the teacher, who goes on by asking students key questions¹⁸ about the cards (turn 330). This way the topic of their conversation shifts and they freely talk about the functions of the “punched cards” and the process through which these cards are involved. By doing this, the teacher simultaneously activates the students’ background knowledge and promotes positive interaction.

4.2.2.2. Clarification

Clarification is defined as a reading strategy the students can use when they experience a failure in comprehension. After they identify this failure they take the appropriate steps for correction, for example: rereading, reading ahead or asking for teacher’s assistance in order to reconstruct the meaning (Palincsar, 1986). This way, lexical, syntactic and comprehensive aspects of the texts can be highlighted through *clarification* in order to make the text understandable. Thus, *clarification* can be seen as a broader strategy. In this study, clarification encompasses other reading strategies such as *guessing unknown vocabulary*, *identifying repeated, key and cognate words* and *identifying connectors*, used in order to make a word, an idea, a statement, etc. clear or intelligible.

Example of Clarification extracted from Gilmar's Classroom Episode: (See the complete episode in Appendix II)

As already shown in the section 4.1 (Table 1), Gilmar clarifies language structure, vocabulary and textual information in his classes. Therefore, here we present an example in which the teacher involves students in clarifying the meaning of the word 'vacancy'. 'Vacancy' is a very important word in the text, because it is the title of a section of the target text, and it can be taken as the word which represents the main idea of this section. Let us see the example:

185.T: tá é + .quem conhece nessa sala aqui a palavra vacancy? ++ vacancy + quem conhece?

186.Si: eu acho que é VAGA + como é que é férias?

187.T: é + eu acho que é vaga + férias

188.Ss: (xxxxxx)

189.T: que é que você acha + vocês aí da esquerda?

190.S: (xxxxx)

191. Mar: eu pensei que era vantagem.

192.Ss: (xxxxx)

193.T: vantagem +

194.S: (xxxxx) não é a conclusão?

195.T: conclusão? que você acha? + + quem acha que é vaga?

196.S:...um monte de problema + só pode né? + um problema bem grande aqui deve ser

197.Ss: (xxxxxx)

198.S: pra mim seriam problemas

199.S: poucas vagas

200.T: seriam vagas

In this episode the teacher wants to know the procedures the students use to grasp the meaning of the word *vacancy*. Therefore, he encourages students to talk (turn 185). As Simone (turn 186) and Márcia (turn 191) fail to give a consistent explanation

¹⁸ According to Kennedy (1996) when teachers use questions as keys, the questions can be seen as a kind of *collective scaffolding*. In other words, teachers create a situation in which they pass from general to specific questions or vice-versa in order to lead students to find themselves the solution of the problem.

or translation of the word *vacancy*, a third student, Beth (turn 204), takes part in the dialogue and provides the answer. From what she says, her answer seems to come from the information she has retrieved from her '*long-term memory*'¹⁹ and now it is being used in a new situation. In other words, the student is able to infer meaning to the word *vacancy* from her background knowledge.

200.T: ++ agora eu queria vê + eu queria vê como é que você chegou a vagas + que você acha? Márcia + como é que você achou?

201.Mar: porque aqui ó + faltam (xxxxxx) tem muitas vagas + (xxxxxxx)

202.T: tá é + e deixem-me vê + Simone + porque é que você achou que eram vagas? + pelo mesmo motivo?

203.S: não + porque eu já tinha (xxxxxx)

204.Bth: eu já vi essa palavra + em filme + em hotel motel + que não há vagas

205.T: no vacancies

206.Ss: (xxxxxx)

207.T: tá bom ++

In this example, Beth's answer (turn 204), based on her background knowledge, is consistent with what Zwaan and Brown (1996) say about L2 learners' comprehension processes. These authors state that "L2 learners do not need to acquire comprehension processes that are specific to a language, instead they can make use of their general comprehension operations, that is L2 learners engage in top down processing by using general comprehension strategies" (p. 292). In other words, learners who present poor or lack of linguistic knowledge can compensate for this fault by using some reading strategies in order to generate meaning inference to the text they are reading.

Example of Clarification extracted from Selma's Classroom Episode: (See the complete episode in Appendix II)

¹⁹ According to Fortkamp (2000), experimental psychologists have used the term *long-term memory* to

Selma's own approach to *clarification* is mainly characterized by going through the text and clarifying every single word in the text. By using Power Point presentations, the teacher goes through the text firstly providing students lexical and grammatical clarifications, and then, she tries to establish the pertinent relations between words and sentences so that the students can understand the paragraph/ text. As already mentioned in section 4.1, Selma uses many strategies to clarify the text. The example, which was chosen for analysis, shows how she engages students in observing some specific words that can connect ideas in the text.

59.T: + so + ah + the computer generates as a result como resultado + of its calculations.+ agora eu pergunto pra vocês calculations eh + tranquilo pra entender né? + aí na palavra 'its' que vocês tem ali

60.S: esse

61.T: hum? não + esse é possessivo

62.S: esse

63.T: esse seria um pronome demonstrativo

64.Ss: e este?

65.T: possessivo – dele + seu + de repente por aí + então eh + a informação que o computador gera como resultado + de?

66.S: seus cálculos

67.T: de seus cálculos + seus de quem?

68.S: do computador

69.T: YES + do computador + então referência referente ++ questionando + de quem estamos falando? + de seus cálculos + cálculos de quem?

70.S: do computador

71.T: exatamente + do computador +

After having read the sentence “the computer generates as a result of its calculations”(turn 59), translating the expression “as a result” and suggesting that the word ‘calculations’ is a cognate one, the teacher engages the students in a dialogue by questioning the meaning (turns 59, 65) and function of the possessive pronoun ‘its’

refer to the previously learned knowledge which is stored for a long period of time and can be reproduced

(turns 65, 67, 69). In turn 69, the teacher gladly accepts the student's answer and calls the others' attention to perceive that in this sentence there is a case of *pronominal reference*, that is, the pronoun 'its' refers to the word 'computer'. As we can see through the example, the teacher does not use the specific terminology, in this case, the term *anaphoric reference* because the pronoun 'its' was referring to the word 'computer' which was used in the previous sentence. Rather, she uses her own terminology: *referência/ referente*, which was co-constructed in the classroom to make students understand this aspect of *text coherence*.

Another interesting example of clarification found in Selma's classroom refers to how she explains the meaning and function of the third person singular of the verb 'be' in the Past Tense – was:

381.T: + a punched card was ((reading)) gente + que tempo está o verbo was?

382.Ss: passado.

383.T: passado gente + quando a gente encontra um verbo no passado o que que isso apresenta pra nós em relação ao que a gente vai tá lendo?

384.Ss: tá contando com o que já passou

385.T: tá contando o que já passou e ++ e tá fazendo o quê + em relação ao texto? tá + se referindo ao passado + tá contando de repente + (xxxxxx)?

386.S: uma história

387.T: uma história do passado + de repente nós começamos ver nos anos sessenta então tá vindo de buscar de repente uma + evolução + ah + gente + a parte gramatical também nos ajuda + também pode nos dar indícios de que a gente vai tá lendo + se vocês tão lendo alguma coisa no passado vocês vão ter que conhecer essa estrutura gramatical também indicando o passado + isso nos ajuda a + formatar digamos o texto na nossa cabeça (xxxxx) o verbo está no passado né? so + a punched card was a card ((reading))+ tudo bem? eram um card on which + which no qual holes were punched + yes?

In the example above, the teacher leads students to notice the tense and function of the verb 'was' in the text, by the use of two important semiotic devices: *questions*

during performance.

and *repetition*. At the end of turn 381 she asks students in what verbal tense the verb 'was' is. The students correctly answer: "passado" (turn 382) and Selma acknowledges their answer by repeating it. It is also interesting to observe that the teacher finishes this explanation by explicitly showing to students that grammar helps text comprehension, by saying: "Isso (grammar knowledge) nos ajuda a + formatar o texto na nossa cabeça" (turn 387).

4.2.2.3. Question Generation

By generating factual or conceptual questions from the text, i.e., by probing a text, one can monitor one's comprehension and maximize the main ideas the text provides, hence consolidating the specific answers to the questions (Palincsar, 1986; Just & Carpenter, 1987). According to Palincsar (1986), students should find the most important information of the text, transform this information into a question and then verify its answer in a way to understand the information and recall it.

Also, questions generated by classroom participants can promote interaction. In view of this, the use of questions is seen as an important conversational mechanism through which the teachers promote classroom interaction. In other words, through the use of questions the teachers mediate and scaffold students' mental activities during instruction (McCormick & Donato, 2000).

Examples of Question Generation extracted from Gilmar's Classroom Episode (See the complete episode in Appendix II)

Throughout the analyzed classroom episode it can be clearly seen that *questions* permeate Gilmar's practice and the way this teacher uses them seems to be two-fold:

- 1- Questions are used to probe the text and,

2- Questions are used as a *scaffolded semiotic device* through which classroom interaction and students' learning are promoted.

It is worth noting that, in some utterances, both objectives can be found.

Furthermore, Gilmar generates *questions* to:

- *check partial or whole text comprehension*: “bom + vamos ver aqui + o que é que vocês conseguiram até agora + a respeito de salário + o que é que vocês disseram?” (turn 56); or in turn 69: “tá + a questão da capacitação + o que você acha? será que há mais investimentos na área de educação (xxxxx)?”;
- *check vocabulary understanding*: “tá é + quem conhece nessa sala aqui a palavra “vacancy”? ++ vacancy + quem conhece?” (turn 185);
- *check the way students infer meaning of words*: “seriam vagas + agora eu queria vê + eu queria vê como é que você chegou a vagas + que você acha? Márcia como é que você achou?” (turn 200);
- *check the structure of the text* (turns 175-184);

175.T: 87 + bom + em termos bem gerais como é que nós poderíamos dividir esse texto + em quantas partes?

176.S: três

177.T: em 3 partes ++ a primeira parte começa aonde e vai até aonde?

178.S: de teachers

179.S: de teachers + e vai até teachers

180.T: [de teachers e vai até teachers certo? e a segunda parte?

181.S: de 15 a 30

182.S: [de 15 a 30

183.T: e a última parte?

184.Ss: da linha 31 a 48.

- *check the level of difficulty the text presents to students or the students' attitudes toward the text*: “mas + Maurício com o que você leu + qual foi a impressão? é + o texto tá muito difícil? tá muito além do seu conhecimento? tá + tá difícil pra perceber o que +++” (turn 128);
- *check students general comprehension of the text*: “é + qual é a sensação que vocês tiveram desse texto?” (turn 124);
- *check the text tone*: “é + você acredita que o texto como um todo ele é pessimista ou otimista?” (turn 209);
- *check the text source and the author*: “bom + uma outra coisa que eu queria perguntar pra vocês + aonde é que apareceu este texto?” (turn 219) , “The London Standard + e o que é The London Standard?” (turn 223), “+++ é + quem escreveu esse artigo?”(turn 233).

It can be concluded that Gilmar's questions tend to integrate text-based information and students' mental processes during reading the text, hence they can be characterized as *higher order questions*. Also, this teacher generates questions as a way of modeling the kinds of questions students may use when they are processing a text by themselves. In doing so, the teacher leads students to find the most important information of the text, hence guides the students to comprehend the text. On the other hand, through questions the teacher can involve students actively. According to Mumby, 1968, 1978, as cited in Grellet, 1981), questions make students think and reflect about their answers and choices.

Examples of Question Generation extracted from Selma's Classroom Episode (See the complete episode in Appendix II)

Generating questions is also observed in Selma's talk and her main objectives are quite similar to the ones Gilmar has in using questions, that is, to lead students to comprehend the text and foster classroom interaction. However, the specific objectives partially differ from Gilmar's. Selma's questions focus mainly on word-level meaning and on text-based information, hence they can be characterized as *lower order questions*. The examples below, which are related to Selma's aims at generating questions, do not follow exactly the same categories used in Gilmar's ones due to the difference established above. Let us see Selma's examples:

- *check partial or whole text comprehension*: “tudo bem até aqui? cognatos que temos + palavras conhecidas” (turn 56); “the computers generates + tudo bem?” (turn 57); “agora depois de ter lido qual foi o assunto?” (turn 210), “então to communicate directly with a computer + tudo bem até aqui?” (turn 210); “este último parágrafo eu tava perguntando pra vocês qual era o assunto?” (turn 471);
- *check students vocabulary/ grammatical structure*: “lembram do ‘may’?” (turn 71), “e aqui esse ‘s tá indicando o que Ric.?” (turn 57), “qual é a palavra chave desse grupo nominal?” (turn 94), “questionando + de quem estamos falando? + de seus cálculos + cálculos de quem?”(turn 69); “sublinhado aqui e aqui gente + o quê que isso lembra para vocês ? -ado e o -ing alguma lembrança?”(turn 92), “o que é que é printer?”(turn 172) “+++a quem se referem esses pronomes?” (turn 459);
- *check typographical sign function*: “ depois de dois pontos + o que?” (turn 175);
- *check predicting*: “e aqui + nesse assunto pelo o que vocês já estudaram o que vocês sabem a respeito? já têm estudado a esse respeito? outputting data?” (turn 32); “qual é o assunto do próximo parágrafo?” (turn 88), “qual é o assunto desse parágrafo?” (turn 221);

- *check students knowledge about the structure of the texts in general*: “+++ se vocês fossem pensar na estrutura ou se vocês tivessem que escrever + é + o próprio + paper em cima disso + assim né + uma redação com um título assim + vocês começariam por que parte?” (turn 18);
- *open space to students talk*: “um falou exemplos + outro falou + o quê + você que falou ((pointing to a student)) eh + o quê + que seria? e você?” (turn 30); “a impressora + monitor + e assim por diante né? mais alguma idéia + contribuição? como Ric.?” (turn 38); “no + quem dá mais?” (turn 101);
- *check students’ perceptions about the function of the skimming strategy*: “+++ então + alguma idéia que vocês já podem passar com uma leitura só assim ((referring to the skimming strategy))?” (turn 46).

As shown in the examples above, Selma also generates many *questions* and for different reasons. As Gilmar, she usually uses *display*²⁰ *questions* in a way of involving students actively in the task. The use of *referential questions* is quite unusual in both teachers’ classroom episodes. However, it is interesting to show an example of a *referential question* that appears in another Selma’s classroom episode²¹, because when this occurs she acknowledges the students and shows interest in their explanation. The teacher and students were interpreting the sentence: “PC DOS fights for computer crimes” (Galante & Pow, 1996, p. 36) and students talk about the term *cracker*. Selma says: “eu conheço hacker + o que é cracker?” (I know hacker + what’s cracker?). Many students engage in explaining the term *cracker* to the teacher. She insists that she knows this term applied to another situation, so the students enthusiastically explain to her that

²⁰ Tsui (1995) distinguishes display from referential questions. This author asserts that the former refers to a kind of question to which the teacher wants to check students’ knowledge about something, whereas the latter refers to those questions the teacher wants to get information about something he/she him/herself does not know.

²¹ The transcription of this classroom episode cannot be found in the Appendix Part of this study because as many students engage in the discussion most of it is almost inaudible.

it is a new term used in the computing area to refer to a kind of program people developed to fraud original programs code from other computer systems. In other words, *cracker* is a kind of unlawful computing program (from classroom field notes).

4.2.2.4. Summarization

Summarization has the function of producing in the reader's declarative memory²² a macrostructure that expresses the main ideas of the text (Kintsch & Van Dijk, 1978; Van Dijk & Kintsch, 1993; Gagné et al., 1993). According to Gagné et al. (1993) "a macrostructure is like a mental outline and can be thought of as a set of hierarchically arranged propositions that capture the main ideas of the passage" (p. 275). In view of this, *summarization* relies on inferential comprehension, that is, the main ideas very often are implicit in the text and the reader should make some inferences from their world knowledge in order to have a clear representation of the text.

Moreover, *summarizing* can also be understood as a strategy that focuses on "integrating information across sentences, paragraphs and pages of a text" (p.77), by including the main ideas and the major supporting points, in order to ensure text understanding or to explain the sense of a passage to others (Mikulecky & Jeffries, 1996).

Example of Summarization extracted from Gilmar's Classroom Episode: (See the complete episode in Appendix II)

²² Fortkamp (2000) states that *declarative memory* and *procedural memory* are distinct terms used in the experimental psychology. Declarative memory refers to "a static fact-like kind of memory" (p. 13) in which the knowledge can be explicitly acquired and accessible to consciousness. It is also usually verbalizable. Procedural memory, refers to mental processes operations used to carry out activities. In turn, procedural knowledge is not available to consciousness, hence cannot be verbalized. In summary, declarative memory refers to the 'knowing about', whereas procedural one is related to the 'knowing how'. See also Gagné et al. (1993) and Tomitch (1996) for the distinction of declarative and procedural knowledge.

In this episode Gilmar divides students in groups and assigns each group a section of the text to be summarized and, later on, to be presented to the whole class. The teacher instructs students to organize a kind of diagram in which the students write up the sentence, which expresses the main idea of their section in the text. Afterwards, he asks them to list the secondary ideas of the section below the sentence they elected as the main idea of the section.

236.T: basicamente eu quero que vocês façam um esquema da parte de vocês ++ dentro do que vocês viram eu quero que vocês me venham com um esquema + você pode fazer do jeito que você quiser + de modo que seja bem claro + por exemplo ((writing 'vagas' on the board and pointing to the word) você tem isso aqui como idéia principal do teu parágrafo + é + quais são as idéias secundárias que falam das VAGAS + aí nós temos + aí você vai lê o que é que tem mais duas idéias secundárias + é vagas no ensino médio + é vagas no ensino tecnológico + já foi mencionado + vagas na universidade + entendeu? queria que vocês fizessem em esquema e mostrasse pra gente como foi que você esquematizou seu texto+ daquele jeito a idéia maior vai em cima e as idéias de suporte em baixo + (xxxxxx) aí eu queria que vocês fizessem de modo a apresentar aqui no quadro para que nós pudéssemos discutir + viu?+

This example shows the teacher's intention in leading students to perceive the macro and the microstructure (Kintsch & Van Dijk, 1978) of each part of the text and the text as a whole. The macrostructure here can be represented by the main ideas of the text or the main idea of each text section. In turn, the microstructure lays on the secondary ideas and details, which support the main ideas. In this way, the expository text in question is firstly fragmented, then its parts are analyzed in order to achieve a clear view from the most important to the least important information the section provides. This segmentation provides students the understanding of the relationship between main and secondary ideas of the section and the whole text; students can also associate the information within the text (local coherence) with the information outside the text or in the text itself but in the previous lines (global coherence). Finally, it is possible to integrate the most important information of the text in order to build a

coherent mental representation of it. These processes encourage deep understanding and hence better retention of the text.

This kind of *summarization* is quite consistent to the macro rules for summarization proposed in the situation model (Kintsch & Van Dijk, 1978). Briefly speaking, these authors state that the reading comprehension process can be outlined in three sets of operations, the macro rules for summarization. These operations are *deletion*, *generalization* and *constructing* (pp. 366-7). Therefore, firstly “the text is organized into a coherent whole” (p. 363); then its main propositions are condensed and thirdly, a new text is generated. In turn, the application of these three rules relies not only on the linguistic and world knowledge the reader makes use when reading, but also on the reader’s purposes, on the author’s perspective and on the reading context.

Moreover, the procedure that Gilmar uses to instruct his students to summarize a passage also matches Palincsar’s (1986) recommendation, which suggests that through *summarization* students should integrate the most important information the text provides.

Example of Summarization extracted from Selma’s Classroom Episode: (See the complete episode in Appendix II)

As already mentioned, the episode called ‘Outputting Data’ is composed of four protocols. In that episode, the teacher uses the strategy of *summarization* at the right end of each paragraph, and immediately after doing this she leads students to predict about the next paragraph. This way, the strategies of *summarization* and *predicting* overlap at the end of paragraph 1 and at the beginning of paragraph 2. The same occurs in paragraphs 3 and 4. Let us observe now the examples.

End of paragraph 1:

86.T: vocês perceberam que neste primeiro parágrafo aqui a introdução fala né + o Cassiano falou que ele começaria pela introdução + a introdução falou sobre o quê?

87.S: (xxxxx)

88.T: o que é de + forma geral + eh + daí tem outros exemplos aqui + como podemos conseguir né + output + printed on paper + displayed on a terminal ou on a magnetic disk ++ quando a gente viu isto + essa seqüência por exemplo de exemplificação no outro texto + ah + nós percebemos que + na seqüência do texto vem uma explicação às vezes de cada termo ++ passem os olhos agora nesse outro parágrafo e vejam se tem alguma coisa nesse sentido+ tentem observar + primeiro aquela leitura superficial + qual o assunto do próximo parágrafo?

In the above example the teacher acknowledges Cassiano's contribution because he shows he understands the structure of the text (turn 86), and she asks a *display question* in order to make students summarize the first paragraph of the text. She does not give them much time to answer, instead she herself answers the question by providing the main idea of the paragraph (turn 88). Then, still in turn 88, she reminds students of some characteristics of text structure they have already seen in the previous texts, that is, the introduction of the text topic, exemplification and explanation of each example. Finally, she asks students to skim the other paragraph to predict about its subject.

End of paragraph 2:

210.T: gente agora depois de lido + qual foi o assunto (xxxxx)?

211.Ss: impressoras

212.T: como é que vocês + as impressoras?

213.Ss: (xxxxxx)

214.S: dispositivos de saída

215.T: dispositivos de saída. + só impressoras + na verdade impressoras são exemplos + Na verdade está falando o quê? + na geração de output + ia exempli +

216.S: [ia exemplificando

217.T: [ia exemplificando como? então como gerar output ++ através do quê né?

218.Ss: (xxxxxx)

219.T: ok + vamos lá continuar assim + novamente eu peço pra vocês passarem os olhos assim superficialmente e tentar identificar (xxxxx) qual o assunto

In the example above the teacher tries to involve students and make them report a summary of the paragraph 2 of the text (turns 210 to 216). As students do not get to do it so easily, the teacher herself partially summarizes the paragraph in a single sentence in a way of providing students the main idea of the paragraph. She says: “então como gerar output” (turn 217). She insists on making students participate and asks students to complete the sentence, by saying “através do que?” (turn 217). A student completes her sentence, and this is acknowledged by the teacher.

End of paragraph 3:

326.T: ah + só pra verificar como ficou a idéia que vocês apresentaram sobre + é + comparado com sua presença +

327.S: falou sobre dados de saída (xxxxx)

328.T: falou sobre dados de saída né + como funciona + exemplos né + de uma forma geral terminal do computador foi a sugestão principal né e é o que nós estávamos observando + o mesmo trabalho eu quero que vocês façam agora nesse parágrafo ++ eu dividi aqui pra poder dividir os slides que vai falar dele eh + qual é a outra parte que vocês tenham visto ++ dêem uma olhadinha e percebam (xxxxx) verem o assunto + ver se vocês conseguem identificar a idéia + mesmo que vocês não saibam que se trata gente + se vocês conseguem identificar o assunto que está dizendo

At the end of paragraph 3, the teacher asks students to check their predictions about the paragraph (turn 326) and, in turn 328, by confirming students' predictions, she summarizes the general idea of the paragraph. Then, she asks students to predict the next one.

End of paragraph 4:

471.T: gente + pra concluir + este último parágrafo eu tava perguntando pra vocês qual era o assunto + como é que vocês poderiam me apresentar + uma + não só o tópico que a gente tem visto mais + ah + do assunto que foi tratado de forma resumida

472.Ss: (xxxxxx)

473.S: a forma de como os cartões eram lidos

474.T: a forma de como os cartões eram lidos

475.S: com os recursos da época

476.T: com os recursos da época + bom ++ então a gente vai destacar + um histórico dos cartões perfurados

In turns 471 to 476, the teacher asks student not to give only the topic of the paragraph, but also to provide a summary of it. Students answer successfully the teacher's question by giving some suggestions. The teacher accepts their answers, reformulates them and then offers an ideal version of the main idea of the paragraph.

Through the way Selma leads students to predict and summarize each one of the paragraphs of the text, it can be perceived that *repetition* is constant in her practice. By repeating, she intends students to incorporate and develop automaticity in using these two important macro-reading strategies. The way the strategies overlap in Selma's practice leads to the conclusion that what is in common between these strategies is that they are based on the background knowledge the readers have.

4.2.3. Summary of the Analysis of the Reading Strategy Classroom Episodes

In conclusion, the analysis of the two classroom episodes has shown that the combination of the four macro reading strategies of *predicting*, *clarification*, *question generation* and *summarization* is used by both teachers in order to monitor and to improve their students' comprehension. By suggesting the existence of this strategic combination in some episodes, I cannot affirm that these teachers consciously use it or that they always use it. However, the examples shown are similar to the ones described by Palincsar and Brown (1984) to promote *reciprocal teaching*, where through the use

of these *four strategic type of instructions* both teacher and students attempt to co-construct text comprehension.

This also corroborates Palincsar (1986) and Pearson et al.'s (1992) suggestions that teachers should make use of these reading strategies until they feel they are necessary for students to internalize them and read strategically. After teachers have perceived that the strategies are assimilated and incorporated by the students, they can gradually remove them. In doing so, the teachers encourage students to be able to use such reading strategies independently. Hence, the students may be able to improve text comprehension.

In addition, it is important to remember that *questioning* and *repetition* are largely used in the classrooms observed. *Questioning* was used by teachers not only as a means of promoting the interaction between the readers and the text but mainly as a way of modeling students' questions on the text and promoting interaction in the classroom. In turn, *repetition* was used in a way of making students internalize the macro-reading strategies

Table 4.2. below summarizes the way the investigated teachers guide their students in using the macro reading strategies of *predicting*, *clarification*, *question generation* and *summarization* in their ESP classes.

| READING STRATEGIES | Gilmar's Classroom Episode | Selma's Classroom Episode |
|----------------------------|---|---|
| PREDICTING | <ul style="list-style-type: none"> • Pre-reading activity: before looking at the text; • Implicitly stated; • Motivation/ activation of background knowledge/main idea of the text; • Positive classroom interaction. | <ul style="list-style-type: none"> • Pre-reading activity: by looking at the title, key words, cognates; • During reading activity: skimming the next paragraph of the text; • Explicitly stated; • Motivation/main idea of the text or paragraph/ activation of background knowledge and association with new information in the text; • Positive classroom interaction; • Predicting and summarization overlap. • The strategy is highly repeated. |
| CLARIFICATION | <ul style="list-style-type: none"> • (-)Vocabulary and grammar • (+)Text information; • Vocabulary and grammar are used to support higher level of comprehension. | <ul style="list-style-type: none"> • (+) vocabulary and grammar; • (-) text information; • Clarification of vocabulary and grammar is highly repeated; • Text comprehension comes from understanding vocabulary and grammar. |
| QUESTION GENERATION | <ul style="list-style-type: none"> • Factual and conceptual questions; • Display questions; rare use of referential questions • Questions are used to get information from the text and to promote interaction; • Higher order questions are mostly used; • Dialogic approach. | <ul style="list-style-type: none"> • Factual and conceptual questions; • Display questions; rare use of referential questions; • Questions are used to get information from the text, to monitor students' learning from text and to promote interaction; • Lower order questions are mostly used; • Dialogic approach. |
| SUMMARIZATION | <ul style="list-style-type: none"> • Post-reading activity; • More elaborated process: macro rules for summarization (Kintch & Van Dijk, 1978); • Teacher and students check the summary. | <ul style="list-style-type: none"> • During reading activity: after each paragraph; • Post-reading activity: at the end of the text; • The strategy is used each time the clarification of paragraphs end; • Less elaborated process: getting the gist of the paragraph or text; • Teacher and students provide the topic of the paragraph or the text, but the teacher gives the final version. |

TABLE 4.2: SUMMARY OF THE ANALYSIS OF THE READING STRATEGIES CLASSROOM EPISODES

Taking into account that comprehension involves *higher* and *lower order processes* (see Chapter II) and having analyzed and described how the investigated

teachers implement some macro-reading strategies which involve higher order processes, in the next subsection, I will describe how these teachers deal with micro-reading strategies - grammatical and vocabulary explanations - the ones called here *special instructional strategies*, involving lower order processes.

4.2.4. Analysis of the Special Types of Instructional Strategies

The objective of this subsection is to illustrate how the investigated ESP teachers implemented **two other special types of instructional strategies** related to bottom-up reading: *grammar and vocabulary explanations*. *Grammar* can be seen as an important component of native and foreign language teaching even in reading instruction (Carrell, 1988), since by explaining grammatical items the teacher can provoke students' reflections about the language structure, hence making students better comprehend what they read. According to Cohen et al. (1979, as cited in Carrell, 1988), foreign language readers have problems in synthesizing information across sentences and paragraphs because they do not observe the conjunctive words between the sentences, hence they do not make the necessary connections in order to understand the text.

On the other hand, studies on text readability have indicated that *vocabulary knowledge* is an important factor, which allows readers to get information from text and for this reason it plays an important role in reading comprehension (Carrell, 1988; Nation & Coady, 1988).

The procedures the teachers use in order to explain grammar and vocabulary in their classes of ESP will be analyzed also from a sociocultural perspective, but here, instead of applying Palincsar and Brown (1984), I will apply the *scaffolding function framework* proposed by Wood et al. (1976), which is more adequate for this kind of

analysis. This framework, composed of six functions, is here presented again (for more details, see subsection 2.3.3):

Scaffolding Function Framework

- 1- '*recruitment*': the teacher makes students interested in the task or activity, by means of questions or statements;
 - 2- '*reduction in degrees of freedom*': the teacher tries to rephrase the questions or statements as a way to narrow the learner subject and clarify the task;
 - 3- '*direction maintainance*': the teacher tries to keep students motivated in participating of the task;
 - 4- '*marking critical features*': the teacher clarifies certain important points of the language structure or even correct students' performance, showing the ideal solution;
 - 5- '*frustration control*': the teacher tries to diminish student's stress and frustration during the task;
 - 6- '*demonstration*': the teacher tries to present to the learner the ideal or partial solution of the problem.
- (Wood et al., 1976)

In what follows, I will firstly present two episodes - episodes 3 and 4 - which illustrate how Gilmar explains grammar and vocabulary in his classes. Then, another episode – episode 5²³ - will illustrate how Selma performs these pedagogical tasks.

4.2.4.1. Gilmar's Classroom Episodes

4.2.4.1.1 Grammatical explanation

In the following episode, it can be observed how Gilmar makes students notice the function of the Passive Voice through a collaborative activity. The activity had been anticipated to the learners by the teacher throughout several classes (from classroom field notes), along which the teacher had created a kind of expectation in the students that are now eager to learn about the Passive Voice, due to its "importance in academic texts" (from classroom notes). The teacher had organized a *group-work activity*, in which he had asked students to identify in some abstracts all the verbs in the Passive

²³ The whole classes from which the episodes number 3,4 and 5 were extracted, are not presented in the Appendix Part of this thesis due to their length.

Voice in order to create a preparation to carry out the activity, where, Gilmar dialogically makes students notice the structure of the Passive Voice. In this episode, which has a *problem-solution format*, the teacher talks about the function of the Passive Voice.

Episode 3

38.T: +++ voltando a 7^a. série alguns anos atrás nós vimos lá na 7^a. série o professor de Português dizendo ++ voz ativa e voz passiva né? faz algum tempo ++ voz ativa é quando o sujeito Renata + lembra? sujeito +++pratica ++

39. Re: ação

40.T: tá vendo como não faz tanto tempo? e a passiva?

41. Ss: (xxxxx)

42.T: sofre a ação né? por exemplo + é +++ Renata matou o rato ++ ativa ou passiva?

43. Ss: ativa

44.T: ativa++ e como é que fica a voz passiva?

45.Bth: o rato matou a +++

46.Ss: (students laugh)

47.T: o rato foi morto +++ e aí você percebe que até em Português + também você tem o verbo 'ser' auxiliando tá? no geral a importância desse verbo que +++ nós não podemos terminar o curso sem isso + você percebe que em toda a metodologia de qualquer trabalho científico é de se esperar que seja usado +++ o quê? a voz +++ voz passiva certo?

(classroom transcription – Nov. 22nd, 2001)

In this episode, the teacher has several opportunities to engage students in *scaffolded activity*. Firstly, he makes students realize that this grammatical point is familiar to them: “nós vimos lá na 7^a. série o professor de Português dizendo +++ voz ativa e voz passiva” (turn 38). In doing so, the teacher facilitates students learning about the target item, in the sense that, this new knowledge linked with the existing one can be consolidated, and he also contrasts Active and Passive Voices. Still, in turn 38, *he invites a student to help him establish the function of the Passive Voice* (scaffolding function #1). The teacher allocates a turn to Renata, by saying: “voz ativa é quando o

sujeito +++ Renata + lembra?” (framing statement, turn 38) “+++ sujeito +++ pratica+++”. Renata completes the sentence. She says: “ação” (turn 39). In this example, the teacher uses a *vertical structure mechanism*²⁴ when he and the student co-construct the sentence. Then, in turns 40–42, the teacher asks about the Passive Voice. He expects the selected student to provide the answer. As she does not answer, the teacher completes the sentence in a way of *reducing tension* (scaffolding function # 5, turn 42). The teacher says: “sofre a ação” (turn 42). The teacher, still using the student’s name, provides a funny example: “Renata matou o rato.” (turn 42), and immediately asks all students: “ativa ou passiva?” (turn 42). In calling students’ attention to the explanation the teacher tries *to maintain their interest in the task* (scaffolding function # 3, turn 42). The students answer and the teacher *accepts their answer by echoing* (scaffolding function # 4, turn 44), and other key question comes in order to *maintain students’ interest* and make them think about the topic (scaffolding function # 3): “e como é que fica a voz passiva?” (turn 44). In turn 45, Beth plays a joke: “o rato matou a +++” and then students laugh. Finally, the teacher, says the correct sentence: “o rato foi morto” (turn 47), *modeling the idealized form of the example* (scaffolding function # 6). In turn 47, the activity is then explicitly contextualized by the teacher when he tells his students about the importance of recognizing the passive, since it is always present in academic texts, which matches with students’ purposes. Finally, the teacher frames the explanation by asking: “certo?” (turn 47) as a way of checking students’ understandings of the explanation and finishing it.

²⁴ Gil (1999) states that the process of co-constructing a syntagm, which is usually used in translation-oriented and audio-lingual classroom is denominated *vertical structure*. Moreover, the author defines *vertical structure* as a kind of a discourse mechanism by which the teacher leads the students to provide certain pre-established words and expressions in a way of constructing the syntagm conjointly.

4.2.4.1.2. Reading Comprehension, Grammar and Vocabulary Clarification

This episode mixes reading comprehension concerning the causes of a problem the text presents, grammar and vocabulary clarification.

Episode 4

- 1 T: vamos ver as raízes pra esse problema ++ as raízes pra esse problema +++
- 2 S: são +++ desconhecidas?
- 3.T: go unrecognized
- 4.S: desconhecidas
- 5.T: olha o verbo 'go' aí + não tem nada a ver com IR né ô? se vocês vão traduzir aí você vai lá e coloca 'ir'+ Beth. ia lá e colocava 'ir' mas aí (langh)
- 6.S: essa palavra aqui 'un +re +'
- 7.T: unrecognized ++ go unrecognized ((teacher writes 'unrecognized' on board)) ++como é que vocês vão traduzir isso aí? +++ texto +
- 8.S: é
- 9.T: como é que você colocaria aí? quais as raízes reais do problema +++ 'go' +++
- 10.S: irmão
- 11.T: unrecognized
- 12.S: é +++ reconhecidas e ++
- 13.S: responsáveis
- 14.T: o foco na televisão com o uso de um bode expiatório implica uma definição errada do problema +++ as raízes reais do problema
- 15.S: vão além +++
- 16.S: o que é considerado +++
- 17.T: mas o que quer dizer isso aqui?((teacher writes the word unrecognized by separating the prefix 'un' from the rest of the word)) a questão deve se considerada +++
- 18.S: (xxxxx) é +++
- 19.T: olha só ++ a Andréia + colocou aqui + ela viu a palavra 'unrecognized' né? reconsiderar + reconhecer no caso ficaria+ o quê? desconsiderada? não seria assim uma palavra assim das melhores
- 20.S: re+co+nhe+
- 21.T: as raízes reais do problema permanecem +++
- 22.S: desconhecidas
- 23.T: desconhecidas né
- 24.S: invisíveis
- 25.T: não sei se invisíveis + acho que ++
- 26.S: não
- 27.Ss: (xxxxx)

28.S: ignoradas

29.T: ignoradas também ++ ignoradas porque não foram estudadas neste sentido ainda + é porque é uma maneira de cobrir ++

30.Ss: (xxxxx)

31.T: você liga a televisão e aí você cobre a pobreza + você cobre o ++ que você ++

32.S: ah +

33.T: é isso que tá implícito + é isso +

(classroom transcription – Nov, 8th 2001)

In the beginning of the explanation the teacher aims at leading students to comprehend the causes of a problem the text presents, so he *invites his students to think about this issue* (scaffolding #1) by saying: “vamos ver as raízes pra esse problema”, but immediately after, he starts translating the sentence: “as raízes para este problema” (turn 1). The students try to translate the sequence of the sentence, as they find some difficulty in understanding the meaning of ‘go unrecognized’ the explanation shifts to a grammar-lexical explanation in which teacher and students negotiate the meaning of this verb phrase. Going back to the student’s translation of ‘go unrecognized’ as “são desconhecidas” (turn 2), the *teacher implicitly calls the students’ attention to avoid literal translation* (scaffolding function # 4, turn 5). Then, a student (turn 6), with some difficulty, tries to pronounce the word ‘unrecognized’. The teacher helps her/him by repeating the word and by writing it on the board. So, he *elicits students the translation of this word* (scaffolding function # 3, turn 7).

The students provide some translations (turns 12, 13), but they are not totally accepted by the teacher and he *continues motivating students to participate in the activity* (scaffolding function #3, turns 14, 17). In turns 17 (“a questão deve ser considerada”) and in turn 21 (“as raízes reais do problema permanecem”) the teacher *tries to diminish the tension of the problem* by providing some possibilities of translating the verb ‘go’ and this way helping students to understand the whole sentence (scaffolding function # 5). The teacher repeats the two options students provide, which

are: “desconhecidas” (turn 23) and “ignoradas”(turn 29) in a way of accepting them (scaffolding function # 6). In turns 29 to 33, by saying that the causes of the violence go unrecognized because the TV covers the poverty, the teacher clearly suggests that the students should read critically while inferring meaning from the text.

4.2.4.2. Selma's Classroom Episode

4.2.4.2.1. Grammar and Vocabulary Explanation

The selected episode shows a typical example of the way Selma explores the text. By using the Power Point program she goes on by reading aloud and clarifying or checking understanding of each word in the text. In doing this the teacher involves students in decoding expressions, nominal groups or words in the text. She also briefly parses some words. The teacher has underlined some verbs, words or expressions on the text in order to call the students' attention to them. Not only the underlined words, but all words are clarified following a *chain technique* (my nominalization) in which the meaning of one word or expression triggers out another meaning and so on.

Throughout all the activity the teacher, who stays in front of the class, actively involves the students in negotiating the meaning of the words. The class knows the teacher usually nominates a student to help her in the task. From classroom observations I could perceive students like participating. In doing so, she assigns the helper some responsibility in developing the activity and checks his/her text understandings. This way, she also promotes students' classroom participation.

The selected episode shows how Selma leads students to decode part of the following sentence: “But only time will tell whether the use of computer can be controlled so as to reduce if not eliminate the multiple of problems which have and will

continue to arise as new areas of application for the computer are discovered.” (Galante & Pow, 1996, p. 29). Let us see the episode now:

Episode 5

1.T.: +++ will tell + eu sublinhei aqui o ‘will’ + vejam bem + ele aparece novamente aqui porque ele vai ser o indicador de tempo verbal + é o ++

2.Ss.: futuro

3.T.: futuro + ele não tem uma tradução própria + ele diz que esse verbo que vem depois está no futuro + então só o tempo ‘will tell’ o verbo+ o que é?

4.S.: dirá

5.T.: é o verbo dizer + exato + e aqui nós temos que verter ++ dirá + só o tempo nos dirá + vai ter essa idéia ++ WHETHER + alguma idéia? essa é o tipo de palavra assim que vocês vão ter + né? ter que ir se acostumando assim com ++ a + o uso dela nos textos + difícil às vezes de você relacionar +

6.S.: se

7.T.: se + agora sim na seqüência vocês vão optando + né?

8.S.: se

9.T.: se + the use of computer + tudo bem? can be + lembram-se do verbo ‘can’t’ + nós vimos aqui também ++ o verbo ‘can’ + poder + aparece com bastante freqüência + ‘can be controlled’ ++ olhe o - ed +

10.S.: controlado

11.T.: controlado ++ ‘so as to’ de modo a + né? REDUCE?

12.Ss.: de modo a reduzir

13.T.: cognato novamente + dá pra entender esses cognatos?

14.Ss.: (xxxxxx)

(classroom transcription – Apr 2nd 2002)

In this episode the teacher starts by *calling students attention to the verb ‘will’*, which is underlined on the text (scaffolding function # 1, turn 1). Also in turn 1, she *says the underlined word indicates a verbal tense* (scaffolding function # 2) and *asks students to identify the verb* by saying: “é o +++”(scaffolding function #3). This can also be taken as an example of *vertical structure* (see footnote # 23). In turn 2, students correctly answer that the verb indicates future. In turn 3, the teacher acknowledges the students’ answer by repeating ‘futuro’ and goes a step further by questioning that if ‘will’ does not have a literal translation what is the meaning of ‘will tell’. Students

answer: “dirá” (turn 4). The teacher *confirms students’ answer* (scaffolding function # 4, turn 5) and *shifts her explanation to the following word in the sentence*, which is ‘whether’. She says it with high intonation in a way of framing the sequence: “WHETHER + alguma idéia?” (scaffolding function # 4, turn 6). She goes by saying that ‘whether’ is a difficult word, but the students translate it quite well, what makes the teacher perceive and explicitly state that students infer meaning to words through the sequence of the sentence. Then, she reads the following words: ‘the use of computer’ and just asks if students understand. As students *nod heads confirming*, she shifts to the following words that are ‘can be’ (scaffolding functions # 3, turn 9). As they have already seen the verb can in the negative form before in the text, the teacher asks students to remember this. She says: “lembram do verbo can’t?” (turn 9). However she does not give time for students to answer, she says “o verbo can + poder + aparece com bastante frequência” (turn 9). Then she goes back to ‘can be’, and adds ‘controlled’. Simultaneously, she *asks students to draw attention to the suffix -ed in the verb ‘controlled’* (scaffolding function # 1/turn 9). Students promptly answer: “controlado”. The teacher *accepts their answer by repeating it* (scaffolding function # 6 / turn 11) and shifts to one more set of words. This time *the expression ‘so as to’* (turns 11,12) *is immediately translated by the teacher because it is hard to explain* (scaffolding function #5 / turn11). In the same turn, the teacher shifts to ‘REDUCE’, by saying it in high intonation, this way framing the sequence (scaffolding function #3). Students understand it is their turn and translate the expression and the verb: “de modo a reduzir”.

Then, the teacher emphasizes the use of cognates, since their occurrence facilitates students’ understandings of the text and goes on this way until the end of the sentence.

4.2.4.3. Summary of the Analysis of two Special Types of Instructional Strategies

The analysis presented in the previous subsection is now summarized and presented in the table below. It is important to remember that numbers 3, 4 and 5 in the table refer to episodes 3, 4 and 5 above analyzed.

| | | |
|---|--|--|
| SPECIAL TYPES OF INSTRUCTION CLASSROOM EPISODE CHARACTERISTICS | Gilmar's Classroom Episodes (3 & 4) 3 - Grammatical explanation 4 - Reading comprehension, grammatical and lexical clarification | Selma's Classroom Episode (5) 5 - Grammatical and lexical explanations |
| PRE-CONTEXT | 3 - Passive Verbs underlined in abstracts 4 - Discussion of the causes of a problem the text present | 5 - Underlined nominal groups, expressions, verbs and individual words in the text |
| CONTEXT | 3 - Importance of Passive Voice in academic texts 4 - Negotiation of meaning and language structure | 5 - Negotiation of form and meaning in order to understand a passage of a text |
| OBJECTIVES | 3 and 4 - Rising consciousness through grammatical and vocabulary explanations in a collaborative way in order to understand the text | 5 - Rising consciousness through grammatical and vocabulary explanations in a collaborative way in order to decode the words and sentences in a text, hence understand it. |
| SEMIOTIC DEVICES & SCAFFOLDING FUNCTIONS | 3 - Scaffolding functions and semiotic devices found in episode 3: <ul style="list-style-type: none"> • Recruitment = SF 1 (turn 38); • Direction Maintenance = SF3 (turns 42, 44); • Frustration Control = SF5 (turn 42); • Demonstration = SF6 (turns 44, 47); • Framing (turns 38, 47); • Key Questions (turns 38, 40, 42, 44). 4 - Scaffolding functions and semiotic devices found in episode 4: <ul style="list-style-type: none"> • Recruitment = SF 1 (turn 1); • Direction Maintenance = SF3 (turns 7, 1, 4, 17); • Marking Critical Features = SF4 (turn 5); • Frustration Control = SF5 (turns 17, 21); • Demonstration = SF6 (turns 23, 29); • Framing = turns (5 - Olha o verbo 'go' aí), (5, 19, 23 - né), 19 (olha só), 33 (É isso); • Key Questions - turns (7, 9, 17, 19 etc). | 5 - Scaffolding functions and semiotic devices found in episode 5: <ul style="list-style-type: none"> • Recruitment = SF 1 (turn 1, 5, 9, 11,) • Tension Reduction = SF2 (turn 1); • Direction Maintenance = SF3 (turns 1, 9, 11); • Marking Critical Features = SF4 (turn 9); • Frustration Control = SF5 (turn 11); • Demonstration = SF6 (turn 5, 11) • Framing (turns 1 (Vejam bem), 5 (WHETHER), 7 (né?), 9 (tudo bem?/ olhe o -ed) 11 (né?/REDUCE); • Key Questions (3, 9, 13). |
| EVALUATION OF THE EPISODES | 3 & 4 - The teacher mediates students in some problem-solution tasks, such as by explaining vocabulary and grammar items separately. This mediation is mainly done by means of dialogue. This way his practice can be characterized as a kind of proleptic teaching. | 5 - Through dialogue the teacher mediates students in a problem-solution task decoding words in some sentences of a text. This way she mixes vocabulary and grammar clarifications by the use of a proleptic approach in her explanations. |

TABLE 4.3: SUMMARY OF THE ANALYSIS OF TWO SPECIAL TYPES OF INSTRUCTIONAL STRATEGIES

4.3. Analysis of the teachers' main purposes in using reading strategies

After presenting the two analysis of the reading strategies used and how they are applied by the investigated teachers in their classes of ESP, in this section I will present an analysis of the *purposes* the investigated teachers have in using reading strategies based on the data obtained from the interviews. This analysis, matching the previous analyses, suggests that the way the teachers implement reading strategies in their classes of ESP attempts to **lead students to comprehend the text.**

This assertion can be confirmed through the teachers' interview protocols:

- “acho que o objetivo principal é construir claro o significado, observar o que existe + é + existe o texto...”. (Selma's protocol - 27/06/02);
- “todo o objetivo do curso tá, é + proporcionar ao aluno condições para que ele leia (...). A partir disso fica claro que tudo que você fizer 'in between' vai ser como um meio (...) porque o fim mesmo vai ser compreender o texto...” (Gilmar's protocol – 14/06/02).

As Gilmar states, *reading strategies* can be seen as a *means* to guide students to comprehend the text. His conception also matches Selma's. According to her, *reading strategies* are “um meio que nós vamos tá passando para eles (students) chegarem a construção do significado” (Selma's protocol- 27/06/02) of the text.

As already stated (Review of the Literature, subsection 2.2.2), reading comprehension researchers have established slightly different definitions for the term strategy. According to Pearson et al., (1992, p. 169), strategies can be defined as “conscious and flexible plans that readers apply and adapt to particular texts and tasks”. This theoretical concept is presented in both teachers' protocols. As we can see below the investigated teachers say that strategies should be explicitly presented and trained in order to lead students to use them independently, hence **they can be able to read autonomously.**

According to Gilmar, students should know how to manage the use of the reading strategies. In his words:

“Na verdade a palavra é operacionalização das estratégias. Daí ele (reader/student) tem que aprender a fazer essa operacionalização de uma forma consciente e autônoma (...) quando você chegar a dizer que o professor não é mais importante pra que você consiga operacionalizar isso aí (...) o professor já atingiu seu objetivo” (Gilmar’s protocol – 14/06/02).

In Selma’s opinion many students do not know how to use the reading strategies neither in their first nor in their foreign language, so it is important for teachers to explicitly present the reading strategies. She says:

“...muitos deles não tiveram essa experiência nem na própria língua (...) e através do inglês eles têm adquirido isso. Então eu penso (...) o objetivo é esse + que a coisa se torne automática (...) se você não pratica isso conscientemente com eles eu não sei se eles chegariam por si só a isso (...) eu acho que eles precisam desse auxílio” (Selma’s protocol - 27/06/02).

The teachers’ opinions presented above, thus, match the most recent view of comprehension instruction (Palincsar & Brown, 1984; Paris & Jacobs, 1984 and Duffy et al, 1987, as cited in Pearson et al, 1992) in which

the teacher is a mediator who negotiates development of student understandings through recursive, reciprocal interactions in which both teacher and students play active roles and in which curricular understandings are gradually developed over time (Pearson et al., 1992, p.178).

Furthermore, it is also interesting to present what these teachers say about the aim of their ESP reading classes. To **Gilmar**, the most important thing in reading instruction is to lead his students to **get the main idea of the passage**:

“Pra mim isso aí é a coisa mais fantástica porque quando o aluno tem essa idéia principal do texto é + é como se ele tivesse construído o alicerce pro texto e a partir daí vai só aumentar esse alicerce (...) construir a representação mental do texto. Tudo o que vivenciamos, tudo o que nós aprendemos, passam-se os anos e o que nos resta é aquela representação...” (Gilmar’s protocol – 14/06/02).

However, searching for main ideas of the text relies on many factors, for example: declarative and procedural knowledge. Declarative knowledge refers to the knowledge about letters, words, ideas, schemas and topic, whereas procedural knowledge refers to several components processes which represent the knowing ‘how to read’ (decoding, inferencing, etc) according to Gagné *et al.* (1993, p. 267). Gilmar recognizes the function of the declarative knowledge by saying:

“quando eu priorizo a questão da idéia principal aí eu tô chamando outros fatores que vão concomitantemente ajudando a construção da idéia principal como é o caso dos cognatos” (Gilmar’s protocol – 14/06/02).

On the other hand, **Selma** thinks that the aim of ESP classes relies in **instructing students to comprehend the text through a gradual reading process:**

“no meu modo de ver + é pra + capacitá-lo a leitura, compreensão daquilo que tá tendo (...) se a gente trabalha com nosso alunos leitores né, alguns aspectos básicos da língua como por exemplo a identificação do -ing, identificação do -ed, os verbos (...) regulares do Simple Past e do Past Participle (...) a ordem frástica (...) os tempos verbais (...) os modals verbs (...) desenvolvendo as estratégias de leitura (...) mostrando qual a idéia principal do parágrafo...” (Selma’s protocol - 27/06/02).

The investigated teachers’ interview protocols also show that they do believe that to lead students to comprehend the text it is necessary to use not only higher order processes, but also to understand texts from the lower processes or bottom-up ones. The combination of these two reading processes is well recommended by Hutchinson and

Waters, (1986), Carrell, (1988) and Pressley (2000). Pressley (2000) states that “if the word level processes are not mastered (i.e., recognition of most words is not automatic) it will be impossible to carry out the higher order process that are summarized as reading comprehension strategies” (p. 551).

The table below summarizes the conclusions presented in the analysis above:

| TEACHERS' PURPOSES IN USING READING STRATEGIES | Gilmar's purposes | Selma's purposes |
|--|--|--|
| GENERAL | Leading students to comprehend the text so that they can be able to read autonomously. | Leading students to comprehend the text so that they can be able to read autonomously. |
| SPECIFIC | Instructing students to get the main idea of the passage. | Instructing students to comprehend the text through a gradual reading process. |

TABLE 4.4: SUMMARY OF THE ANALYSIS OF THE TEACHERS' PURPOSES IN USING READING STRATEGIES

4.4. Analysis of the teaching styles these teachers have when teaching ESP classes

As can be observed through the analysis of Gilmar's and Selma's classroom episode transcriptions, these teachers use several types of strategies to guide students' reading comprehension; that is, they use both micro and macro reading strategies and also grammar and vocabulary explanations. The teachers themselves state in their interview protocols that there exists a complex relation between vocabulary and grammar knowledge and text understanding. Let us see this in Gilmar's words:

“eu só consigo ver a instrução leitora baseada num tripé (...) das estratégias (...) a questão do vocabulário e a maneira que esse vocabulário é integrado (...) para criar o sentido e aí você não pode fugir da gramática”. (teacher's interview protocol- June, 2002).

Gilmar exemplifies the relation between grammar and vocabulary in reading comprehension by saying that when the teacher shows students the function of -ed or -ing, (some of the most frequent suffixes in the English language), students not only enrich and build up new vocabulary but they are able to understand some grammatical features of the language.

Although Gilmar emphasizes that he believes in the importance of vocabulary and grammar for reading comprehension, he usually tries to start text reading instruction by involving students in building up the main idea of the text. So he uses the strategies of *predicting* and *searching for main ideas of the text*, and only after that, he invites his students to shift to lower levels of comprehension, that are *vocabulary* and *grammar explanations*. Therefore, it can be concluded that this teacher uses a *more top-down oriented interactive model* for second language instruction. In other words, he instructs students to proceed reading from *higher-level process* (the use of macro reading strategies) to *lower-level ones* (by clarifying grammar and vocabulary items).

On the other hand, Selma states that there exists a need of explaining vocabulary and grammar in heterogeneous classes like hers, and only by teaching vocabulary and language structure it is possible to lead students to understand the text. In Selma's words:

“é muito difícil falar, de repente cada nicho na turma vai precisar uma parte ou de todas(...) por mais que eu tenha o objetivo de priorizar a leitura né, a compreensão, a extração de idéias nem sempre dá porque a gramática atrapalha, a estrutura está faltando, porque eu não compreendo como eu cheguei a uma conclusão (...) então você vai pra estrutura ou vocabulário porque você não entende (...) vamos contextualizar (...) ver a situação que este vocabulário está inserido”.
(teacher's interview protocol 27/06/02).

Therefore, it can be concluded that although Selma's reading instruction approach can also be characterized as an interactive model of reading, because she does

emphasize the development of micro and macro reading strategies, her approach seems to be *more bottom-up oriented*. After using the strategy of *predicting*, this teacher then goes on to *clarify the text* through a long and detailed work, done in order to understand words, sentences and paragraphs. This way, Selma conducts her students till they have been through the whole text. It can be also observed that when she concludes this process she involves students in *summarizing the paragraph or text*. This corroborates some recent comprehension researchers' view (Graesser, 1981; Kintsch, 1974,1982,1983, as cited in Pressley, 2000, p. 549) that

comprehension does not always occurs vis-à vis schemata, but sometimes it occurs from bottom-up with the reader processing many individual ideas in text (...) and how the ideas are related to one another by the text to construct a general understanding of the text's meaning , ...

Central to the discussion about the teaching styles these teachers have is the role of text in their classes of ESP. It was observed that the text is used by both teachers as: an object to study vocabulary, grammatical and translation issues and as a language instrument which links related or co-related areas of students' interests and needs. Thus, the use of the text, in these classroom situations, shifts from a tool of learning a second language to a "vehicle of information" (Johns & Davies, 1983). This shift allows students to gain access to the information they need in their specific area of study.

Moreover, the text could be also understood as a mediated school material through which reading instruction is socially shared among the participants of the ESP classroom community. This last assumption can be clearly perceived in Selma's words:

"... em toda minha prática eu tenho sentido uma interação muito legal quando eu trabalho com Inglês Instrumental (...) é muito importante textos da área porque eles já conhecem o assunto

(...) já conhecem o vocabulário (...) Nesse aspecto isso ajuda muito.” (teacher’s interview – 27/07/02)

In order to highlight her point of view about how specific computing texts affects interaction between her students Selma exemplifies

“Outro dia aconteceu assim: um discutindo com o outro sobre o sistema de segurança que a gente tava falando que dá pra ver no computador né através de rede (...) que um sabe o que o outro não sabe. E volta e meia eles trazem coisas assim eu acho muito importante. Agora quando ((text)) não é da área assim particular assim deles (...) há problemas, né”. (teacher’s interview – 27/07/02)

Although Gilmar does not explicitly mention that the text can be taken as an interactive tool, this aspect could be clearly perceived during his classes observation. It can be said that this teacher and his students engage in enthusiastic discussions and reflections about different subjects originated and triggered out by the texts they read in their ESP classes

Bearing in mind that both teachers have used the interactive reading approach with some slightly differences in their performances, that is, one is more top-down oriented and the other more bottom-up oriented, the differences viewed from the point of teachers’ decisions on the use of the micro or macro reading strategies in their work, can be accounted for by an interacting range of experiential, cognitive and contextual factors.

The experiential and cognitive factors behind the teachers approaches to the use of the reading strategies could be perceived by their conceptions²⁵ about this issue, which were explicitly reflected on their interview arguments and by their informal protocols. For example, Selma has had a strong influence of grammar during her

²⁵Although the analyzed data showed some evidence that teachers’ experiences and background knowledge have informed the teachers’ practices, this issue could be deeper investigated.

knowledge instruction and although she had read a lot about reading comprehension cognitive processes and reading comprehension instruction during her Master's Course and after that, the strong influence of grammar instruction seems to prevail in her practice. In turn, Gilmar read texts and received mainly specific information about cognitive processes used in *constructing a mental representation of the text* in his Master's Course, these readings seems to influence his practice. This position corroborates Kinginger's (1997) ideas. Kinginger (1997) states that teachers' experience acquired through practice and development training builds a professional knowledge, which is mediated by their practical and theoretical knowledge²⁶.

Contextual factors also influenced teachers' decisions on using micro or macro reading strategies. Gilmar has a more homogeneous class as his students' instruction level (master's and doctoral students) is high, what makes it possible to the teacher implement macro reading strategies more easily. On the other hand, Selma's class is more heterogeneous. As her students are attending the first year of college, most of them have a basic FL level, so they need, first of all, to develop automacity in decoding words, then to understand the relation between the words in the sentences, and finally to shift to the use of reading strategies. The practice of training word recognition proved to be efficient in Tan and Nicholson's (1997, as cited in Pressley, 2000) studies with first language 7-to-10-year-old weaker readers (see subsection 2.1.1. of Chapter Two). This result makes us wonder whether decoding automacity can be also efficient in the early levels of reading instruction to FL language readers. Tomitch (2002) also emphasizes that beginning readers must have some basic linguistic knowledge "in order to be able to transfer the good reading strategies from L1 to L2" (p. 2).

²⁶ For further reading about practical and theoretical knowledge see Kinginger (1997); Gatenbonton (1999); Telles and Osório (1999), and Biazzi (2002).

From a sociocultural perspective, the analyses have shown that both teachers taught reading comprehension to their students by using micro and macro reading strategies through a *dialogic learning* and a *proleptic teaching* approach (Donato & Adair-Hauck, 1992; Antón, 1999). As already cited, *prolepsis* is a form of scaffolded teaching, in which the teacher by means of *dialogue* and *semiotic devices* pushes students to perceive the solution of the problem they are facing, in this case, reading comprehension. By doing so, the teachers show students a way to achieve the solution to the reading comprehension problems by implementing the use of the combination of multiple reading strategies. As the teachers do not give the final or ideal answer promptly, the students should think, hence they develop reading comprehension as a problem solving activity.

Finally, despite of the positive aspects perceived through the investigated teachers' actions in their classes, and showed in the analyzed material, there is a worrying aspect: text discussion and meaning negotiations always depart from the teachers. In traditional classroom approaches, the teacher is viewed as a transmitter authority and the interaction between teacher and students is minimal (Antón, 1999). This fact may be so because students are still under the influence of the long tradition of teacher-centered classrooms in which students have had a passive role. It was perceived that Gilmar seems to attempt to change this aspect of reality by means of *use more learner-centered approaches* (pair and group-work activities) as a way of making students aware of the need of using reading strategies and also by motivating them to use the strategies independently. Yet, this seems to be difficult for Selma's to implement, who has to *adopt a more teacher-centered approach*, since her students remain reluctant to change and seem to prefer her guidance.

The table below summarizes the main characteristics of the teachers' practices presented in this and the previous section.

| OBSERVED VARIABLES | Gilmar' s Practice Style | Selma's Practice Style |
|----------------------------------|---|--|
| CLASSROOM OBJECTIVE | Assisting learners' needs in understanding specific or general texts. | Assisting learners' needs in comprehending texts in their specific area of study. |
| COMPREHENŞION INSTRUCTION | Interactive model of reading: more top-down oriented. | Interactive model of reading: more bottom-up oriented. |
| KINDS/ FUNCTIONS OF TEXTS | <ul style="list-style-type: none"> • Authentic tool of learning/source of information; • Mediated tool which provides co-constructed knowledge. | <ul style="list-style-type: none"> • Authentic and Non-authentic tool of learning/ source of information; • Mediated tool which provides co-constructed knowledge. |
| APPROACH | Dialogic learning / proleptic teaching approach. | Dialogic learning/ proleptic teaching approach. |
| CLASSROOM ORGANIZATION | Individual, Pair and Group work activities. | Teacher fronted-classroom presentation. |

TABLE 4.5.: AN OVERVIEW OF THE INVESTIGATED ESP TEACHERS' PRACTICES

4.5. Summary of Chapter Four

This chapter presented the proposed analysis from a Sociocultural Perspective. In order to organize the discussion, the chapter was divided into four main sections, in which different types of analyses were presented.

The first analysis about *the reading strategies applied by the investigated teachers* was carried out based on a *reading strategy taxonomy* (based on Brown, 1994; Harmer, 1994; Oliveira, 1994; Mikulecky & Jeffries, 1996; Nuttall, 1996). The second, third and fourth analyses of *how the teachers implement the reading strategies in their classroom; the teachers' purposes in using such reading strategies; and the teaching*

styles these teachers have when teaching, were carried out based mainly from a sociocultural perspective applying the ideas from Palincsar and Brown (1984), and from Wood et al. (1976). These analyses have a sociocultural foundation, since they are based on the premise that *by helping learners to complete a task, they can develop cognitively*.

In conclusion, the analysis this chapter presented has shown that the investigated teachers applied the interactive mode of instructing reading in order to instruct their students fully comprehend the texts by using *a dialogic and proleptic approach of teaching*.

The next chapter will provide the final considerations of this study by answering the four research questions posed in the introduction.

CHAPTER V

FINAL REMARKS

5.0. Introduction

This chapter aims at discussing the findings of the present research. I, first, answer the four research questions posited in the introduction of this thesis, concerning the application of some macro and micro reading strategies in comprehension instruction. Second, I point out some limitations of the study and suggestions for further research. Finally, I present some pedagogical implications of this study.

5.1. Answering the Research Questions

As stated in the current thesis, this study has attempted to investigate how reading strategies were implemented in two distinct ESP classrooms. Thus, four research questions were addressed and now they are answered from a Sociocultural Perspective.

5.1.1. Research Question 1:

What are the most used reading strategies in the investigated ESP teachers' classrooms?

Through classroom observation and transcription analysis it can be seen that the investigated teachers applied many different reading strategies in their ESP classes (see table 4.1). It was also observed that teachers use the same reading strategy for different purposes in their classes and that reading strategies sometimes overlap. In addition, both teachers highly often make use of questions in order to apply all the reading strategies. It can be concluded that in the two investigated *Reading Classroom Contexts* some micro reading strategies, such as *skimming, scanning, the identification of typographical*

elements, title, known and unknown vocabulary, key words, cognates, nominal group, text structure, connectors and language structure were used as support to the use of some macro reading strategies, such as *predicting, clarification, question generation* and *summarization*. These macro strategies were also the most used reading strategies in the investigated ESP teachers' classrooms.

5.1.2. Research Question 2:

How do the investigated teachers implement these reading strategies in their classrooms?

This question was answered through this study by providing a micro analysis of some classroom episode transcriptions in which the investigated teachers had their classes observed, filmed and transcribed. It was also answered by the analysis of the investigated teachers' interviews. Two episodes, one of each teacher were selected for analysis of the macro reading strategies because they present a combined use of the four most used macro reading strategies - *predicting, clarification, question generation* and *summarization*. Other episodes, which illustrate how the investigated teachers instruct the use of micro reading strategies – the special kinds of reading strategies, that are vocabulary and grammar explanations- were also described and analyzed. All episodes were analyzed based on teacher and students' interaction during problem-solution activities. Therefore, the episodes were analyzed from a Sociocultural Perspective.

This sociocultural-based analysis revealed that the reading strategies are mediated to the learners by means of the *dialogue* and *semiotic devices* by the teachers during the course according to the students' needs and the goals of the courses. This analysis has also shown that *questions* and *repetition* permeate both investigated teachers' talk. *Questioning* and *repetition* clearly reflect the characteristics and functions of scaffolded

instruction. According to Vygotsky (1978, as cited in McCormick & Donato, 2000), “questions are one example of symbolic linguistic tool that semiotically mediate, assist and scaffold mental activity during both formal and informal instructional activity”(p.184). In the analyzed episodes, therefore, I observed that the teachers used questions as one form of verbal assistance. Through the use of questions the teachers conduct students to comprehend important points in the text, as well as to notice language structure and vocabulary meaning.

Also, repetition provides students with enough input, making them internalize the issue at hand (i.e., vocabulary, grammar, text comprehension strategies, content). Through repetition students develop automaticity in target language in the sense that “they proceed from highly controlled language use to more automatic or spontaneous production of internalized forms” (Chaudron, 1977, as cited in Duff, 2000, p.109). In the analyzed episodes, therefore, teachers make use of repetition as a way of consolidating the content and words are being learned. They also make use of questions as a way of recruiting students’ interest in the learned topics and of involving them in the classroom activities. By using a combination of repetition and questioning the teachers help their learners in creating a cognitive space in which to work (Di Camila & Antón, 1997, as cited in Duff, 2000).

Finally, in the analyzed classroom episodes, we can clearly notice that the way teachers implement macro and micro reading strategies, through the use of discursive devices, facilitates learning and interaction among the classroom participants, and that the teachers have clear objectives to make students improve their reading comprehension ability and develop cognitively.

5.1.3. Research Question 3:

What are the teachers' purposes in using such reading strategies?

As stated before, the strategies are mediated to the learners by means of dialogue and semiotic devices by the teachers with the aim of improving reading comprehension as well as providing reading comprehension strategy training. In other words, teachers aimed at raising students' awareness of the importance of using reading strategies in text comprehension and at monitoring the students' conscious and independent use of such strategies to comprehend specific and general texts. In addition, by means of dialogue teachers fostered students' participation in the learning activities in order to monitor and adjust the use of the reading strategies during the reading time. This matches Palincsar's (1986) view of *reciprocal teaching*.

When classroom teachers are introduced to reciprocal teaching, it is within the framework of scaffolded instruction. (...) the teachers are told that the purpose of this instructional program is to guide students from the acquisition to independent application of the four strategies for the purpose of enhancing comprehension. They are instructed that this transfer of responsibility means that they will engage in different teaching strategies over the course instruction (p. 78).

The transference of responsibility to which Palincsar (1986) refers above, could be perceived in both investigated teachers' practices. In Gilmar's classes this is seen, for example when he assigns students group-work activities in which they discuss and solve the problems the text presents, and finally one of the students of the group should present the summary of the text to whole class (see Chapter 4, subsection 4.2.2.4 – example of Summarization extracted from Gilmar's Classroom Episode). In Selma's practice, this is viewed when she calls one student and assigns him/her the responsibility of helping her in clarifying the text (see Chapter 4, subsection 4.2.1.2 – Selma's Classroom Context).

5.1.4. Research Question 4:

What teaching styles do these teachers have when teaching ESP?

Through observation and analysis it can be concluded that the investigated classes were conducted by both teachers using the *interactive model of reading*, which involves *top-down* and *bottom-up* processes (Davies, 1995) with slightly differences, that is, Gilmar's classes are more top-down oriented and more student-centered, while Selma's classes are more bottom-up oriented and more teacher-centered. Top-down processing involves the use of background knowledge, the context, and holistic skills to get the meaning of the reading passages. This can be seen, when both teachers involve students in predicting the topics of the text or paragraphs or asks students to summarize sections of the text, or also when Gilmar generates a question to identify the students' attitudes towards the target text. Bottom-up processing involves decoding parts or discrete linguistic items such as sounds, words, numbers or isolated utterances. In the observed classes, a good example is the one when Gilmar and his students negotiate the meaning of the word '*vacancy*' (see Chapter 4, subsection 4.2.2.2. – Example of Clarification extracted from Gilmar's Classroom Episode). Thus, lower and higher mental processes are involved in these classroom episodes, which is in line with some re-known researchers' works (Kinstch, 1998; Pearson et al., 1992; Eskey, 1995 and Pressley, 2000) which view comprehension of a text as an interactive process which involves both higher and lower order processes. Eskey (1995) notes that

...developing readers must (...) work at perfecting both bottom-up recognition skills and their top-down interpretation strategies. Good reading – that is, fluent and accurate reading – can result only from a constant interaction between these processes (p.95).

The data collection analysis has also shown that the principle of scaffolding metaphor is identifiable in the teachers' talk and it supports many pieces of evidence of

proleptic teaching. As mentioned before (see Chapter 2, subsection 2.3.4.), *proleptic teaching* refers to when the teacher and the students interact in conversations, in which turn-taking moves from teacher to students and vice-versa. This movement of turns leads students to achieve an understanding of the teacher's view of problem and solution (Antón, 1999; Donato & Adair-Hauck, 1992). In the analyzed episodes, the teachers have engaged students in the problem-solution activities through dialogue. In other words, through dialogue the investigated teachers have attempted to push their students to recognize some features of the English language, to identify new vocabulary and to comprehend general and specific texts. Additionally, by means of dialogue the teachers have enabled their students to internalize the topics at hand effectively, and in turn, dialogue has promoted teachers and students interaction.

In summary, the investigated teachers' style can be characterized as an **interactive, dialogic and proleptic** approach of teaching.

5.2. Limitations and Suggestions for Further Research

Some limitations of this study can be pointed out concerning methodological and analytical aspects. These aspects need to be taken into account when interpreting the results.

Concerning the methodological aspects, at the beginning of this research my intention was to provide an overall view of the ESP teaching and learning process in the states of Santa Catarina and Paraná. To this end, I had planned to observe two ESP classrooms, one from Santa Catarina and one from Paraná and to interview the respective teachers. I had also planned to design questionnaires to be answered by public and private school teachers and students of Santa Catarina and Paraná States.

Classes were observed and interviews were done, however the number of questionnaire respondents was not enough to carry out a coherent analysis.

The first questionnaire was given to 22 students of the Extracurricular Course at UFSC and only 5 returned the questionnaires answered. Another tentative to achieve this purpose was carried out focusing on teachers' answers. Thus, a second questionnaire was given to 15 ESP teachers of Public and Private Institutions of Santa Catarina and Paraná States in order to identify how these teachers implement reading strategies in their classes. This time, I started by piloting the questionnaire with 5 teachers, however only 3 answered on time. Therefore, I decided not to go far with questionnaires due lack of time. As Wallace (1998) tell us, a questionnaire is an important source of information because through it researchers can cover large amount of data; however, it demands a lot of effort and is time consuming.

Due to the fact that the data collection and analysis of this study relies on the observation of only two ESP classroom contexts and on two teachers' interviews protocols, further studies in this area, that is, ESP reading strategic instruction, need to be developed.

Regarding analytical aspects, this study shows some evidence that the investigated ESP teachers' conceptions on reading instruction come from a fusion of their theoretical and experiential knowledge (Kinger, 1997; Gatenbonton, 1999; Telles & Osório, 1999 and Biazi, 2002). This study also shows some evidence of classroom centeredness approaches (see Palincsar, 1986; Antón, 1999; Donato & Adair-Hauck, 1992); however, these interesting topics related to teacher development need to be more deeply investigated.

The limitations of this study here outlined, may serve as suggestions and stimuli for future research in the ESP area.

5.3. Pedagogical Implications

Although the investigated teachers have different styles in instructing reading, (for instance, Gilmar is more top-down oriented and his classes are more student-centered, while Selma is more bottom-up oriented and her classes are more teacher-centered), both styles can be considered positive examples of reading strategic instruction through interaction. Therefore, it can be concluded that there is no simple recipe by which one can always teach reading to all students. Some students may benefit from more top-down instruction than do the others, or vice-versa. And some students may benefit more from having a student-centered class than the others may do, and vice-versa. Notwithstanding this diversity, it is possible for teachers to make principled decisions about reading instruction from observing students' linguistic and knowledge levels and also the learning context they are in, in order to help students accomplish reading comprehension tasks. This is in line with what Pearson et al. (1992) recommend about reading comprehension instruction:

Research conducted over the past decade has persuaded most reading educators that reading comprehension can be taught, either by setting up learning conditions in the classroom that enhance growth in comprehension or by teaching strategies for coping with text directly and explicitly (p.146).

It can also be suggested, then, that further studies of teacher education reading programmes can be pursued using Palincsar and Brown's (1984) *Reciprocal Teaching Technique* (see Review of Literature). According to John-Steiner and Mahn (1996) reciprocal teaching is:

an approach in which students and teachers take turns leading discussion about shared text to see whether structured dialogues foster a learning community. The teachers in these studies had a changing role. They shared with the students the well-defined tasks of questioning, clarifying, summarization, and predicting in order to construct text-based knowledge (p. 199).

By adopting the Reciprocal Teaching Technique (Palincsar & Brown, 1984), ESP or F/SL teachers would find a more interactive way of co-constructing textual understandings or general language knowledge in their reading classes, hence helping students to improve more their reading comprehension abilities.

5.4. Afterwords

This study certainly has not provided a definite description of the use the reading strategies in ESP classrooms, since only two classroom contexts were investigated and their teachers interviewed. Thus, much further research is necessary in order to extend this description, hence to provide a broader view of actual ESP teaching approach in Brazilian schools. Nevertheless, according to the suggested analysis presented so far, this study can offer some contributions to ESP classroom research.

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APPENDIX I

TRANSCRIPT CONVENTIONS OF CLASSROOM DATA

The following transcript conventions were coded by Gil (1999), who based on Hatch (1992):

| | |
|---------|--|
| [| overlappings |
| (()) | analyst's comments |
| + | pause |
| ++ | long pause |
| (xxxxx) | inaudible |
| : | long sound |
| CAPITAL | stressed word |
| ? | questioning intonation |
| T | teacher |
| S | unidentified student |
| Ss | students altogether |
| Re: | abbreviated name of identified student |

APPENDIX II

EPISODES 1-2 TRANSCRIPTS

Episode 1: Text Main and Secondaries Ideas (from Gilmar's audio and video taped classes – Nov, 1st 2001)

((teacher introducing the topic of the class by calling students attention to it and writing on the board: Idéia Principal e Idéias Secundárias /students talk freely)).

1.T: bom, (xxxxx) vamos voltar aqui ó+ é + é uma coisa que de uma certa maneira ou de outra a gente tem feito, né, mas eu não lembro se agente deu nome aos bois + né e a partir de hoje agente vai fazer de uma maneira mais consciente, de uma maneira mais elaborada ++ a gente vai atentar muito agora pra + quando lê em texto, tenta identificar qual é a idéia central do texto e a partir daí você identifica as idéias que dão suporte àquela idéia principal tá? então, por exemplo + se você vai encontrar um texto sobre a educação no Brasil né? digamos que no texto todo a idéia principal seja a FALÊNCIA DA EDUCAÇÃO mas dentro desse texto tem como uma idéia mais abrangente a forma de dissertação você vai ter várias sub idéias ++ uma delas é o baixo salário dos + é dos + professores né? uma outra delas pode ser pouco investimento das instalações + digamos assim ++ ou então nenhum uma hum dinheiro pra + como é que eu diria pra + infra estrutura pra pesquisa dentro da área e também pra + reciclagem de professor etc ++ então você percebe que se nós pegássemos um texto como esse + você tem uma idéia que é maior que seria a falência da educação ((teacher writes the word 'Educação' on the board)) você teria essa idéia + você teria várias outras sub-idéias + digamos assim idéias secundárias que vão dar apoio a isso aqui ((teacher points to word 'Educação' on the board while writes some possible secondaries ideas below it)) então + digamos que aqui você tivesse o quê? baixos salários+ aqui você tivesse o quê? falta de treinamento+ aqui você tivesse o quê? falta de infra-estrutura etc então você percebe que de uma maneira ou de outra toda vez que nós escrevemos ou lemos a gente sempre organiza o texto mais ou menos desse jeito ++ a gente tem uma idéia pra passar e tem uma tese pra defender + mas pra que agente faça isso a gente precisa de vários argumentos né? ou seja várias outras idéias + que são idéias secundárias certo? + então é a mesma coisa que + por exemplo no exemplo que vocês estavam observando que ((suddenly the teacher interrupts his instruction because a student enters the classroom / teacher and students talk few minutes about the student who has just arrived))

2.T: nós vamos ler um texto aqui é + é inédito que hoje tudo é inédito + e antes de a gente começar a ler este texto eu queria que nós pensássemos ((teacher writes on the board the word 'Educação')) a educação tá? eu queria que vocês tentassem predizer usando o conhecimento que vocês têm de Brasil e de mundo como é que você acha que seja a educação no Brasil e na Inglaterra né? tenta comparar esses dois países ++ na verdade eu queria que vocês fizessem o seguinte +++ ((teacher writes Brasil - Inglaterra below the word 'educação')) Brasil e England eu queria que você enumerasse os aspectos tá? + as idéias que você tem a respeito da educação no Brasil + eu queria que vocês fizessem isso individualmente e depois você tenta vê de que maneira essas idéias se relacionam na Inglaterra + por exemplo professores mal remunerados + isso é uma realidade nossa que é muito ++ batida já. né? você acha que a mesma coisa acontece na Inglaterra?

3.S: você vai dá um texto que fale sobre educação na Inglaterra?

4.T: hum hum

5. S: (xxxxx)

6.T: isso

7.Be: quer que a gente leia antes ou não?

8.T: não + não é pra lê antes + eu quero que nós TENTEMOS predize ou seja ANTECIPA o que a gente pode encontrar no texto tá? e essa antecipação ela advém de quê? só conhecimento que você tem ++ de uma maneira ou de outra você tem algum conhecimento ou então você acha que tem esse conhecimento + né? então nós vamos tentar fazer esse + essa atividade de predição e a partir daí a gente vai relacionar Brasil com a Inglaterra em quais pontos um difere do outro + resumindo + onde estão as diferenças entre esses dois países em relação a educação e onde estão as semelhanças tá? então aí o que nós poderíamos discutir? ++ salários ((teacher writes on the board some ideas to complete o the schematic table of the predictions)) ++que mais? vamos colocar idéias aí?

9.Ss: capacitação

- 10.S: [capacitação
 11.S.: acho que antes de salários eu colocaria situação econômica + eu acho mais
 12.T.: [situação econômica do país
 13.S.: investimento
 14.T.: [econômica do país + investimento geral da educação porque não e só é só salário + investimento geral
 15.S.: sistema político
 16.S.: lá não tem greve aqui tem todo ano
 17.S: sistema político
 18.T.: [eh + SISTEMA POLÍTICO
 19.Bth: escola pública escola particular
 20.T.: hum hum + greves + hum hum + ((writing)) sistema político + greves ah ah + bom aí vocês podem ficar a vontade pra + vontade ((laugh))
 21.Ss: vontade
 22.T.: eh
 23.S: (xxxxx)
 24.T: ((interrupting the activity and allowing students to discuss about the strike, which was taking place all around the Federal Brazilian Schools during that time / some minutes later))
 25.T: Bth não procure o texto + é o seguinte + eu vou explicar pras duas meninas que chegaram agora mas vocês já tão sabendo o que é pra fazer + vão fazendo aí individualmente +
 26.Bth: eu não tenho mais idéia do que + que mais que eu vou pensar
 27.T: não + eu quero que você + não eu quero que você pense +
 28.Bth: (xxxxx)
 29.T: não mas eu quero saber em relação o que você já fez até
 30.S.: ah + eu comecei (xxxxx)
 31.Ss: (xxxxx)
 32.T: tá a questão não é vigiar a página (xxxxx)++ você não tem nada que te permita fazer não + a predição a respeito de nenhum daqueles assuntos ali?
 33.S: (xxxxx) condição de trabalho capacitação também eu acho que tem muitos problemas
 34.T: pois é então você coloque aí entendeu + eu acho que tem problemas com a capacitação dos docentes ++
 35.Ss: (xxxxxx)
 36.Bth: uma coisa que sempre ouvi falar e que na Inglaterra tem a escola pública e particular
 37.T: hum hum
 38.S: inclusive tem a +
 39.Bth: que as crianças quando nascem já tem que estar inscritas numa escola +
 40.T.: hum hum + pois é então você vai colocando aí tudo o que você souber disso você vai enumerando + vai enumerando +
 41.Bth: (laugh)
 42.S: e aí professor?
 43.Ss: (xxxxx / laugh)
 44.S.: mas eu não faço idéia+ nunca li nada a respeito da educação na Inglaterra
 45.S: (xxxxx)
 46.Bth: mas eu também + sabe o texto? vou ler também pra (xxxxx)
 47.Ss: (xxxxx)
 ((teacher walks in a way of assisting students while they list the predicted items / some minutes later))
 48.S: teacher pode ver agora?
 49.T.: não não pode ver por favor se não acaba todo + o + é a mesma coisa que o amigo secreto que não é secreto
 ((students discussing the predictions in a low tone of voice / after some minutes))
 50.S: tô tentando fazer o que eu sei (xxxxx)
 51.T.: hum hum + tá ok?
 ((students go on discussing the predictions))
 52.Bth: ô (xxx) toda vez que eu penso na educação na Inglaterra eu penso naqueles colégios que estudam os + os príncipes (inaudible)
 53.T.: isso aqui é o (xxxxx)
 54.S: olha
 55.T & Ss: ((xxxxx) / laugh / they change the topic of the dialogue / after few minutes))
 56.T: bom + vamos ver aqui + o que é que vocês conseguiram até agora + a respeito de salário + o que é que vocês disseram?

- 57.Bth:: eu acho que é bem melhor do que no Brasil
- 58.S: bem MELHOR
- 59.Ss: (xxxxx)
- 60.S: mas eu acho que continua alguns problemas em relação a educação
- 61.Ss: (xxxxx)
- 62.T: ah ah
- 63.S: (xxxxx)
- 64.T: certo+ então você acha que + tem problemas também lá com salários só que obviamente em escala bem menor.
- 65.Ss: (xxxxx)
- 66.S: eu creio que sim
- 67.T: não (xxxxx)
- 68.S: (xxxxx)
- 69.T: tá + a questão da capacitação o que é que você acha? será que há mais investimentos na área de educação (xxxxx)?
- 70.S: acho que sim
- 71.S: há + sim
- 72.T: (xxxxx)
- 73.S: mais investimento
- 74.S: depende
- 75.T: depende que nível + né?
- 76.Ma: olha+ o mínimo que tenha + nós não temos nada+ o mínimo que tenha já é mais
- 77.T: ah ah+ bom +
- 78.S: o percentual destinado para a educação deve ser bem maior do que aqui
- 79.S: é + é
- 80.S: não +
- 81.S: é que + eu acho que na Inglaterra ou na Europa ou em geral + a 1ª infância de todos os que chegam à universidade até porque muitas pessoas do nível técnico + o salário tem uma boa remuneração
- 82.T: ah ah
- 83.S: tem condições dignas tem + então há + uma melhor posição (xxxxx) não sei o que você perguntou no início se era a formação universitária ((this student arrived late in the class)) acho que as pessoas que tem o mínimo de formação que equivaleria o nosso 2º grau aqui tem condições de se sustentar + criar seus filhos + né? (xxxxx)
- 84.T: é + é principalmente na área de tecnologia eles têm muito + né?
- 85.S: e eles são + auto-suficientes + e isso e eles são respeitados lá não é como aqui + veja o caso de um marceneiro + carpinteiro + é difícil sustentar ++
- 86.T: é + com certeza + é uma outra coisa também + é a questão do investimento da educação + alguma outra +
- 87.S: (xxxxx)
- 88.T: como?
- 89.S: não tá fazendo análise de uma maneira + geral não especificando 1º ou 3º grau de maneira +
- 90.S: mesma coisa que + eles importam intelectuais + o nível de presidentes intelectuais que deram aulas na Sorbonne.
- 91.S: brasileiros e indianos
- 92.Ss: (xxxxx)
- 93.S: que deram aulas na Sorbonne
- 94.S: [que eles importam tantos caras que + claro que +
- 95.S: há poucos dias eu li uma reportagem que dizia justamente essa questão que o pessoal ia daqui pra fora com bolsa de estudo + se destacava lá e eles não deixavam voltar ++ inclusive o governo criou uma lei impedindo que isso acontecesse +
- 96.T: pedindo que isso acontecesse?
- 97.S: não + não acontecesse (xxxxxx)
- 98.Ss: impedindo
- 99.T: [impedindo
- 100.Ss: (xxxxx)
- 101.S: professores hoje saem daqui + vão pra lá + dão aulas + ficam famosos + por exemplo + Milton Santos + que morreu + Fernando Henrique.
- 102.S: MORREU Fernando Henrique?
- 103.Ss: (laugh) não, + Milton Santos
- 104.S: não + mas ele deu aula na Sorbonne?

- 105.S: tá + ele deu aula na Sorbonne.
- 106.S: era Fernando Henrique eu li um livro dele ++ até citei num trabalho
- 107.Ss: (xxxxxx)
- 108.T: mas ele pediu pra você esquece tudo aquilo++ então lê outra coisa né ? na entrevista dele ele diz que “esqueçam o que escrevi” eu lembro dessa frase é + “esqueçam o que escrevi” + né? então +
- 109.S: (xxxxx)
- 110.S: porque eu já esqueci + devia ter completado
- 111.Ss: ((laugh))
- 112.T: é + porque eu já esqueci então não faz sentido vocês + lembrarem ++ bom+ esse exercício pra gente tenta predize é porque a gente vai lê um texto na pagina 64
- 113.Ss: ah +
- 114.T: tá + agora + digamos que nós vamos atingir agora um nível + digamos assim HIGH STATE + né? nós vamos atingir em nível mais alto agora + eu quero que vocês façam o seguinte
- 115.Bth: tanta coisa +
- 116.T: é esse texto + como vocês podem perceber é um texto relativamente +
- 117.S: grande.
- 118.T: [grande tá + então eu queria que nós fizéssemos da seguinte maneira + eu queria cinco minutinhos pra vocês fazer aquela leitura rápida e eu queria vê a impressão que vocês tem desse texto
- 119.S: cinco minutos?
- 120.T: é na página 64
- 121.Bth: cinco minutos e sem dicionário?
- 122.T: é + cinco minutinhos só pra vocês fazerem aquela leitura rápida + claro que eu não vou pedir pra você fazer aquela leitura detalhada + claro que eu não vou fazer isso + mas eu quero que você tenha uma idéia só pra você me diga o que é que você sentiu + é + passando a vista nesse texto em cinco minutos + tá? vamos vê aí + alguém que + tá marque ai cinco minutinhos tá + só pra gente vê isso bem rapidinho aí ((after five minutes)
- 123.S: professor os cinco minutinhos passaram
- 124.T: é + qual é a sensação que vocês tiveram desse texto?
- 125.S: analfabetismo.
- 126.T: analfabetismo + podem ficar bem + podem ficar bem à vontade pra falar o que quiserem sobre analfabetismo
- 127.Ss: (xxxxxx)
- 128.T: mas Ma. com o que você leu? qual foi a impressão? é + o texto tá muito difícil? tá muito além do seu conhecimento? tá + tá difícil pra perceber o que +
- 129.Ss: tá.
- 130.Ss: (xxxxxx)
- 131.S: a evasão de professores da escola.
- 132.T: a evasão de professores da escola ++ deu pra perceber isso no texto
- 133.Ss: é (xxxxxx)
- 134.T: mas não fala da formação de professores + tá vendo? que mais que a gente percebeu nesse texto?
- 135.S: Salário +++
- 136.S: falta de carreira profissional
- 137.T: a falta de carreira profissional
- 138.S: a saída deles para outras profissões +
- 139.T: a saída deles para outras profissões + perfeito + que mais?
- 140.S: problemas relacionados com salários
- 141.T: [problemas de salário + né?
- 142.Ma: cita a pesquisa
- 143.T: [cita a pesquisa
- 144.S: diversos especialistas tem + não sei o que +
- 145.T: é +
- 146.S: linha 13?
- 147.S: não existe.
- 148.S: na linha 13 no final
- 149.S: no final da linha 13 não existe profissionais
- 150.T: na linha 13 ++ especializados eu acho que em português a palavra seria especializados+ né? Professores de português ao menos lá no Recife + professores de português só ensinam português e NÃO como em inglês que TODO MUNDO ensina inglês nas escolas + né?
- 151.S: (xxxxxx)

- 152.T: não porque é assim nas escolas que tem 2º grau + faltou um professor de biologia + seja lá o que + nunca pode substituir + mas o professor de inglês pelo menos aconteceu muito comigo + professor era da área de geografia + não (xxxxx) faltou um professor de biologia + hi você não pode de jeito nenhum + mas faltou um professor de inglês então pode um de matemática + pode ir qualquer um lá e + é só para ensinar o verbo 'to be' mesmo + ou então falta um de inglês e manda a professora de + sei lá + de ciências ++
- 153.S: de artes
- 154.T: é + sabe educação artística? pronto + já que tu sabe educação artística vai dá uma aula de inglês né?
- 155.S: quem quiser conhecer o folclore
- 156.T: é uma pena que essa área seja assim desse jeito né? e eu nunca vi um professor de matemática ser substituído um professor de português então + né + se vocês viram +
- 157.S: mas se o professor gosta
- 158.T: pois é mas inglês deveria ser também + professor é uma pessoa que nós + (xxxxxx) bom, isso é que é ser especializado + né? nesse caso + o que mais?
- 159.S: que nas escolas primárias tem que mandar as crianças embora pra casa por falta de professor
- 160.T: olha só ++
- 161.S: (the same student) é que nas escolas secundárias + a impossibilidades substituir um outro professor pode significar que o individuo pode ter seu horário cortado.
- 162.T: ah ah + você pensou que também na Inglaterra os alunos vão pra casa por falta de professores?
- 163.Ss: não
- 164.S: nem imaginei isso + nem que os professores trocassem de profissão por causa de baixos salários+
- 165.T: correto
- 166.S: (xxxxx)
- 167.T: entendeu? na verdade é que nós temos + e mostra da pesquisa + de quantas escolas?
- 168.S: cento e cinquenta e sete
- 169.T: entendeu? eu acho que uma pesquisa dessas + é muito + abrangente, né?
- 170.S: 157 escolas? é um bom (xxxxxx)
- 171.S: é + se bem que Londres é um mundo + mas é +
- 172.Ss: (xxxxx)
- 173.T: eu juro pra vocês que eu não lembro se no texto fala sobre a localização geográfica dessas escolas + né? não sei mais da pra gente ter uma idéia de ++ é muito abrangente eu acho que isso aqui não é bairro (xxxxx) bairro rico ou bairro +
- 174.S: esse texto é de 87.
- 175.T: 87 + bom + em termos bem gerais como é que nós poderíamos dividir esse texto + em quantas partes?
- 176.S: três
- 177.T: em 3 partes ++ a primeira parte começa aonde e vai até aonde?
- 178.S: de teachers
- 179.S: de teachers + e vai até teachers
- 180.T: [de teachers e vai até teachers certo? e a segunda parte?
- 181.S: de 15 a 30
- 182.S: [de 15 a 30
- 183.T: e a última parte?
- 184.Ss: da linha 31 a 48.
- 185.T: tá é + .quem conhece nessa sala aqui a palavra "vacancy"? ++ vacancy + quem conhece?
- 186.Si: eu acho que é VAGA + como é que é férias?
- 187.T: é + eu acho que é vaga + férias
- 188.Ss: (xxxxxx)
- 189.T: que é que você acha + vocês aí da esquerda?
- 190.S: (xxxxxx)
191. Mar: eu pensei que era vantagem.
- 192.Ss: (xxxxxx)
- 193.T: vantagem +
- 194.S: (xxxxxx) não é a conclusão?
- 195.T: conclusão? que você acha? ++ quem acha que é vaga?
- 196.S: ...um monte de problema + só pode né? + um problema bem grande aqui deve ser
- 197.Ss: (xxxxxx)
- 198.S: pra mim seriam problemas
- 199.S: poucas vagas

- 200.T: seriam vagas + agora eu queria vê + eu queria vê como é que você chegou a vagas + que você acha? Márcia + como é que você achou?
- 201.Mar: porque aqui ó + faltam (xxxxxx) tem muitas vagas + (xxxxxxx)
- 202.T: tá é + e deixem-me vê + Simone + porque é que você achou que eram vagas? + pelo mesmo motivo?
- 203.S: não + porque eu já tinha (xxxxxx)
- 204.Bth: eu já vi essa palavra + em filme + em hotel motel + que não há vagas
- 205.T: no vacancies
- 206.Ss: (xxxxxx)
- 207.T: tá bom ++ bom + já que temos uma idéia geral do texto + é +
- 208.S: é conhecimento do mundo
- 209.T: é conhecimento de mundo muito importante + é + você acredita que o texto como um todo ele é pessimista ou otimista?
- 210.S: pessimista né? + porque eu pensei que fosse vantagem + mas é tudo pessimista
- 211.S: o problema é que +
- 212.T: (xxxxxx)
- 213.S: (xxxxxx)
- 214.S: você nunca traz um texto que é otimista
- 215.T: é + eu vou ter que trazer é +++ o valor do sorriso + tem um que eu já trabalhei +++
- 216.S: a paz + (xxxxxx)
- 217.T: a paz é + aquele + (xxxxxx)
- 218.Ss: (xxxxxxx)
- 219.T: bom + uma outra coisa que eu queria perguntar pra vocês + aonde é que apareceu este texto?
- 220.S: este texto apareceu +
- 221.T: aonde é que apareceu esse texto?
- 222.Ss: The London Standard
- 223.T: The London Standard + e o que é the London Standard?
- 224.S: deve ser uma revista
- 225.S: deve ser uma revista +++ na página 9
- 226.T: na página nove do london standard em 1900 e +
- 227.S: e 87
- 228.T: 87 né? London Standard?
- 229.S: (xxxxxx)
- 230.T: ah + agora você me pegou (xxxxxx)
- 231.S: é um periódico
- 232.S: deve ser um jornal + um (xxxxxx).
- 233.T: deve ser uma revista (xxxxxx) é + quem escreveu esse artigo?
- 234.S: foi David Shaw
- 235.T: foi David Shaw + tá + é + eu queria que vocês fizessem o seguinte é + dividissem esse texto em três partes (xxxxxx) e eu queria que vocês dividissem a turma também em três partes ++ deixa-me ver + aqui 1+2 +3 + 4 + sobrou um + fiquem vocês quatro (xxxxxx)+ fiquem vocês quatro aqui com +((dividing the class in triads / few minutes latter))
- 236.T: basicamente eu quero que vocês façam um esquema da parte de vocês ++ dentro do que vocês viram eu quero que vocês me venham com um esquema + você pode fazer do jeito que você quiser + de modo que seja bem claro + por exemplo ((writing 'vagas' on the board and pointing to the word) você tem isso aqui como idéia principal do teu parágrafo + é + quais são as idéias secundárias que falam das VAGAS + aí nós temos + aí você vai lê o que é que tem mais duas idéias secundárias + é vagas no ensino médio + é vagas no ensino tecnológico + já foi mencionado + vagas na universidade + entendeu? queria que vocês fizessem em esquema e mostrasse pra gente como foi que você esquematizou seu texto+ daquele jeito a idéia maior vai encima e as idéias de suporte em baixo + (xxxxxx) aí eu queria que vocês fizessem de modo a apresentar aqui no quadro para que nós pudéssemos discutir + viu?+
- 237.Ss: ((starting doing the activity)

Episode 2: Outputting Data (from Selma's audio and video taped classes -Apr, 16th 2002)

1.T: então gente a unidade que nós vamos trabalhar agora + 'OUTPUTTING DATA' ++ se vocês lembram + na unidade 4 nós trabalhamos com 'INPUTTING DATA' ++ agora estamos com outputting data + baseado naquilo que nós vimos na unidade 4 (xxxxx) o que vocês imaginam que vocês vão estar lendo?

2.Ss: (xxxxx)

3.T: qual o assunto?

4.Ss: (xxxxx)

5.Ss: a impressora (xxxxx)

6.S: monitor interior

7.T: monitor interior?

8.S: dados de saída

9.T: ah + dados de saída + mas monitor e impressora me parece + são exemplos +

10.Ss: saindo dados

11.Ss: (xxxxx)

12.T: ahx+ ah + tá saindo dados, + vamos melhorar um pouco isso

13.S: dados de saída

14.T: tá + então vejam bem dados de saída + mas isso se refere ao tipo + sem ser apenas a tradução do título + eu tô perguntando pra vocês o que que vocês imaginam que vamos estar lendo baseado num título assim + que também está baseado no título que nós vimos na unidade anterior que era + INPUTTING DATA

15.S: mas vai ficar +

16.T: mas vai ficar o quê?

17.Ss: (xxxxx)

18.T: ah + ah vai ficar através + como funciona + ah + se vocês fossem pensar na estrutura ou se vocês tivessem que escrever + é + o próprio + paper em cima disso + assim né + uma redação com um título assim + vocês começariam por que parte?

19.S: pela introdução

20.T: e na introdução meu bem + o que você apresentaria?

21.S: pode falar ((a colleague incentivates other colleague to speak))

22.S: dispositivo de saída

23.T: você iria direto pra eles ++ alguém faria diferente?

24.S: eu começaria por falar aonde que eles estão

25.S: onde?

26.T: o que eles são

27.S: [o que eles são

28.T: {o que eles são + de onde eles vem + por exemplo? são três formas diferentes de apresentação + se vocês pensam isso na hora que lêem o título vocês podem tá imaginando o que que vocês vão encontrar e de repente + é + haver é + uma coincidência com o pensamento de vocês nesse sentido ++ inclusive em questão de ordem ++ gente nós comentamos no início das aulas sobre estrutura textual + eu falei pra vocês que nós temos eh + textos com a estrutura diferente como por exemplo ++ problema solução causa consequência + né? então a gente discorreu brevemente sobre isso e eu acho importante ao estarem fazendo a leitura estarem lembrando disso também + a gente começa com o título assim INPUT + OUTPUTTING data quer dizer ++

29.S: dados

30.T: [dados + de saída de repente + então eh + produzindo dados +né + internamente + aí vocês pensam de repente um texto desses vai apresentar que tipo de informações? um falou + exemplos outro falou + o quê + você que falou ((pointing to a student)) eh o que + que seria? e você?

31.S: da onde vem?

32.T: [da onde vem + você ainda tinha sugerido como + né? então de repente se vocês tem essas idéias vocês também podem pensar que o texto vai ter uma estrutura né? ele vai apresentar pra vocês + de repente alguma + dessas suas idéias + isso é importante como eu já falei pra vocês na ativação do conhecimento prévio + o que vocês já conhecem a respeito ++ e aqui + nesse assunto pelo que vocês já estudaram o que vocês sabem a respeito? já tem estudado a esse respeito? OUTPUTTING DATA?

33.Ss: a saída de dados

34.T: a saída de dados + já estudaram o quê a respeito?

35.Ss: as várias formas

- 36.T: as várias formas
 37.S: impressora monitor
 38.T: [a impressora monitor + e assim por diante né? mais alguma idéia + contribuição? como + Ric.?
 39.Ric: (xxxxx) escrever é mais interessante
 40.T: ((laughing)) interessante + estar ativando o que você sabe + que você tenha a respeito + alias é na hora que você vai ler o texto essas idéias que você por ventura teve elas podem ser confirmadas + podem ser corrigidas e podem ser complementadas ++ e tudo isso faz parte da estratégia de leitura e da + aquele aprendizado que a gente tá fazendo através da + leitura que você vai buscar informações + né? então se vocês percebem eh + esse espaço no momento de ler vocês com certeza vão tá ganhando mais + vamos ver se confirma de repente essas idéias que vocês tiveram a respeito eh + de exemplos + o que é + como funciona + essas 3 sugestões + vamos ver então + ah + há necessidade de explicação em relação do título ou do 'ing' como está acontecendo ali? ou vocês já tão eh + por dentro? Lu. + tudo bem?
 41.Lu: eh + na verdade (xxxxx)
 42.T: [lembra-se que o 'ing' nem sempre vai estar representando aquele 'ndo' que você vê né + do português né + então + a gente viu como adjetivo como substantivo e como verbo ++ aqui nós podemos também pensar eh + ah + a saída de dados né + como se fosse substantivo + ok? + então vamos analisar agora + esse primeiro parágrafo + pelo menos aqui na + não é o do livro + corresponde ao + slide + dêem aquela lida superficial fazendo o skimming o scanning, verificando o vocabulário conhecido + os cognatos + né + e tentem ver se vocês identificam qual é o ASSUNTO desse parágrafo + com essa leitura superficial
 43.S: tá falando sobre entrada
 44.T: [sem parar naquelas palavras desconhecidas+ né + já que a gente tá trabalhando assim +
 45.Ive: o que é (xxxxx)
 46.T: claro (xxxxx) + então + alguma idéia que vocês já podem passar só com uma leitura assim?
 47.S: o título
 48.T: o título
 49.S: o que é (xxxxx)
 50.S: o que é e onde é representada
 51.T: ah + então aquela informação que eu passei pra vocês e baseado no título o quê que vocês acham que o texto vai apresentar? a idéia do + ((pointing to a student))
 52.Ss: Ric.
 53.T: a idéia do Ric.+ Ric. isso + ah tem outro Ric.
 54. S: aquele é o outro
 55.T: ah ((laughing)) aquele é o outro ++ tá bom + então a idéia do Ric. + de repente foi a primeira que apareceu aqui + o que é? + tá explicando o que né? tá explicando de repente o que é + vamos confirmar então? the output + vejam bem + the output of a computer is information + tudo bem até aqui? cognatos que temos palavras conhecidas +
 56.Ss: (xxxxx)
 57.T: ah ah. + is information that + the computer generates + tudo bem? o verbo generates é meio parecido com o português + tá claro? Gerar + né? e aqui esse 's' tá indicando o que Ric.?
 58.Ric.: presente
 59.T: presente + olha nem precisa mais tanto a terceira pessoa vocês tem que perceber que estamos trabalhando no presente né + so + ah + the computer generates as a result como resultado + of its calculations.+ agora eu pergunto pra vocês calculations eh + tranquilo pra entender né? + aí na palavra 'its' que vocês tem ali
 60.S: esse
 61.T: hum? não + esse é possessivo
 62.S: esse
 63.T: esse seria um pronome demonstrativo
 64.Ss: e este?
 65.T: possessivo – dele + seu + de repente por aí + então eh + a informação que o computador gera como resultado + de?
 66.S: seus cálculos
 67.T: de seus cálculos + seus de quem?
 68.S: do computador
 69.T: YES + do computador + então referência referente++ questionando + de quem estamos falando? + de seus cálculos + cálculos de quem?
 70.S: do computador
 71.T: exatamente + do computador + computer output ((reading)) aqui as palavras sublinhadas representam um grupo nominal + lembrem-se que no grupo nominal vocês vão ter normalmente + vão ter

a última palavra como + núcleo ++ num entendimento ou numa tradução se necessário vocês vão ter que ver a posição natural do contexto então + computer output + yes? may + lembram-se do verbo may?

72.S: pode

73.T: [podem + aliás a possibilidade né? may be gente + agora + um instante aqui either-or + quando vem acompanhado dessa forma either daí vem alguma coisa e or lá pra frente entendemos como? + ou...ou. + aqui não é a mesma palavra + bom isso é uma outra questão da formação da língua + nós temos que entender 'either' quando logo seguido de 'or' tem a idéia de ou-ou, certo? então vejam bem + ((reading)) may be either printed on paper, + tudo bem? Print vocês já sabem qual o verbo quando tem o 'ed' também né?

74.S: (xxxxx)

75.T: ok? + printed on paper + displayed

76.S: mostrado

77.T: mostrado + exibido ah ah + on a terminal + or

78.Ss: armazenado

79.T: sorry?

80.Ss: armazenado

81.T: [armazenado

82.Ss: (xxxxx)

83.T: aonde?

84.S: no disco magnético

85.T: ok + ah + vejam a inversão que a gente tem que tá fazendo +ok? + ali eu só to ressaltando o pronome que a gente tá vendo pra fazer a referência +++++ ((managing the data show equipment))

86.T: vocês perceberam que neste primeiro parágrafo aqui a introdução fala né + o Cassiano falou que ele começaria pela introdução + a introdução falou sobre o quê?

87.S: (xxxxx)

88.T: o que é de + forma geral + eh + daí tem outros exemplos aqui + como podemos conseguir né + output + printed on paper + displayed on a terminal ou on a magnetic disk ++ quando a gente viu isto + essa seqüência por exemplo de exemplificação no outro texto + ah + nós percebemos que + na seqüência do texto vem uma explicação às vezes de cada termo ++ passem os olhos agora nesse outro parágrafo e vejam se tem alguma coisa nesse sentido+ tentem observar + primeiro aquela leitura superficial + qual o assunto do próximo parágrafo?

89.S: características do que foi citado acima né?

90.T: ah + características do que foi citado acima + então ele citou exemplos e aqui vai exempli + vai explicar os exemplos aliás + vamos ver se é isso + depois de uma leitura que a gente vai tá fazendo vocês vão + confirmar o que eu falei né? corrigir + vamos ver então na seqüência ((reading)) one way + o que é way?

91.S: caminho

92.T: caminho, modo, maneira, forma né? tem várias + idéias possíveis + sublinhado aqui e aqui gente + o quê que isso lembra para vocês? 'ado' e o 'ing' alguma lembrança?

93.Ss: (xxxxx)

94.T: é + não tô pedindo tradução +++++ preposition + quando seguido de verbo + pede que o verbo venha + no 'ing' com 'ing' sem obrigatoriamente estarmos dando essa tradução ao verbo + beleza gente? + ah + eu nesses dias aqui estou marcando isso pra vocês virem fixando + não temos esse paralelismo na língua portuguesa por isso pode causar estranheza + vocês vão se acostumando com as estruturas né? + vão ter mais facilidade pra entender o texto+ então ((reading)) one way of generating + vimos já o verbo generate + tudo bem? ((going on reading)) good quality printed output + é um grupo nominal inteiro + qual é a palavra chave desse grupo nominal?

95.Ss: (xxxxx)

96.S: output

97.T: não quero tradução + quero palavra CHAVE + qual é o núcleo?

98.S: output

99.T: output

100.S: (xxxxx)

101.T: no + quem dá mais?

102.Ive: (xxxxx)

103.T: [Ive. + YES ((teacher acknowledges the student in French because he can speak French a little)) o output é o que nos estamos falando + é a palavra principal

104.Ss.: saída

105.T: [do grupo + e as palavras que vem acompanhando estão dando uma modificação que nós vimos lá pra trás como modi-fi-ca-dores + lembram? então são palavras que de certa forma vão qualificar a palavra output + então que tipo de output nós estamos falando?

106.Ss: impressora

107.T: printed

108.S: impressos

109.T: impressos né + e de que forma eles são impressos?

110.S: de boa qualidade

111.T: de boa qualidade ++ então vejam bem + a palavra chave que nós temos aqui é output + as outras estão acompanhando + em inglês precedem tão indicando qualidade + nesse caso assim não só qualidade tá indicando é ++ como é que a gente fala assim é + condições do que está sendo falado + então ((reading)) one way of generating good quality printed output + estão acompanhando? to use. +++ tudo bem? Is to use a converted electric typewriter ai ai ai + então cuidem lá ++ esse grupo nominal que está sublinhado é o grupo nominal + a palavra principal usualmente é (xxxxxx) + então ficamos com typewriter + e o que seria typewriter?

112.S: (xxxxxx)

113.T: type é uma palavra composta que vocês tem ali + write vocês conhecem né? + digitar + e writer? é do verbo escrever + chegam a alguma conclusão será do que seria uma typewriter?

114.S: typewriter + máquina de escrever

115.T: é uma máquina de escrever + é uma máquina de escrever ++ às vezes as palavras são compostas assim gente tendo o significado de uma e da outra consegue chegar ao + seu significado + às vezes + que tipo de máquina de escrever estamos falando?

116.Ss: elétrica

117.T: elétrica

118.S: convertida

119.T: convertida + uma máquina de escrever elétrica convertida + tudo bem? aqui + output is to use as a converted typewriter + sometimes + tudo bem?

120.S: e o using?

121.S: usa

122.T.: usando ou o que usa de repente ah + using this + usando isto + isto o quê? algumas vezes no sistema usando isto

123.S: (xxxxxx)

124.T: usando?

125.S: o convertor elétrico

126.T: o convertor elétrico + referência e referente ++ deixa eu ver esses meus efeitos especiais aqui

127.Ss: ((laughing and clapping hands to teacher's typing special effects (xxxxxx))

128.T: eh + pra colocar aqui no texto três

129.S: quatro

130.T: quatro ++ então systems using isto + isto o que acabamos de + né + citar + will allow the keyboard to be used

131.S: [will allow

132.T: gente vejam bem tá sublinhado aqui pra lembrar vocês sobre o 'will' como verbo auxiliar

133.Ss: futuro

134.T: futuro + exatamente + tem tradução?

135.S.: não

136.T: o que significa?

137.S: (xxxxxx)

138.T: tá ok + é o próximo verbo digamos né + que às vezes existe uma palavra no meio + então que o verbo vai estar no futuro + então desta forma ele não tem tradução + ele diz que esse verbinho aqui ((pointing to the verb 'allow')) está no futuro + então + will allow é às vezes você nem sabe o que é allow + mas pelo menos tem a idéia do contexto gramatical estando no futuro + allow é o verbo permitir + então + algumas vezes estamos usando isto 'will allow' quer dizer ++ permitirão e the keyboard + tudo bem? já vimos a palavra ++

139.S: teclado

140.T: to be used é uma expressão aqui que vamos falar (xxxxxx)

141.S: teclado usado

142.T: que é usado para? enter information?

143.Ss: entrada de informação

144.T: entrada de informação as well que é uma expressão que quer dizer? também + YES + as well isoladamente quer dizer

145.S: também

146.T: se você for pegar a palavra 'as' você tem a idéia do todo, de tão e 'well' quer dizer bem ++ às vezes não fecha mas 'as well' no final da frase tem a idéia do também + ((reading)) the well known types of printers + e aqui? eu sublinhei aqui pra nós vermos esse grupo nominal + qual a palavra principal?

147.Ss: (xxxxxxx) 'tape'

148.T: a palavra 'type' é a principal + mas também é cognata + tudo bem? gente + só um pouquinho + vejam bem aqui + nesse momento ((pointing to two different uses of the word 'type' in the text which is displayed on a screen)) eu falei que type + era digitar e aqui types é a mesma palavra? o que que significa?

149.S: digitadores

150.S: tipos

151.T: tipos + então vejam bem +digitadores seria typist

152.S: tipos de impressora

153.T: tá + muitas vezes nós vimos lá + no início das aulas as mesmas palavras com significado diferente

154.S: [tipos de impressora que

155.T: vocês tem que tomar cuidado para perceber conforme o contexto qual o significado

156.S: tipos de impressora

157.T: então os tipos + das impressoras e well known aqui + tudo bem?

158.Ss: bem

159.T: gente + eu vou dar uma dica aqui pra vocês (teacher calls students attention) know – knew-known

160. S: são tipos de impressora

161.T: [de repente vocês lembram?

162.Ss: know – knew – known

163.S: saber

164.T: do verbo saber + exatamente do verbo saber na terceira coluna vocês tem known

165.S: (xxxxxxx)

166.T: e a terceira coluna do particípio + lembra Ric. o ado, edo + informado perguntado trabalhado + de repente aqui em relação ao verbo saber como é que é em português?

167.S: conhecido

168.T: conhecido + porque o verbo know + conhecer também né + então como é que ficamos aqui? the well known types of printer + ficou claro?

169.Ss: (xxxxxxx)

170.S: são

171.Ss: (xxxxxxx)

172.T: o que é que é printer?

173.Ss: impressora de linha

174.S: [impressora

175.T: tá + daqui até o final nós estamos falando em printer printer printer ((showing that the word 'printer' is used repeated times in the paragraph))++ vocês tem ali depois dos dois pontos + o quê?

176.S: tipos

177.T: tipos exemplos+ lembrem-se de que a pontuação te dá uma dica do que vem a seguir + dois pontos normalmente temos uma explicação ou exemplos + certo? então aqui vocês vão ter exemplos + do quê?

178.Ss: de impressoras

179.T: de + as impressoras são é + bem conhecidas + line printer + que tipo de impressora?

180.S: matricial

181.T: matricial?

182.S: (xxxxxxx)

183. T: e + dot-matrix printer?

184.Ss: essa é matricial

185.T: essa é matricial + então é + line é?

186.Ss: linha

187.T: linha, a impressora de

188.S: de linha

189.T: de linha + exato + impressora de linha ah +

190.Ss: (xxxxxxx)

191.T: daisy wheel printer gente + conhecem a palavra daisy?

192.S: roda

193.T: wheel é roda e daisy é? é + a namorada do Donald

- 194.S: margarida
 195.T: YES
 196.S: (xxxxxxx)
 197.T: daisy é margarida + já ouviram falar da margarida?
 198.Ss: não
 199.T: nas máquinas elétricas
 200.Ss: (xxxxxxx)
 201.T: em função das margaridas + então tá aqui +
 202.T & Ss:(xxxxxxx)
 203.T: dot-matrix printer + que tipo de impressora?
 204.Ss: matricial
 205.T: eletrostatic printer?
 206.Ss: (xxxxxxx)
 207.Ss: eletrostática
 208.T: laser printer?
 209.Ss: a lazer
 210.T: gente agora depois de lido + qual foi o assunto (xxxxx)?
 211.Ss: impressoras
 212.T: como é que vocês + as impressoras?
 213.Ss: (xxxxxxx)
 214.S: dispositivos de saída
 215.T: dispositivos de saída. + só impressoras + na verdade impressoras são exemplos + Na verdade está falando o quê? + na geração de output + ia exempli +
 216.S: [ia exemplificando
 217.T: [ia exemplificando como? então como gerar output ++ através do quê né?
 218.Ss: (xxxxxxx)
 219.T: ok + vamos lá continuar assim + novamente eu peço pra vocês passarem os olhos assim superficialmente e tentar identificar (xxxxx) qual o assunto
 220.S: (xxxxxxx)
 221.T: qual é o assunto desse parágrafo?
 222.Ss: (xxxxxxx)
 223.T: como?
 224.Ss: terminal do computador
 225.T: terminal do computador + vamos fazer assim ++ o início do parágrafo nos dá muita informação + não tomem isso como regra geral mas aqui (xxxxx)
 226.S: dispositivo de entrada
 227.T: dispositivo de entrada é + terminal + vamos dar uma olhada + então verificar o que realmente nós temos aqui.
 228.S: tudo bem
 229.T: YES + a computer terminal + grupo nominal (xxxxxxx) is an input + output device + agora a palavra device já apareceu + é?
 230.S: dispositivo
 231.T: dispositivo de que tipo?
 232.S: de entrada e de saída
 233.T: de entrada e de saída + lembrem-se sempre dessa inversão de entrada e de saída + whereby a user is able to communicate. whereby (xxxxx), where + onde ++ by?
 234.S: por
 235.T: por onde através do qual + user gente?
 236.S: usado
 237.T: usado seria used com 'ed'. aqui eu marquei aqui pra vocês começarem a se ligar com SUFIXO gente. + às vezes alteram modificam a função da palavra ou o seu significado ++ então o usuário is able to communicate + vamos + be able?
 238.S: (xxxxxxx)
 239.S: é capaz
 240.T: é capaz + é abilitado + é capaz ++ to communicate é cognato + tudo bem?
 241.S: (xxxxxxx)
 242.S: é a capacitação de diretório
 243.T: lembram directly
 244.S: diretamente
 245.T: então directly + diretamente with a computer +

- 246.S: ao computador
- 247.T: muito bem + eu daqui pra frente tô sublinhado também esse sufixo que nós temos + vejam bem + nós temos de repente o verbo to compute + seria computar + vocês vão ter o 'er' + computador + aquele que consulta. + used gente nós temos como verbo usar + user com o sufixo seria aquele que usa seria o usuário ++ já comentei com vocês em aulas anteriores como dream +sonhar e + dreamer?
- 248.Ss: sonhador
- 249.T: write + escrever + writer?
- 250.S.: escritor
- 251.T: escritor + drive + dirigir + driver?
- 252.S: dirigidor
- 253.T: dirigidor + ok + devem fazer a tradução errada ((laughing)) agora atenção + apareceu na aula passada faster
- 254.S: rápido
- 255.T: mais rápido ainda ++ aí é a mesma terminação gente mas com outro significado + então +só pra gente tá relembrando
- 256.Ss: (xxxxxx)
- 257.T: muito bem + vocês tem ah + o verbo use
- 258.S: use
- 259.T: junto ao verbo vocês tem esse sufixo+ às vezes é o 'r' ou então é o 'er' + significa aquele ou aquilo que faz a ação +aquele que usa é o ?
- 260.Ss: usuário
- 261.T: [usuário, certo? a gente já analisou isso + vimos também a idéia do fast no livro que é rápido e ao mesmo tempo
- 262.S: fast é rápido?
- 263.T: vimos o 'er' como sufixo tem a idéia
- 264.Ss: mais rápido
- 265.S: mais
- 266.T: mais ++ exatamente + essa tradução +(xxxxx) certo? então nós temos que estar atentos quando vocês encontram esses sufixos eles são iguais + mas se for no verbo tem a idéia daquele ou aquilo que faz a ação se for junto ao adjetivo a idéia é de superioridade + mais que alguma outra coisa + tá?
- 267.Ss: (xxxxxx)
- 268.T: então to communicate directly with a computer + tudo bem até aqui? a terminal must ++ gente 'must' + (xxxxx) verbos 'can' + 'may'
- 269.S: [professora que é esse 'must'?
- 270.T: (xxxxx) temos o 'must' lembram?
- 271.S: o verbo pode
- 272.T: pode é o 'can' e o 'may' + must
- 273.S: deve
- 274.T: must é o próprio deve ++ exato + no sentido de uma obrigação
- 275.S: (xxxxxx)
- 276.T: EXATO + uma obrigação + uma necessidade + gente + nós temos um grupo de verbos + que eu diria que são + de modo básico + grupo de sete verbos + fácil de vocês gravarem e + que vão estar aparecendo sempre entre eles ++ Vimos o 'can' + o 'may' e o 'must' até então + neste texto nós vamos encontrar mais uns + mas por enquanto é só isso verbo verbo poder + verbo poder + verbo do (xxxxx) tá sem entrar em detalhes agora mais + pra vocês estarem gravando este vocabulário que vai tá sempre presente tá ok? well a terminal must have + tudo bem? a keyboard + tranquilo? so that de modo + para que + the user + ah ah + can?
- 277.S: (xxxxxx)
- 278.T: possa + adaptação aqui do tempo português possa ++ type of instruction?
- 279.S: tipo de função
- 280.T: acabamos de ver que type digitar e in é dentro como é que fica isso?
- 281.S: digitar fazendo instruções
- 282.T: digitar fazendo instruções não dá + então cuidado gente + muitas vezes vão encontrar + ah! + nos textos que vocês estão lendo um verbo que vem com a partícula ++ nem sempre essa partícula pode ser traduzida isoladamente do verbo né + vocês vão ter que entender ++ muitas vezes a partícula que acompanha o verbo muda o seu significado completamente ++ isso que nós vamos estar analisando está no decorrer do livro + neste mesmo texto acho que nós vamos ver mais exemplos ((teacher calling students attention))
- 283.Ss: ((laughing))

- 284.T: the user can type in + type in? digitar para dentro também fica desnecessário para nós ++ então apenas type instruction and input data isso que ele pode também fazer and input data + tá claro pra vocês? entrada de dados né? and + a means of displaying output? a means of + gente? alguma idéia? no meio de 'means' se alguém conhece é a sua + (xxxxxx)
- 285.S: meio?
- 286.T: ficaria ++ é meio de + a means of displaying output + of + ing + seria + lembram do assunto? preposição também já vimos né quando vem em seguida do verbo obrigatoriamente leva os verbos para +++
- 287.S: o que é que é display?
- 288.S: mostrar
- 289.T: que display o quê?
- 290.S: mostrar
- 291.T: então é um meio de +
- 292.S: mostrar +
- 293.T: [mostrar + de exibir + o output + meio de mostrar o output + de saída né + o resultado + such as? vimos agora pouco ++
- 294.S: tais como
- 295.T: tais como né + como? a CRT screen + aqui explicando apenas television ++ CRT?
- 296.Ss: (xxxxxxx)
- 297.T: como? Cathodic Ray Tube + tubo de raio+
- 298.S: catódico
- 299.T: exata +++ católico?
- 300.Ss: ((laughing))
- 301.S: catódico
- 302.T: ok ok + catódico né? é Ric. né? então +
- 303.S: o que é isso professora?
- 304.Ss: (xxxxxxx)
- 305.T: o tubo de raio catódico é o tubo que você (xxxxxxx)
- 306.Ss: (xxxxxxx)
- 307.T: tubo de imagem
- 308.S: ele é composto de que professora?
- 309.T: de raios catódicos
((the instruction is interrupted for few minutes))
- 310.T: agora voltando ao assunto novamente (xxxxxx) such as + 'tais como' + gente + 'tais como' + indica que vem?
- 311.S: exemplos
- 312.T: exemplos né + alguém tinha falado (xxxxxx)? você espera +
- 313.S: a tela
- 314.T: [a tela de + tubo de raio catódico + ponto + today personal computers PCs yeah? ++ are often, lembram o que é often?
- 315.S: não
- 316.T: freqüentemente + com freqüência + used ?
- 317.S: usado
- 318.T: [tá, usado + exato + as terminals + o 'as' aqui que é importante + on larger computers
- 319.S: como um grande computador
- 320.T: grande é large e quando tem o larger em adjetivo?
- 321.Ss: muito grande
- 322.T: maior
- 323.S: mais maior (xxxxxxx)
- 324.Ss: (xxxxxxx)
- 325.S: muito mais maior
- 326.T: ah + só pra verificar como ficou a idéia que vocês apresentaram sobre + é + comparado com sua presença +
- 327.S: falou sobre dados de saída (xxxxxx)
- 328.T: falou sobre dados de saída né + como funciona + exemplos né + de uma forma geral terminal do computador foi a sugestão principal né e é o que nós estávamos observando + o mesmo trabalho eu quero que vocês façam agora nesse parágrafo ++ eu dividi aqui pra poder dividir os slides que vai falar dele eh + qual é a outra parte que vocês tenham visto ++ dêem uma olhadinha e percebam (xxxxxx) verem o assunto + ver se vocês conseguem identificar a idéia + mesmo que vocês não saibam que se trata gente + se vocês conseguem identificar o assunto que está dizendo +

- 329.Ss: cartão perfurado
 330.T: cartão + que dominava antigamente ++ que tipo de cartão? de crédito? cartão +
 331.Ss: aquele perfurado
 332.T: oh yes Lu. + você + como é que soube que é perfurado?
 333.Lu: punched
 334.Ss: punched ((students pronounce the word 'punched' with great difficult))
 335.T: qual a palavra?
 336.S: punched
 338.T: punched ((teacher pronounces this word wrongly, just to play with students + she immediately corrects herself) vai ser o PUNCHED.
 339.S: o dia que eu fui jogar na loto
 340.T: bem isso + no vestibular também + me contaram como era assim + porque não é da minha época
 341.Ss: ((laugh)) eles usavam pra
 342.T: pra identificar o pessoal
 343.Ss: (xxxxxx)
 344.T: (xxxxxx) como é que eles fazem a leitura + vocês sabem? como é que faziam a leitura
 345.S: de que professora?
 346.T: como é que a máquina fazia a leitura?
 347.Ss: (xxxxx) ((many students talk at the same time, trying to contribute to the solution of the problem))
 348.T: hum + mas vocês já sabem do que se trata então + cartão perfurado + como é que funcionava né? mais alguém? cada um tem uma informação +
 349.Ss: (xxxxxx)
 350.T: bom + vamos ver então se + o parágrafo que termina agora o texto fala sobre isso + se passa mais informações de alguém de vocês estão comentando aqui + de repente vocês vão completar né ++ o conhecimento que vocês já tem++ então + in the sixties + gente o 's' junto ao ano significa o quê?
 351.S: anos
 352.T: os anos sessenta gente vejam bem + esse 's' vai acompanhando sempre décadas redondas + é bom + 20 + 30 + 40 e vai imitar os anos daquela década certo + então vocês não vão encontrar 65 com 's' + só datas redondas com zero + o início das décadas certo? então a gente vai falar o que dos anos sessenta? na década de sessenta + mas como o Ric. já sabe + eu achei que ia apresentar (xxxxxx) + cartões?
 353.Ss: perfurados
 354.T: perfurados + punched tem a idéia do verbo furar + perfurar + punched perfurado né? + were + lembram que verbo é?
 355.Ss: (xxxxxx)
 356.T: verbo 'to be' no passado ((singing))
 357.Ss: ((laugh))
 358.T: eram + né + the dominant way + acabamos de ver a palavra way
 359.S: forma + maneira
 360.T: forma + maneira + modo + dominant way of feeding programs into computers ((reading))+ feeding?
 361.S: não sei
 362.Ss: (xxxxxx)
 363.T: feed + como verbo aqui?
 364.Ss: alimentar
 365.T: alimentar exatamente + Re. que + que o 'of' e 'ing' te lembra?
 366.Re: (xxxxxx)
 367.T: ah + of e ing aqui + mais pra trás também + depois de uma preposição o verbo que a segue vem no 'ing' por mais que a tradução não (xxxxx) então the dominant way of feeding estamos com o verbo alimentar + né + programs into computer + into?
 368.S: introduzindo
 369.T: into + PARABÉNS
 370.S: como?
 371.T: into + para dentro introduzindo + como? interactive terminals + tudo bem? com 's' plural became + lembram do verbo become became become?
 372.Ss: (xxxxxx)
 373.T: verbo tornar-se (xxxxxx) é o verbo tornar-se só que aqui está no passado. ++++ ok + terminals? plural + então adaptando plural também + became more readily available + agora vamos parar + readily vem de ready que é pronto + palavra ready pronto + final 'ly' então seria prontamente
 374.S: [prontamente

375.T: available gente + agora vamos passar a tradução sem estar analisando essa palavra com mais cuidado + vamos deixar isso pro futuro + available significa disponível + como é que vocês ah + ajeitam isso aqui + more readily available? ((pointing to the nominal group 'more readily available'))

376.S: (xxxxxx)

377.T: mais prontamente disponível + quer dizer está com mais + fácil a disposição né + de repente + punched card + lembram? became less popular + less é o contrário de more + more é o contrário + são opostos

378.S: menos

379.T: [menos ok. + tudo bem? confirmou-se ideia sobre + qual é o assunto do parágrafo?

380.Ss: (xxxxxxx)

381.T: yes + cartões perfurados + + muito bem + aqui termina essa parte (xxxxxx) e vocês podem ver também + que fala de punched cards + quer dizer vocês só de bater o olho nesse + parágrafo identificaram o assunto+ até então ele falou do histórico né + eh + do cartão perfurado + vamos ver o que mais vai nos apresentar + a punched card was ((reading)) gente + que tempo está o verbo was?

382.Ss: passado.

383.T: passado gente + quando a gente encontra um verbo no passado o que que isso apresenta pra nós em relação ao que a gente vai tá lendo?

384.Ss: tá contando com o que já passou

385.T: tá contando o que já passou e ++ e tá fazendo o quê + em relação ao texto? tá + se referindo ao passado + tá contando de repente + (xxxxxxx)?

386.S: uma história

387.T: uma história do passado + de repente nós começamos ver nos anos sessenta então tá vindo de buscar de repente uma + evolução + ah + gente + a parte gramatical também nos ajuda + também pode nos dar indícios de que a gente vai tá lendo + se vocês tão lendo alguma coisa no passado vocês vão ter que conhecer essa estrutura gramatical também indicando o passado + isso nos ajuda a + formatar digamos o texto na nossa cabeça (xxxxxx) o verbo está no passado né? so + a punched card was a card ((reading))+ tudo bem? eram um card on which + which no qual holes were punched + yes?

388.Ss: (xxxxxxx)

389.T: no qual? cartões? aliás holes no qual + holes?

390.S: furos

391.T: furos + buracos ++ there is a hole in my soul + temos uma música que lembra

392.S: hi professora +

393.T: there is a hole in my soul + há um buraco no coração na música né? hole aliás na alma

394.S: (xxxxxxx)

((pause – teacher and students deviate the subject of the class for few minutes / they talk and laugh))

395.T: +++ o que é que a gente não faz pra vocês gravarem vocabulário né?

396.Ss: (xxxxxxx)

397.T: .então era um cartão on which holes + ok + buracos were punched + vocês já conhecem o verbo punch eram perfurados

398.S: eram +

399.T: according to

400.S: de acordo

401.T: de acordo com a particular pattern que could be read + o could gente?

402.S: [que pode ser

403.T: que podia

404.S: can + could + could

405.T: é + faz parte do pattern ali + que podia o quê?

406.S: ser lido

407.T: be read + ser lido + por quem?

408.Ss: perfurador

409.T: perfurador + tudo bem até aqui?

410.Ss: all right

411.T: all right + the holes + que são holes?

412.Ss: buracos

413.T: buracos ou furos então né + were usually +

414.Ss: eram usualmente

415.T: usualmente geralmente (xxxxxxx) punched?

416.S: perfurados

417.T: furados perfurados on the card by a key punched machine + que tipo de máquina?

418.S: máquina de escrever

- 419.S: maquina de chave
 420.T: máquina de?
 421.S: máquina de perfurar
 422.T: de perfurar + vamos ter que falar isso e nós vimos como chave ou tecla + punched é perfurar + quer dizer uma tecla perfuradora + que perfura + então uma máquina de perfurar ok?
 423.Ss: (xxxxx)
 424.T: ok +
 ((a brief pause))
 425.T: deixa aí o Ro. ah! (xxxxx) então essa máquina de perfurar
 426.Ss: (xxxxx)
 427.T: ok. perfuradora that (xxxxx) que + passado gente do verbo have
 428.Ss: (xxxxx)
 429.T: que tinha
 430.S: como
 431.T: como + exatamente + uma
 432.S: a máquina de escrever
 433.T: uma máquina de escrever.
 434.Ss: (xxxxx)
 435.T: the computers ((the teacher calls students attention)) the computer read
 436.S: era passado
 437.S: lia
 438.T: lia + estamos com o verbo aqui no passado + se fosse presente teria o 's' aqui ++ the computer read the card + quando when they passed through
 439.Ss: quando eles passaram através
 440.T: [quando eles passavam através? quando eles ?
 441.Ss: atravessavam
 442.T: [atravessavam + atravessavam + passavam pelo quê?
 443.S: leitor de cartão
 444.T: leitor gente + a card readER
 445.S: leitor de cartão
 446.T: exatamente ++ acham alguma instrução aqui read ler + reader leitor + card reader leitor de cartão né? que which send sent sent
 447.S: enviavam ((laughs))
 448.S: enviar
 449.T: mandar enviar the signals to the computers, + where? onde
 450.S: onde
 451.T: they were (xxxxx)
 452.S: traduzidos
 453.T: traduzidos
 454.S: para
 455.T: em
 456.S: em instruções da máquina
 457.T: em instruções de maquina gente + a minha pergunta (xxxxx)
 458.Ss: (xxxxx)
 459.T.(xxxxx) a quem se referem esses pronomes?
 ((another pause: students and teacher talk about the effects, for example sound and image, obtained by the power point resource))
 460.T: esse they aqui se refere?
 461.S: ao
 462.Ss: (xxxxx)
 463.T: o computador lia os cartões quando + eles eram passados
 464.Ss: os cartões
 465.T: quando eles + os cartões e mandavam sinais para o computador onde eles eram traduzidos + eles quem?
 466.Ss: os cartões
 467.T: no+
 468.S: os sinais
 469.T: os sinais YES + a superioridade feminina (xxxxx)
 470.Ss: (xxxxxx)

471.T: gente + pra concluir + este último parágrafo eu tava perguntando pra vocês qual era o assunto + como é que vocês poderiam me apresentar + uma + não só o tópico que a gente tem visto mais + ah + do assunto que foi tratado de forma resumida

472.Ss: (xxxxxx)

473.S: a forma de como os cartões eram lidos

474.T: a forma de como os cartões eram lidos

475.S: com os recursos da época

476.T: com os recursos da época + bom ++ então a gente vai destacar + um histórico dos cartões perfurados

477.Ss: (xxxxx)

478.T: ok + ((teacher reports students a coordinator's message and finishes the class by assigning students the homework that is the exercises they can find in the text book. The exercises are related to the text they have just finished reading)).

APPENDIX III

TEXTS

Text 1: An expensive lesson: teachers leave for more pay (from Gilmar's class – Nov, 1st 2001)

Shaw, D. (2000). An expensive lesson: teachers leave for more pay. In L. Cavalcanti. *Inglês Instrumental*. Fortaleza. Universidade Federal do Ceará, p. 64.

An expensive lesson Teachers leave for more pay

TEACHERS are leaving London's schools for better paid jobs – and some subjects are disappearing from the curriculum as a result.

They are being lured away to jobs in insurance, farming, industry, the police and even, in one case, decorating.

5 The defections from the once-revered profession are revealed in survey by the Assistant Masters and Mistresses Association, which represent many deputy heads and senior staff.

The union says that one senior design and technology teacher who began decorating as an after-hours sideline left to do it full-time.

10 Another teacher became an osteopath.

And the association warns that London's schools now face a staffing crisis after a decade of "slow stagnation" which is already leading to some subjects being dropped from the curriculum because there are not enough specialist teachers.

PROBLEMS

15 The survey, conducted by the AMMA, the third-largest union in schools, shows that one job in every 24 has fallen vacant in the capital's secondary schools in the last year. In primary schools the figure was one in 20.

Up to a third remain unfilled and not just in the recognised shortage subjects like maths and science.

20 The AMMA reports problems finding staff to teach English Language, modern languages, PPE, home economics, special needs, music, geography and history.

Once supply teachers were part-timers who were drafted into schools day by day filling in for sick teachers. Now they are said to be used to fill long-term vacancies, leaving no one to plug gaps at short notice.

25 In some areas this has meant pupils being sent home because there is no one to teach them, particularly in primary schools where children tend to be taken for the whole day by just one teacher.

In the secondary schools, where most teachers are specialists, an inability to replace a key member of staff can mean the subject being cut from the timetable altogether.

VACANCIES

The survey, which examined the staffing problems of a sample 157 schools, suggests that the average-sized comprehensive in London is already without two or three teachers and can expect to lose more at the rate of one a year.

35 The reasons put forward for so many vacancies include inadequate salaries and high living costs, poor promotion prospects, an inadequate supply of suitably trained teachers and the lure of more attractive careers elsewhere.

Text 2: Outputting Data (from Selma's class – Apr, 16th 2002)

Galante, T. P. and Pow, E. (1996). Outputting Data. In T.P. Galante and E. Pow. *Inglês para Processamento de Dados*. São Paulo: Atlas, p. 37.

Outputting Data

1 The output of a computer is the information that the computer generates as a result of its calculations. Computer output may be either printed on paper, displayed on a terminal or stored on magnetic disks.

5 One way of generating good quality printed output is to use a converted electric typewriter. Sometimes systems using this will allow the keyboard to be used to enter information as well. The well-known types of printers are: line printer, daisywheel printer, dot-matrix printer, electrostatic printer, laser printer and others.

10 A computer terminal is an input-output device whereby a user is able to communicate directly with a computer. A terminal must have a keyboard, so that the user can type in instructions and input data, and a means of displaying output, such as a CRT (television) screen. Today, personal computers are often used as terminals on larger computers.

15 In the 1960s, punched cards were the dominant way of feeding programs into computers. As interactive terminals became more readily available, punched cards became less popular. A punched card was a card on which holes were punched according to a particular pattern that could be read by a computer. The holes were usually punched on the cards by a keypunch machine, which had a keyboard like a typewriter. The computer
20 read the cards when they were passed through a card reader which sent the signals to the computer, where they were translated into machine instructions.

APPENDIX IV
THE TEACHERS' INTERVIEWS

Entrevista com professores de ESP que tiveram suas aulas observadas e analisadas.

Entrevistado(a): _____

Data: _____ Local: _____

Duração: _____ início: _____ término: _____

Através da observação de suas aulas de Inglês Instrumental percebi que você utiliza diferentes estratégias de ensino. Tal constatação me possibilitou formular as perguntas que seguem:

Questões:

1. Há várias maneiras de se introduzir estratégias de leitura nas aulas de Inglês Instrumental. Uma forma seria apresentá-las explicitamente uma a uma aos alunos no início do curso. Outra forma seria introduzi-las no decorrer das aulas de acordo com o objetivo e/ou a necessidade de usá-las no texto a ser explorado. Baseando-se nessas formas ou em outras que você conhece, como foram introduzidas as estratégias de leitura no seu curso? E quais foram seus objetivos nesta escolha?
2. Como você avalia a maneira pela qual as estratégias de leitura foram introduzidas?
3. Autores renomados (Palincsar and Brown, 1984; Pearson et al., 1992; Tomitch, 2002a) afirmam que os professores devem incentivar seus alunos a usar certas estratégias de leitura (por exemplo: previewing clarification, skimming, etc) com o objetivo de fazer com que os alunos percebam e sejam capazes de usar tais estratégias de forma consciente e independente no processo de compreensão de leitura. Quais foram seus objetivos ao implementar estratégias de leitura em suas aulas de Inglês Instrumental?

4. Que são estratégias de leitura pra você?
5. De acordo com Hutchinson & Waters (1986), o ensino de ESP tem como um de seus princípios básicos que ensinar uma língua é não apenas ensinar aspectos lingüísticos dessa língua. Tal princípio se fundamenta no sentido que um dos maiores problemas de ensino de L2 é a não correspondência do conhecimento lingüístico e conceptual dos aprendizes. Embora os aprendizes de L2 possuam alto nível de conhecimento em suas áreas específicas, o conhecimento lingüístico de L2 é insuficiente. Neste sentido, tanto os níveis de conhecimento conceptual como os de conhecimento lingüístico dos aprendizes devem ser observados. Embora não seja meu objetivo constatar em suas aulas a incidência dos princípios estabelecidos pelos autores acima e que regem o ensino de ESP, ao observar e analisar alguns episódios de suas aulas percebi que o princípio acima descrito se faz presente nelas. Sendo assim, como você vê o ensino de gramática e de vocabulário em suas aulas de Inglês Instrumental?
6. Que relação você estabelece entre o uso de estratégias de leitura, ensino de gramática e de vocabulário em suas aulas de Inglês Instrumental?
7. Qual (ais) as estratégia(s) acima que você prioriza? Por quê?
8. Na sua opinião, as diferentes estratégias de aprendizagem que você utiliza em suas aulas de Inglês Instrumental promovem interação em sala de aula? Se sim, de que forma?
9. Você gostaria de fazer outras considerações sobre o ensino de Inglês Instrumental no Brasil?