

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRAS
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS INGLÊS E
LITERATURA CORRESPONDENTE

**ANALYZING TEXTS IN EFL READING CLASSES: A
QUALITATIVE RESEARCH WITH UNDERGRADUATE
MATERIAL**

por

ALICE REINKE

Dissertação submetida à Universidade Federal de Santa Catarina em
cumprimento parcial dos requisitos para obtenção do grau de

MESTRE EM LETRAS

FLORIANÓPOLIS
Outubro/2010

Esta Dissertação de Alice Reinke, intitulada *Analyzing Texts in EFL Reading Classes: A Qualitative Research with Undergraduate Material*, foi julgada adequada e aprovada em sua forma final, pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para fins de obtenção do grau de

MESTRE EM LETRAS

Área de concentração: Inglês e Literatura Correspondente
Opção: Língua Inglesa e Lingüística Aplicada

Dra. Gloria Gil
COORDENADORA

Lêda Maria Braga Tomitch
ORIENTADOR(A) E PRESIDENTE

Prof. Dr. Celso Soufen Tumolo
EXAMINADOR

Prof. Dra. Ana Cláudia de Souza (UFSC-MEN)
EXAMINADOR

*Dedico este trabalho a meus pais, Udo e Ilse,
assim como também à minha tia Nilva, pelo
apoio, auxílio e compreensão em todos os momentos.
Agradeço também ao CNPQ pelo apoio financeiro.
Dedico igualmente à minha orientadora Lêda
por seus ensinamentos, motivação e paciência sempre presentes.*

ACKNOWLEDGMENTS

There are many people that we usually think about when we carry out a research and decide to live in a different city, far from home and distant from our loved ones. While I was away from all the things that I liked, I could always count on several people who helped me to go through all the difficulties of developing mind and spirit in a new place.

For all this and for all the situations I had the chance to live with this great opportunity, I would like to thank my aunt, Nilva, for all the support, home and love she gave to me whenever I needed. I would like to thank professor Celia from FURB, who listened to me and stimulated me to never give up. I cannot forget to mention and thank my parents, Udo and Ilse, for understanding my difficulties and my absence, as well as Daniel, my dear boyfriend, who was always by my side, even when we were not near. I would also like to thank CNPQ for financial support and professor Lêda who brought me here and made me a huge part of what I am today.

ABSTRACT

ANALYZING TEXTS IN EFL READING CLASSES: A QUALITATIVE RESEARCH WITH UNDERGRADUATE MATERIAL

Alice Reinke
Universidade Federal de Santa Catarina
2010

Supervising Professor: Dr. Lêda Maria Braga Tomitch

This study investigated the texts selected to be used in the undergraduate course of Letras – Inglês at Universidade Federal de Santa Catarina as well as the perception of those students who are using them in the classroom. Therefore, three questions were developed to guide this investigation: 1-What kinds of genres are found in the materials used in the third and the fifth semester of the Letras-Inglês course at Universidade Federal de Santa Catarina? ; 2- What is the subject of the texts presented in these materials? Do they presuppose general or special background knowledge? ; 3- What is the students' perception in relation to the texts presented? The researcher was able to collect samples of materials from the third and the fifth semester of the Letras-Inglês course during the first semester of the year 2009. These samples were analyzed through a framework based on the work developed by Davies (1995), and categorized according to the genres they belonged to. Questionnaires were also given to the participants of the research in order to assess their perception towards the material presented in the classroom. Regarding the kinds of genres which were found in both semesters of the course, a majority of informative, instructional, literary, persuasive and websites could be found, probably due to the fact that these materials may be very helpful concerning the objectives of the discipline and the students' needs. Concerning the background knowledge necessary for the students to comprehend the texts, this researcher assumes that most of the texts presupposed at least partial previous special knowledge about the subjects of the materials

presented. Also as a result, this researcher was able to observe that most of the texts found in the disciplines of the investigated course were of a great variety of subjects and genres and stimulated the participation of the students in the classroom. These results provide further evidence that confirms the literature reviewed and contribute to the pedagogical practice of professionals in the EFL area.

Number of pages: 102

RESUMO

ANALISANDO TEXTOS EM AULAS DE LEITURA EM INGLÊS COMO LÍNGUA ESTRANGEIRA: UMA ANÁLISE QUALITATIVA COM MATERIAIS DE CURSOS DE GRADUAÇÃO

Alice Reinke

Universidade Federal de Santa Catarina

2010

Professora Orientadora: Dra. Lêda Maria Braga Tomitch

Este estudo investigou os textos selecionados para uso no curso de Letras-Inglês da Universidade Federal de Santa Catarina assim como também a percepção dos alunos que os receberam na sala de aula. Para este fim, três perguntas de pesquisa foram desenvolvidas: 1- Que tipos de gêneros são encontrados nos materiais utilizados no terceiro e no quinto semestre do curso de Letras-Inglês na Universidade Federal de Santa Catarina? ; 2- Qual é o assunto dos textos apresentados nestes materiais? Eles necessitam de conhecimento prévio geral ou especial? ; 3- Qual é a percepção dos alunos em relação aos textos apresentados? Para isto, a pesquisadora coletou amostras de materiais da terceira e da quinta fase do curso, durante o primeiro semestre do ano 2009. Estas amostras foram analisadas através de um trabalho desenvolvido por Davies (1995) e categorizadas de acordo com os gêneros aos quais elas pertenciam. Questionários foram também aplicados aos participantes da pesquisa de modo a podermos verificar a percepção dos alunos com relação ao material apresentado em sala de aula e categorizar as amostras. Foi demonstrado que uma maioria de textos informativos, instrucionais, literários e persuasivos foram encontrados, assim como websites, o que é bastante útil aos objetivos das disciplinas investigadas e às necessidades dos alunos. Com relação ao conhecimento prévio necessário aos alunos para a compreensão textual, foi verificado que a maioria dos textos exigia ao menos um conhecimento prévio especial parcial sobre os assuntos abordados nos materiais apresentados. Também como resultado, foi verificado que a maioria dos textos continham uma grande variedade de gêneros e estimulavam a participação dos alunos na sala de aula. Estes resultados fornecem mais evidências que confirmam a literatura revisada e contribuem para a prática pedagógica dos profissionais na área de EFL.

Número de páginas: 102

TABLE OF CONTENTS

ACKNOWLEDGMENTS	5
ABSTRACT	7
RESUMO	9
CHAPTER ONE	19
INTRODUCTION.....	19
1.0 Preliminaries.....	19
1.1 Statement of the Problem	20
1.2.1 Context of Investigation	20
1.2.2 Objectives of the Study	21
1.2.3 Significance of the Research	21
CHAPTER TWO.....	23
REVIEW OF LITERATURE.....	23
2.1 Reading Comprehension	23
2.2 The Use of Schemata (Background Knowledge) in Reading Comprehension	25
2.3 Genre	28
2.4 Teaching Reading in the Writing Classroom	30
CHAPTER THREE.....	34
METHOD.....	34
3.1 Materials.....	34

3.2	Participants	34
3.2.1	Students	35
3.2.2	Professors.....	35
3.3	The Courses	35
3.4	Instruments for Data Collection.....	36
3.4.1	Student’s Questionnaire.....	36
3.4.2	Teacher’s Questionnaire	36
3.5	Procedures for Data Collection.....	36
3.6	Framework for Text Analysis.....	37
CHAPTER FOUR		39
RESULTS AND DISCUSSION.....		39
4.1	What kinds of genres are found in the materials used in the third and fifth semester of the Letras course?.....	39
4.1.1	Third Semester.....	39
4.1.2	Fifth Semester.....	44
4.2	What is the subject of the texts presented in these materials? Do they presuppose general or special background knowledge?.....	52
4.3	What is the students’ perception in relation to the texts presented?.....	61
4.3.1	Third Semester.....	61
Table 10. Social Interaction Genres:		64
4.3.2	Fifth Semester.....	67
CHAPTER FIVE.....		76

FINAL REMARKS.....	76
5.1 Final Considerations.....	76
5.2 Limitations of the Study and Suggestions for Further Research	77
5.3 Pedagogical Implications	78
REFERENCES.....	81
APPENDIX	83

LIST OF GRAPHS, TABLES AND EXTRACTS

Graph 1	Kinds of genres found in the third semester	40
Graph 2	Kinds of genres found in the fifth semester	45
Graph 3	Previous contact with the genres	53
Graph 4	Previous knowledge about the subjects in the texts (Students' Questionnaire).....	54
Graph 5	Subjects that demanded special background knowledge in the third semester (Students' Questionnaire).....	55
Graph 6	Background Knowledge about the text subjects in the third semester.....	56
Graph 7	Common knowledge subjects among the students of the fifth semester.....	58
Graph 8	Background knowledge about the text subjects in the fifth semester.....	59
Graph 9	Subjects that demanded special background knowledge in the fifth semester.....	59
Graph 10	Purposes that participants can identify when reading a text – Third semester.....	66
Graph 11	Purposes identified by the participants – Fifth Semester..	73
Extract 1	Example of instructional text.....	41
Extract 2	Example of Folktale – Literary Genre.....	42
Extract 3	Example of informative text.....	43

Extract 4	Example of miscellanea.....	43
Extract 5	Example of informative text.....	46
Extract 6	Example of Website.....	47
Extract 7	Example of instructional text.....	48
Extract 8	Example of persuasive text.....	49
Extract 9	Example of miscellanea.....	50
Table 1	Kinds of genres mentioned by the professors in the third semester.....	44
Table 2	Kinds of genres mentioned by the professor in the fifth semester.....	51
Table 3	Subjects found in the texts of the third semester	52
Table 4	Subjects found in the texts of the fifth semester	57
Table 5	Instructional Genres (Third Semester).....	62
Table 6	Informative Genres (Third Semester).....	62
Table 7	Persuasive Genres (Third Semester).....	63
Table 8	Literary or Poetic Genres (Third Semester).....	63
Table 9	Popular or Entertainment Genres (Third Semester).....	64
Table 10	Social Interaction Genres (Third Semester).....	64
Table 11	Instructional Genres (Fifth Semester).....	68
Table 12	Informative Genres (Fifth Semester).....	68
Table 13	Persuasive Genres (Fifth Semester).....	69
Table 14	Literary or Poetic Genres (Fifth Semester).....	69

Table 15 Popular or Entertainment Genres (Fifth Semester).....	70
Table 16 Social Interaction Genres (Fifth Semester).....	70

CHAPTER ONE

INTRODUCTION

1.0 Preliminaries

The increasing need for different approaches directed to the teaching of reading in EFL classrooms has been an issue that has intensely called the attention of several researchers in the last fifty years. Worried about a better development of the students in the reading comprehension process, authors such as Reid (1993) describe a growing number of teaching styles and approaches which have been developed along the years in order to make the task of reading texts also an important tool for teaching writing. Moreover, this need for new insights in the EFL area led a number of researchers to review and investigate the works of these authors who also observe and analyze the impact of background knowledge in the reader's mind during this process of reading with the intention of learning or even reading just for pleasure (Aebersold & Field, 1997; Davies, 1995). Following these ideas, several researchers were also instigated by authors who observe in details all the processes involved in the act of reading comprehension (Gagné et al. 1993) as well as the aspects involving the importance of special or general background knowledge in reading comprehension. Research findings in the areas mentioned above have "boosted" the search for interesting and varied genres that might lead the reader through the path of better understanding of texts, and reproducing the genres when asked to create their own texts, using them as models (Johns, 1997).

As observed by Meurer (2008) the knowledge possessed by people, their identities and relationships can be strongly determined by the genres to which the "individuals are exposed to, produce and consume" (my translation, p. 152). The author also gives emphasis to the fact that "the culture of a country, as a whole, is characterized by the group of textual genres produced and used by its citizens" (my translation, p.152). Moreover, it is through the research and teaching of textual genres that individuals can be helped to realize who they are and what context they are inserted in, building, producing and conducting their culture (Meurer, 2008).

Considering that reading in the classroom is an efficient tool for teaching writing, these ideas of cultural and academic aspects, as well as my own observations in every day teaching, were the main incentives

which stimulated the development of this study. Therefore, based on the discussion above, the general objective of the present study is to analyze texts brought to the EFL classroom at the university level.

1.1 Statement of the Problem

1.2.1 Context of Investigation

In the point of view of this researcher, the main objective of a university is, as a valuable institution, to help people become critical and professionalized individuals to work in the market of our society. By critical, it is understood a citizen who analyses and thinks about what s/he is reading, not just absorbing the information but evaluating it as well, considering whether it is valid or important. The role of the university becomes even more important for the development of the citizen. After all, those are the people who will be working in schools, in classrooms, instructing other learners and developing their critical behavior so that they can act in society. According to Stutz (2005), critical thinking has been a very important issue discussed in the educational field, and teachers should prioritize the development of this skill. Moreover, she mentions that the best way to do this, is through the practice of reading, “since reading and being critical is being reflective” (2005, p.1).

Every year, many people graduate and start working in several different fields, putting into practice what was learned during the years in which his/her skills and critical thinking were developed. In order to maintain the quality and the dynamics of classes, it has become extremely important for institutions to be updated and interested in renewing the material being used in the classrooms. The EFL publishing market has made available several different types of pedagogical materials such as videos, textbooks, CDs etc, which aim at improving classes at the institutions that adopt them. Unfortunately, there is not always a perfect fit between textbooks available in the market and didactic purposes in individual classrooms. For this reason, teachers have to bring their own materials to the classrooms, taking time to select and prepare them.

Although the choice of extra materials can be very useful in helping students comprehend, produce and reproduce their own cultural aspects and become critical towards the society which they live in, it also becomes a demanding task to analyze the quality of the material

provided, as well as its acceptance and functionality. Thus, this study has been instigated by those and other ideas that follow the same line of thought, considering of extreme importance to observe and analyze the texts being applied in EFL classrooms and the students' perception towards these materials.

1.2.2 Objectives of the Study

The present research aims at analyzing the texts found in the 3rd and 5th semesters of the undergraduate course of *Letras – Inglês* at Universidade Federal de Santa Catarina. A descriptive analysis of the kinds of genres found will be made, using a framework developed by Davies (1995), which will be presented in the review of the literature. Another objective includes investigating whether the texts brought by the professors demand general or special background knowledge from the students, as defined by Kintsch and Franzke (1995), by looking at the subjects of the texts. In addition to that, this research intends to observe the students' perception towards the texts presented in the two disciplines under investigation: *LLE 7493-Compreensão e Produção Escrita em Língua Inglesa III* (third semester) and *LLE 7495 – Compreensão e Produção Escrita em Língua Inglesa V* (fifth semester).

Along with the objectives previously mentioned, the present study pursues answers to the three research questions below:

1- What kinds of genres are found in the materials used in the third and fifth semester of the *Letras - Inglês* course?

2- What is the subject of the texts presented in these materials? Do they presuppose general or special background knowledge?

3- What is the students' perception in relation to the texts presented?

1.2.3 Significance of the Research

Following the viewpoint of the literature reviewed, the intention in this research is to find some helpful insights for the professionals in the EFL area of studies, in relation to the selection of texts for the reading/writing classroom. For this reason, this study hopes to be able to help teachers in academic contexts in their search for paths that may lead them to the choice of the most appropriate material to be used in

the reading classroom, by bringing up frameworks and tools for selecting appropriate texts.

CHAPTER TWO

REVIEW OF LITERATURE

The main objective of this research is to analyze the texts found in the materials used in the third and fifth semester of the *Letras - Inglês* course, by investigating the genres found in them and relating them to the reader's background knowledge. Having this goal in mind, this chapter reviews the literature related to: (1) the basic principles of reading comprehension, (2) the influence of background knowledge on reading comprehension; (3) definitions of genre and text type and their importance in the reading process, and (4) teaching reading in the writing classroom.

2.1 Reading Comprehension

The process of reading comprehension can be considered a very particular act, for, according to Davies (1995), this is an internal process that cannot be seen by others. In the same view, for Aebersold and Field (1997) "reading is what happens when people look at a text and assign meaning to the written symbols in that text" (p. 15). However, for this process to occur, an interaction between the reader and the text is necessary (Rumelhart, 1977, as cited in Davies, 1995). When this interaction between the reader and the written text takes place, connecting previous knowledge to new ideas, reading comprehension is likely to happen in the reader's mind.

As observed by Gagné et. al. (1993), there are two interactive knowledge bases that, when put together, will allow reading comprehension to take place. These bases are called declarative and procedural knowledge. As declarative knowledge, Gagné et al. (1993) include knowledge of the topics mentioned in the text, text schemas, and vocabulary. This knowledge is known as "knowing what", which means that the individual knows the set of rules needed to do something. Procedural knowledge, on the other hand, has been defined as the knowledge of "knowing how", that is, the individual being able to put into practice the set of rules in order to make an action happen. In addition, procedural knowledge involves two component processes which are considered to be lower level processes in reading comprehension: decoding and literal comprehension; and two other processes considered higher level: inferential comprehension, and

comprehension monitoring. Decoding is seen as the act when the individual is able to decipher the code proposed, in the case of Portuguese and English, for example, the letters and words. Moreover, it is from decoding that literal comprehension from the words is activated, encompassing two other processes called respectively: lexical access and parsing. This way, lexical access selects and brings up the literal meaning of the smaller units of meaning such as words, while parsing, on the other hand, is responsible for bringing meaning from larger units such as sentences, making use of linguistic rules of the language in order to do that.

Another component process of procedural knowledge is denominated inferential comprehension. This step, composed by *integration, summarization and elaboration*, is responsible for bringing to the reader deeper comprehension of what is being read, (making inferences and connecting ideas) and it is considered to be a higher level process of reading comprehension. The integration process is how the reader connects the propositions and forms a coherent representation of the ideas found in the text, while summarization is the mental summary the reader creates from the text. The last process, called elaboration, is the process in which the reader connects his/her background knowledge to the new information found in the text, by generating inferences in order to better comprehend the text. This process of generating inferences is very relevant to the present study in the sense that, when readers are able to make this prediction about the genre they are reading, its structure and content, the connection of his/her previous knowledge with the incoming information becomes more effective and dynamic.

Complementing the process described above, the last component process of procedural knowledge we find in Gagné et al's model is the process of comprehension monitoring which is made up of the following processes: setting a goal; selecting strategies; checking goal and remediating. This is the one in which the reader is going to "monitor" his/her reading comprehension according to the goal that was previously set. If comprehension is not achieved, the reader will select another strategy, checking his/her goal again and remediating the situation when necessary, searching for reading comprehension. In the present research, this component is important, because it is the process which allows the reader to have control over text comprehension. When undergraduate students are aware of how to use 'comprehension monitoring' and its procedures, their expectations and schemas related to the kinds of genre present at the moment of reading a text will be confirmed and comprehension of what is being read might take place more efficiently.

Once comprehension does not happen, the student is prepared to monitor and remediate the process.

Exploring a different but related area, Paltridge (2001), in his article about genres, text types and their use in EAP¹, emphasizes that when someone is actually writing a text of a specific genre, s/he needs to know much more about it than what is being shown in the final printed version of the text. The individual has to have some knowledge about the conventions and expectations concerning the chosen genre so that s/he is able to reproduce it and construct his/her own texts. As research in the area shows, this line of thought can be applied to the area of reading comprehension, because once the reader has previous knowledge about the type of genre being read, s/he has the ability to preview and guess information that comes while s/he reads the text (e.g. Tomitch, 2003). The ability of recognizing genre structures and text types can clarify, accelerate and help in the process of comprehension monitoring, leading the reader to successful text comprehension. This will be explained in more details, in the next section, mentioning the importance of background knowledge in genre recognition.

2.2 The Use of Schemata (Background Knowledge) in Reading Comprehension

It has been widely discussed in the area of research in reading that, for reading comprehension to happen, the reader needs to possess background knowledge in relation to the topic of the text. For that reason, several authors from the field (Rumelhart, 1981, Swales, 1990, among others) have shed some light over the concept of ‘Schema’ or ‘Schemata’(plural), to develop theories that helped to clarify how reading comprehension takes place in the individual’s mind. In addition to that, Rumelhart states that “the role of background knowledge in language comprehension has been formalized as *schema theory*” (p.76). According to Rumelhart (1981), schemata are units of knowledge, which are stored in one’s mind along with the information about how this knowledge is supposed to be used in several situations. Thus, a schema, for the author, is “a data structure for representing the generic concepts stored in memory” (p. 5). In a nutshell, schema theory is a theory which shows how knowledge is represented in the individual’s

¹ English for Academic Purposes.

mind and which also shows how this representation can make the use of this knowledge more accurate in several ways.

According to Carrell and Eisterhold (1988), the knowledge units packed in the individual's memory are concepts that correspond to the meaning of a number of things such as objects, situations, events, sequences of actions and situations, etc. This way, it is possible to say that schemata are the aspects upon which all the processing of information depends. The authors also make a distinction between two types of schemata: formal schemata, which involve the background knowledge related to the formal and rhetorical organizational structures of a text, and content schemata, which represent the background knowledge related to the content area of a text. The first is considered to be background knowledge and expectations about differences in genre and structures of the text, while the second is the background knowledge about the content area of which the text is talking about. In the same line of thought, Swales (1990) argues that it is content schemata that enable readers to accept some given information as being true or not, allowing him/her to reach comprehension of the text, analyzing what is being read. For the author, schemata play a very relevant role in genre acquisition, claiming that knowledge of prior texts "may lead to sufficient recognition of informational and rhetorical structures to invoke a formal schema" (p.86).

For Alderson (2000), it is clear that the nature of the knowledge readers possess will influence not only what they remember from a text, but also the way they process it, and the product, which is what they understand from the text. These processes occur when readers process a text integrating new information from the text into their pre-existing schemata, that is, structures that represent readers' knowledge.

In the same line of thought, Kintsch and Franzke (1995) state that the result of comprehension in reading is an adequate mental representation of the text, that is, in order to understand what is being read and in order to build this mental representation, the reader needs to possess both general and special knowledge. General knowledge, according to the authors, is "the knowledge about the language and the world, which is shared among members of a culture" (p.321). In their work, the authors present as an example of general knowledge the knowledge about war and warfare, armies, sieges, guerrillas, governments, etc. On the other hand, special knowledge varies among people depending on how much they have been exposed to a specific topic. When reading a text, the reader needs special knowledge about the domain of the text in order to construct the situation model relations

that will be included in the mental structure, as mentioned by the authors in their text, the knowledge about the war in Sri Lanka. These may not be explicit, but are inferred by the reader through the use of his/her general linguistic and general world knowledge. It can be said, by looking from this perspective that, if readers are given a specific text, they must have previously acquired some knowledge about subject of the text in order to be able to understand it. If the text is immersed in a very common knowledge subject, general knowledge on the topic may be enough for the reader to comprehend it. On the other hand, if the text deals with very specific information and subjects related to an exclusive or selected field, it may become difficult for the individual to achieve comprehension therefore, demanding special knowledge from him/her.

Van Dijk and Kintsch (1983) claim that a situation model is a representation which is not only based on the text itself but it is also a combination of background knowledge, including the goals and attitudes of the reader, plus textual information. The situation model is the representation of a successful integration of the old information existent in the reader's mind (background knowledge) and the new information brought by the text. Having this idea in mind, an appropriate situation model is what is going to form the basis for understanding of tasks that will demand the application of the new knowledge, somehow. It represents the content of the text, as well as the situation described by it and what the reader already knows about it. The reader, on the other hand, depends on the amount and structure of his/her domain knowledge in order to build this situation model. In other words, the propositions which may not have been explicitly linked in the text may be related in the reader's situation model, because of his/her own background knowledge. Therefore, we understand that, both theories, the schema theory presented by Rumelhart, and Kintsch and Franzke's general and special knowledge bring similar thoughts when they state that the reader needs to have activate a schema in mind in order to comprehend the text being read. Once readers possess more general and special knowledge, the reading of the texts presented will become easier because they will be able to make more connections between new and already known information, make inferences and create more relations among the given texts. The schema present in their mind will be activated, allowing them to construct these connections, facilitating reading comprehension as a whole.

Because of the conceptions of special and general knowledge, it becomes important to observe the kinds of genres and text types existent in the academic context. This is relevant to the research, because

students may have had previous contact with specific kinds of genres, what helped them to build a schema related to these structures. This schema will influence in the reading comprehension of the texts presented in the classroom. The next section explores information concerning these ideas and their importance in reading comprehension in the classroom.

2.3 Genre

The term “genre”, is used to refer to different categories of discourse of any type, spoken or written, with or without literary aspirations, or a “fuzzy concept, a ‘loose term of art’” (Swales, 1990, p. 33). These definitions may cause some confusion in researchers’ and every other individual’s mind. In order to clarify these ideas, Swales defines genre as “a class of communicative events the members of which share some set of communicative purposes being communicative vehicles for the achievement of goals” (p. 58). Moreover, the author states that a communicative event comprises the role of the produced discourse and the environment in which it was produced, along with all its associations. Although the author presents a very clear definition, ‘genres’ can vary according to several different aspects. In his work of 1990, Swales states that genres vary according to their rhetorical purposes, in the degree to which they are prepared in advance for their own communicative instantiation (as presented by Nystrand,1986) and in terms of the medium through which they will be expressed. Swales also suggests that most of the genres prepared in advance are predominantly written. In this case, the author presents a discussion that has been happening for a while, surrounding the issues concerning these prepared-text genres. They also seem to vary in the extent to which their producers consider the existence of the audience and readers. Davies (1995), following Swales’s work, claims that when planning a reading program a first question should be: “What genres do my students need, or want, to read and to write?” and “What texts should I, or we, select as examples of the genres?” (p.93).

These issues must be taken into consideration when planning a reading or second language course, because the genres presented by the teachers in the classrooms will be the ones used by the students as models for reproducing ideas and creating new texts. In a very interesting point of view, Paltridge (2001) brings up the idea that the focus on genre in the EAP classroom “provides a context in which students can gain access to academic discourses that will hopefully enable them to participate more successfully in academic settings” (p.

90), what makes us reflect about the importance of teaching genres in the classroom. When students are concerned with this focus of learning, they have the chance to learn ways to express themselves more clearly and more appropriately, exposing their ideas to the academic and external world in a comprehensible and more likely to be accepted way.

According to Johns (1997), in socioliterate views, literacies are acquired through exposure to discourses from a variety of social contexts, making individuals develop their own ideas and concepts of genres as time passes. She also states that, “genre knowledge provides a shortcut for the initiated to the processing and production of familiar written texts” (p. 21), what follows the idea previously presented which states that the more the individual is exposed to a genre, the more s/he is able to reproduce it later on. In the same line of thought, the author mentions that, “the individual’s abstract knowledge of genre is ‘repeated’ (Miller, 1984 as cited in Johns, 1997) in that it evokes previous analogous contexts in which similar texts were processed”(p. 21) . These statements are meant to represent that, by recognizing the genres in the material presented, the reader creates certain expectations, which will or will not be confirmed during the process of reading the text, as well as make inferences that help him/her in building the situation models responsible for the comprehension process. Furthermore, it is likely that the student involved in these processes will eventually reproduce the genres s/he already knows, when required to write in the classroom. With this in mind, it becomes important to analyze the kinds of genres found in EFL textbooks and texts brought to the classroom in order to check if they are related to the common background knowledge undergraduate students might have, including subjects related to specific knowledge they already have in mind.

Although the idea and concepts of genre as defined by Swales are already widespread, another construct needs to be taken into consideration: *text type*. Biber (1988, as cited in Paltridge, 2001, p.73) draws a distinction between genre and text type, which has interesting implications in the EAP classroom. According to Paltridge (2001), with his research, Biber discovered that “texts within particular genres can differ greatly in their linguistic characteristics” (p.73), while different genres can be quite similar linguistically. In other words, what he means is that several different genres can contain similar rhetorical structures (the text types), representing that their internal discourse patterns can vary, independently of genre structure. Therefore, genre and text type are different perspectives of a text that must complement each other. Swales, in his work (1990), shows similar ideas. For the author,

“rhetorical structures” are units that represent the internal variation of a genre. By making use of these units, Swales wants to show that it is possible to capture a number of characteristics of the observed genres and, although some orders of occurrence of textual elements can be more frequent, other orders of occurrence can represent to the reader, the most important aspects of the text.

Having these ideas in mind, this researcher wants to emphasize that both constructs, *rhetorical structures* and *text types* will be used in the present study, interchangeably, showing no difference between their meanings. In order to express the concepts of the internal organization of the texts, the term “rhetorical structures” will be preferred, because of being the most frequently present terms in the literature reviewed.

2.4 Teaching Reading in the Writing Classroom

When in school, children usually at first, start learning to read in their first language. After sometime, the individuals who learned how to read and became proficient in it, get to read in order to *learn* from texts. What used to be a slow and difficult process now becomes a faster and easier one, enabling readers to perform a more active role in the process of reading comprehension.

Just and Carpenter (1987), consider that there is a relation between learning and reading, and they define two learning mechanisms considered mandatory in this relation: *organization* and *rote association*. By the first, they state that learning can be strongly facilitated if “either the text or the learner imposes an organization on the information to be acquired” (Just & Carpenter, 1987, p. 402). By the latter they express a process of primarily establishing associations between concepts, by making use of mechanisms such as rehearsal or repetition. According to the authors, learning that occurs during reading is influenced by some aspects such as the reader’s background knowledge, the nature of the text and the goals and strategies used by the reader. In a similar line of thought, van Dijk and Kintsch (1983) propose that the integration of the episodic text memory with prior domain knowledge is what forms the situation model, a representation in the reader’s mind. That model represents one of the reasons while reading. Once the reader processes the text more actively, that is, with conscious attention and not relying on automatic processes, s/he is able to connect the background knowledge acquired with the incoming information derived from the text. When the reader “inserts the new information into the slots of an appropriate schema” (Just & Carpenter, 1987), learning from text, then,

takes place. In this situation, however, comprehension and learning are not separated but, interlaced.

In the writing classroom, reading comprehension is taken as a very important practice at the universities, nowadays. Although ESL teachers and researchers have given special attention to this matter only recently, according to Reid (1993), reading has achieved a more important part of the writing class over the last fifty years. The author presents four different kinds of approaches in several periods of history in which reading was taught in the classrooms. These approaches are as described below:

Grammar-Translation Classrooms: As Reid (1993) puts it, in this classroom, students did not compose and did not write as authors, did not share ideas, opinions or anything else related to writing. Their only role in the classroom was to learn English through the grammar (as the name suggests), translating texts and words, decoding and extracting the meaning from the author of the texts who were considered major authorities and consequently, gaining some vocabulary from this process.

Audio-Lingual Classrooms: Reid (1993) also brings up that during the emergence of this methodology in teaching a second language, (around 1940-1970) writing and reading were still seen as support skills for grammar. The actions which ruled in the classroom were, namely: modeling and practicing structures. Errors were not tolerated and texts were unambiguous in order to carry a single message to the reader and were consequently grammatically correct. Writing was perceived as a path which led to oral correctness and grammar practice, by decoding material. Reading, at this point, was considered a “receptive skill”. The text was considered even more important than the author.

Pattern-Model Classrooms: Gradually, the change from the language-based classrooms to the study of composition techniques took place in the 1960s. Teachers in the academic environment started to see the teaching of writing as a communicative skill rather than as language skill and because of that, they focused on teaching native-speaker composition in the classrooms. In addition to that, they started to teach rhetorical modes such as comparison/contrast, cause-effect, classification, definition and process, by showing them as examples to the students who were asked to imitate the models. By the influence of

Goodman's reading model and his theory which stated that reading was nothing but a "psycholinguistic guessing game", teachers in the academic context saw the reader as a more active individual in the reading process, *bringing* meaning to the text and not only *searching* for it in what s/he read. In this classroom, the student read much more and tried to identify the rhetorical modes, analyzing the paragraphs and essays, reading the texts and reflecting on the contents of the texts, following Goodman's idea of anticipating, predicting and therefore, constructing meaning from the text. This style of teaching writing departed from the academic environment to the ESL classrooms.

Process Writing Classrooms: As the name already says, in the process classrooms, the focus was on the *process* of writing the texts, as Reid observes. This methodology had emphasis during the 1980s and by making use of journals it tended to lower the anxiety of the individuals by creating an atmosphere that allowed them to develop and share their ideas in a way which did not threaten them. In this classroom, the students were able to work in groups, what showed, as a result, collaborative writing and reading of the texts produced by the students themselves. Eventually, they could practice peer reading, stimulating their creativity, discussing and putting into practice the new discovered writing strategies. Reading was seen as an indispensable part of the writing process classroom, and because it stimulated students' creativity very much, most of the reading was of personal, narrative prose where students wrote and consequently read what they had written responding to the text. Several genres were approached, depending on what the individual intended to communicate, and for that, many genres were also produced in the classroom, creating meaningful texts.

After several years of investigation in the area of academic writing and reading, researchers got to different conclusions in relation to using reading in order to develop writing skills. Writing and reading have been defined as actions which share some of the same kinds of processes and according to Carrell (1998), both processes depend on past experiences, both depend on schemata, involve similar linguistic habits and patterns of thinking. Finally, both are processes meant for making meaning. Because of several aspects which are related in both processes, it has been assumed that good readers are usually considered good writers, what makes us reflect upon the idea of connecting both skills in the classroom. Because of so many connections between the two, the practice of reading for teaching writing has shown good results,

when in communicative contexts, improving students' abilities in writing and lowering their anxiety in the classroom, as previously mentioned by Reid (1993)

At UFSC, in the Letras course under investigation, both disciplines, LLE 7493 and LLE 7495 involve the connection between reading and writing. Following the principles formulated by schema theory, it becomes important for this researcher to mention the information above, because the practice of reading texts in the writing classroom helps students improve their writing in several ways, such as using the genres presented as models for further writing. Bringing familiar genres to the students also works activating their schema related to the structures of these texts. Therefore, producing new texts as well as peer revising becomes easier and flows better, once the students have the chance to previously activate the information in their minds, facilitating the writing process.

This section presented the importance of the definitions of reading comprehension and genres as well as the use of background knowledge in teaching reading in EAP contexts. The connection between reading and writing was also mentioned, creating a link between the two skills which share similar processes and why it is so important to know their relation in the classroom and in this study. The next chapter intends to describe the method which was used to carry out the research including information about the materials used, the participants, instruments and the framework for the analysis of the collected samples.

CHAPTER THREE

METHOD

This chapter aims at introducing the participants who took part in the research and describing how this research was carried out. First, the materials and the participants are presented with a brief description of how the texts were obtained, then the observed classes are also described and finally, the instruments and procedures of data collection are specified as well as the framework data for analysis.

3.1 Materials

The materials analyzed in this research were the texts presented in the disciplines under investigation, because both disciplines had similar objectives and used reading as a tool for teaching writing. Therefore, the same processes and teaching styles are expected and the texts presented in the classroom can be a better material for investigation. These materials included parts of textbooks, models of essays, materials extracted from books designed to the development of writing skills in EFL courses, extracts from magazines, and samples of paragraphs taken from other texts. The researcher was able to collect the material in the copies' "shop" at the university (where they were available to the students) and from the virtual environment which the students also had access to (http://ava.cce.ufsc.br/hiperlab/ava_cce/moodle/course/view.php?id=28). This study only analyzed the texts and extracts selected for the subject, excluding worksheets extracted from textbooks and the texts written by the students.

3.2 Participants

The participants in this study were a total of 26 undergraduate students from the same course and two professors from the course of *Letras-Línguas estrangeiras – Inglês* at Universidade Federal de Santa Catarina. Since information such as sex and age was not considered relevant to this study, these kinds of data were not asked in the questionnaires and they are not mentioned in the present study.

3.2.1 Students

The undergraduate students involved in the research were 26. Seven of these students were taking the course “Compreensão e Produção Escrita em Língua Inglesa III” in the 3rd semester and the 19 remaining ones were taking the course “Compreensão e Produção Escrita em Língua Inglesa V” in the 5th semester. The students answered the questionnaire described later in this chapter.

Despite the fact that 17 students were taking the courses in the 3rd semester, only 7 of them returned the questionnaire. The students from the 5th semester were a total number of 35, but only 19 agreed on taking part in the research by answering the questionnaires.

3.2.2 Professors

The two professors of the discipline LLE-7493 “Compreensão e Produção Escrita em Língua Inglesa III” from the third and LLE -7495 “Compreensão e Produção Escrita em Língua Inglesa V” fifth semester, participated in this research. They were given a questionnaire described later in this chapter.

3.3 The Courses

The main goal of the course, LLE-7493 “Compreensão e Produção Escrita em Língua Inglesa III” is, as described in its ‘ementa’, “to develop the students’ linguistic, communicative and discursive skills necessary for the written communication through the comprehension and production, in English language, of textual/discursive genres in several situations.” (My translation, see appendix for the complete program.) Similarly, the course LLE-7495 presents another description which objectives match the ones from the third semester: “Comprehension and production of written texts of higher linguistic-communicative and conceptual complexity in the English language, with emphasis on professional and academic contexts.” (My translation, see appendix for the complete program.)

According to the objectives described in the programs, both courses aim at developing the students’ communicative, linguistic and discursive skills needed for the practice of written communication in several different contexts. Both courses also aim at achieving reading comprehension of the texts proposed with the main purpose of developing writing skills involving rhetorical organizations and higher

lexicogrammatical complexity. (See appendix for the complete program.)

In order to attain the objectives set up in this study, this researcher developed specific instruments for collecting the data. They are described in detail in the following section.

3.4 Instruments for Data Collection

Before applying the questionnaires to the participants of the research, the researcher observed a few classes in which the participants were students, in the group of the third semester of the course as well as the fifth semester group. This process led the researcher to better comprehend how the classes happened and how reading was seen and approached in a subject which had as the main focus, the teaching of writing. Four classes were observed; two in each of the groups.

3.4.1 Student's Questionnaire

The collection of the data was made through a questionnaire developed by this researcher, based on the taxonomy presented by Davies (1995). The questionnaire had a total of seven questions (see appendix G), two of them being of the multiple-choice type, while the other five were descriptive and the students had to express their own opinion towards the texts presented during the semester. The instructions and the questions were written and explained in Portuguese, so that there would be no problems in relation to the proficiency level of the students and the comprehension of the task.

3.4.2 Teacher's Questionnaire

The teacher's questionnaire was an adaptation of the student's questionnaire. It followed the same style of questions, but some of the questions were changed in order to observe the teacher's point of view towards the investigated aspects (see appendix I for the questionnaire).

3.5 Procedures for Data Collection

The researcher obtained permission from the coordinator of the course at the university, so that she could talk to the professors, ask them to apply the questionnaires in class and invite the students to be participants in the research.

For collecting data with the participants of the fifth semester, the researcher prepared the questionnaires, and in the last week of regular classes, on July 6th, one professor allocated around 20 minutes at the end

of her class so that the researcher could distribute the questionnaires, orally read the instructions and help students with doubts. The students answered the questions in around 15 minutes, and returned the questionnaires to the researcher, who kept waiting in the room. The same questionnaire was sent by the researcher to the absent students via e-mail and the participants who were not able to be present in the class that day had the chance to answer it and return it later. Five participants of the fifth semester answered the electronic version of the questionnaires, while the other 14 answered it in the classroom.

In relation to the group of the third semester, the questionnaires were all sent via e-mail, once their classes were already over when the instruments became ready to be used and the students were on vacation. The e-mails were sent on July 1st and the participants could return them until July 17th. Seven students answered the electronic version of the questionnaire until the due date.

In relation to the data collection with the professors, the researcher sent them their questionnaires by e-mail and suggested a deadline for them to return the answers. The two participants promptly returned the questionnaires in two days.

3.6 Framework for Text Analysis

In order to identify the genres brought to the classrooms and classify them, this study followed the framework presented by Davies (1995) and her criteria for the selection of genres, texts and textual units in a reading program. She suggests a classification of genres which is divided into six categories (see Davies, 1995, p. 130 – 131 for a complete account):

- *Instructional*: Transactional genres intended to enable readers to do something, to take action, to negotiate the real world. *For example: rule-books, manuals, job advertisements, technical instructions.*

- *Informative*: Transactional genres intended to, or with the potential to, enable pupils to study and learn across the curriculum. *For example: textbooks, worksheets, newspaper articles, letters, academic papers.*

- *Persuasive*: Genres directed at specific audiences (either narrow or wide), intended to persuade readers to buy, or adopt a particular socio-political viewpoint, or to take a certain course of action,

necessarily requiring critical evaluation by those audiences. *For example: leaflets, printed advertisements, editorials.*

- Literary/poetic: Genres developed within a literary tradition and intended to be evaluated either within the terms of reference of this tradition and/or those of the wider literary/social/political milieu of the period. *For example: fairy tales, myths, legends, classic or children's literature.*

- Popular/entertainment: Genres evolved from, or for, the community and intended primarily as an expression of shared experience and/or for popular entertainment, distinguishable from literary/poetic genres only through the gradual development of appreciation of these forms together with the opportunity to critically evaluate the popular genres. *For example: nursery rhymes, historical romance, popular adventure, comics, science fiction.*

- Social interaction. *For example: personal letters, postcards, e-mails, notes.*

This framework guided the study in categorizing the genres presented by the professors in the classroom. In the following chapter, the results found in the study are presented and discussed in detail.

CHAPTER FOUR

RESULTS AND DISCUSSION

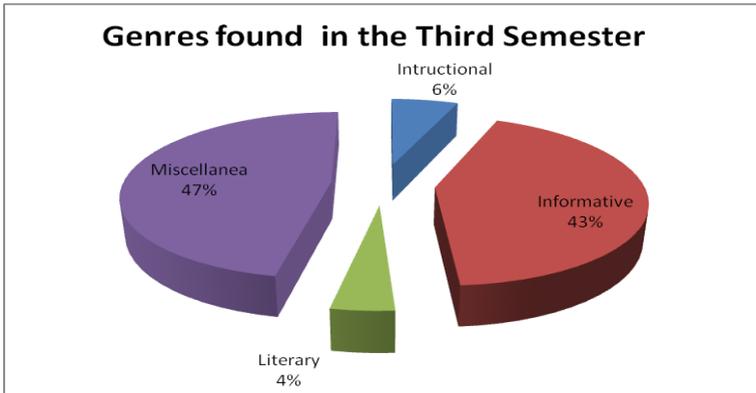
This chapter aims at presenting and discussing the results obtained in this investigation. The data are shown as the research questions are answered and the discussion follows the analysis. The research questions answered in this study are the following: 1. What kinds of genres are found in the materials used in the third and fifth semester of the *Letras-Inglês* course? 2. What is the subject of the texts presented in these materials? Do they presuppose general or special background knowledge? 3. What is the students' perception in relation to the texts presented?

4.1 What kinds of genres are found in the materials used in the third and fifth semester of the Letras course?

4.1.1 Third Semester

Regarding the group of the third semester, a total of 49 texts were analyzed. According to the framework developed by Davies (1995), 23 of the analyzed texts, were extracts from other texts, or short paragraphs meant to be used as examples of rhetorical structures for the students to observe, learn from their models, and correct them as exercises. These extracts composed 47% of the total amount of analyzed texts and are represented in Graph 1 below, in the miscellanea section. Twenty-one of the 49 texts were in the category of informative genre, including texts used for students to learn general information and also follow their structures as a model for further writing.

Graph 1. Kinds of genres found in the third semester.



Three from the total of 49 texts were considered to belong to the instructional genre as can be seen in extract 1 below (see the appendix section for the complete text), being guidelines, norms or instructions on how to write some kinds of texts, or models of rhetorical structures.

Extract 1. Example of instructional text

① Sentence grammar: Subject-verb agreement

SUBJECTS AND VERBS

Correct English sentences must have subjects and verbs that agree. Simply put, this means singular subjects should have singular verb forms, and plural subjects should have plural verb forms, as in the examples that follow. Note that the subjects are underlined and the verbs are in italics.

- a. Friendship *is* unlike other relationships.
(A non-count noun takes a singular verb.)
- b. A friend in need *is* a friend indeed.
(A singular noun takes a singular verb.)
- c. Most people *feel* that good friends *are* necessary to their lives.
(Plural nouns take plural verbs.)
- d. Being able to confide in one another *is* an important component of true friendship.
(A gerund phrase is singular, and takes a singular verb.)
- e. To be able to show your feelings *is* essential to a friendship.
(An infinitive phrase is singular, and takes a singular verb.)

To help make subjects and verbs agree in your writing, follow the eight guidelines presented on the following pages.

Guideline 1

Subjects connected by *and* take a plural verb.

- a. Friendship and kinship *are* very different relationships.
- b. A friend and a relative *occupy* important but different places in our lives.

Guideline 2

Phrases that come between the subject and verb do not affect the verb.

(Remember: The subject is never part of a prepositional phrase.)

Since this discipline emphasizes reading texts in order to develop writing skills, instructional texts seem a good choice for the group, once they must have knowledge of technical aspects (such as text structure, vocabulary to be used, etc) when writing. Two of the texts were part of the category ‘literary or poetic’, (see extract 2 below from one of them) including a folktale and a novel. (See the appendix section for the complete extract.)

Extract 2. Example of Folktale – Literary Genre

B Reading for overall meaning

Read the folktale the first time to answer this question:

Did the old judge's medicine solve the young wife's problem?

The Lion's Hair

In a village in the mountains of Ethiopia, a young man and a young woman fell in love and became husband and wife. For a short while they were perfectly happy, but then trouble entered their house. They began to find fault with each other over little things—he blamed her for spending too much at the market, or she criticized him for always being late. It seemed not a day passed without some kind of quarrel about money or friends or household chores. Sometimes they grew so angry they shouted at each other and yelled bitter curses, and then went to bed without speaking, but that only made things worse.

After a few months, when she thought she could stand it no longer, the young wife went to a wise old judge to ask for a divorce. 10

"Why?" asked the old man. "You've been married barely a year. Don't you love your husband?"

"Yes, we love each other. But it's just not working out."

"What do you mean, not working out?"

"We fight a lot. He does things that bother me. He leaves his clothes lying 15

on the floor. He stays out too late.

It is important to point out, that the researcher could observe that some of the essays found in this discipline were extracted from textbooks and used as examples for the students to follow the models in their own writing. Even though many of them could be included in the literary category of genres, (for they are academic papers written by unknown students, had the required structure of an essay and were written "within a literary tradition" (Davies, 1995 p. 131)), this researcher decided to include them in the "informative" category of genres. This decision was taken because we do not know the source which they were extracted from, and their purpose is clearly to enable students to learn and study, by using them as models. (See extract 3 below)

Extract 3. Example of Informative Text

Euthanasia

Paragraph 1
 Supporters of euthanasia emphasize that euthanasia should be legalized. But a patient's trust in the doctor's wholehearted service would be hard to maintain if doctors are licensed to kill patients (Leon, 1988). Suppose that you are old, homeless, in poor health, and alone in the world. Maybe you are brought to a free hospital. Since doctors have the right to kill you, you may not be able to sleep at night, being fearful that a nurse or intern may enter a syringe full of lethal medicine. Even if a nurse comes in with a syringe full of penicillin, it would be difficult for you to believe him or her. Lack of trust may make other treatments less effective, too. As a consequence, fewer patients would receive the care they really need. So legalization of euthanasia should not be accepted.

Paragraph 2
 If euthanasia is legalized, it would bring destruction to the autonomy and dignity of humankind. For example, doctors might be given supreme power over their patient's lives, especially when the patients are unable to think for themselves, such as those in a comatose state or with severe mental illness. That could mean that the right to choose one's own death could be changed to the right of someone else to request another's death. Doctors might also be tempted to kill their patients who suffer from terrible pain. Only the law prevents this from happening. In Holland, where the euthanasia is legal, a recent survey of 300 physicians shows that over 40 percent had performed euthanasia more than five times (Leon, 1988). If euthanasia is legalized in the United States, physicians would have the overwhelming burden of deciding when to take away the autonomy and dignity of their patients.

Paragraph 3
 Lastly, if euthanasia for terminally ill people becomes legalized, the number of teenager suicides increase. For instance, when adolescents see that it is permissible for sick people to choose to kill themselves, they may judge it to be permissible for them to do the same thing when they are in pain, even though much teenage pain is psychological rather than physical. Therefore, it will put young people in serious danger if the government accepts the legalization of euthanasia.

As some extracts (such as loose paragraphs, or sentences used as examples) could not fit into any categories of genres previously defined, this study includes them into a group named "Miscellanea". (See extract 4 below)

Extract 4. Example of Miscellanea

Paragraph A

There were only 10 minutes left in the class. The teacher rushed to put all the rules and examples on the board. The students took out their notebooks to copy the rules down. They were a little upset. The students had an assignment with the present perfect tense. They weren't sure they would be able to do the assignment correctly. They didn't have enough oral practice with the present perfect tense.

Due to the fact that a variety of genres can be used as examples for students who are learning how to write, this study observed the kinds of texts brought to the classroom with this objective being taken into

consideration. The kinds of texts mentioned by the professor are described in table 1 below.

Table 1. Kinds of texts mentioned by the professor of the third semester.

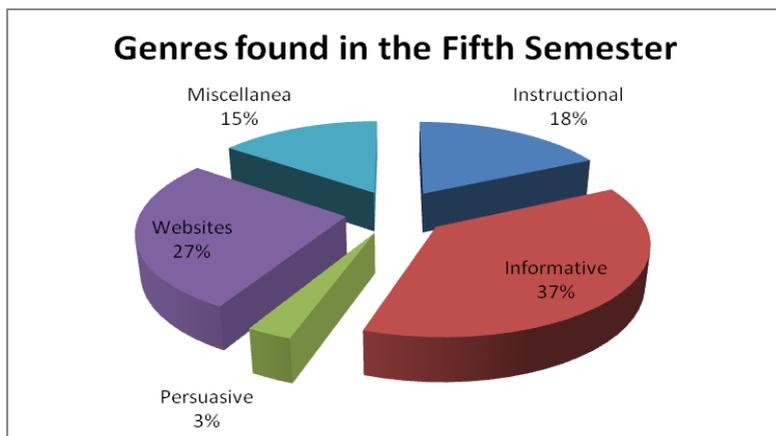
Reference books	Fairy tales and fables
Newspaper articles	Critical reviews or essays
Academic papers	Websites
Movie reviews	Transcriptions of TV news or radio news;
Myths and legend	Editorials
Textbooks	

No persuasive, popular or entertainment and social interaction genres were found in this discipline. The researcher believes this happened due to the fact that the objectives of the discipline are meant to help the students achieve comprehension and writing production of genres used in several situations, besides developing their linguistic and communicative skills (see appendix J for the complete program). This way, the professor needs to be very strict in the process of texts selection, choosing the genres s/he thinks will be more appropriate in achieving those goals. Selecting models which can be more useful for the students in the classroom is one of the tasks of the professor, and for that reason s/he needs to find and restrict the presentation of the texts to a smaller number of materials which are more specifically designated to that purpose, matching the intentions of the discipline.

4.1.2 Fifth Semester

In relation to the material from the fifth semester, this researcher analyzed a total of sixty-seven texts, downloaded from the virtual environment of the course: http://ava.cce.ufsc.br/hiperlab/ava_cce/moodle/login/index.php. All the material the students needed for the classes was available in this website, so that they could print or organize themselves the way they preferred. The general results obtained generated Graph 2 below.

Graph 2. Kinds of genres found in the fifth semester.



From the sixty-seven texts, thirty-seven were considered informative,(see extract 5 for an example) and sixteen of them were examples of academic papers. These academic papers could be included in the category of literary texts, because they were essays written in a specific format, a defined literary tradition (as defined by Davies, 1995). This researcher though, opted for including them into the informative category of genres, because they were selected by the professor to serve as models for the students to follow and use as examples when writing their own texts. These “essays” contained different models of rhetorical structures, that is, different internal structures, so that the students were able to observe how these texts were developed in order to put their acquired knowledge into practice in the tasks assigned by the professor

Extract 5. Example of Informative Text

Read the essay on Euthanasia. Attend to its organization and to the arguments provided

Eat Dirt!

As our lives become busier, good nutrition and money are often sacrificed. It is all too easy to stop by a vending machine or fast-food restaurant for a quick, but expensive meal. Dirt is a reasonable solution to the problem and it can be a very important part of your diet.

First, soil is easy to find and it is very inexpensive. Bucketful after bucketful can be found in your own garden or practically anywhere. In addition to being readily available, most soil is free.

Second, not only is dirt free, but it is also full of nutrients. The human body requires certain minerals that are essential for health. Among these important mineral are iron, copper, and zinc (Zimmerman, 1992). Lambert and Linch (1991) cite studies carried out by the National Soil Society in which 20-milligram soil samples taken from every state in the union showed enough traces of iron, copper and zinc to meet or exceed the U.S.R.D.A. daily requirements.

Third, and perhaps the most important of all, many people find that soil has a pleasant taste. In a recent survey conducted by the Department of Food and Nutrition as CookWellUniversity, 49 out of 50 students rated traditional recipes substituting dirt for flour as tasting superior to the recipes made in the traditional way with flour. In fact, many students admitted they enjoyed eating dirt all by itself (Johnson, 1992).

In sum, dirt can be a viable option for our busy, yet poor lifestyles. It is probably faster to fill a cup of dirt from the front yard than go to the local McDonald's. It is certainly less expensive and probably more nutritious.

Read the essay on Euthanasia. Attend to the organization of each paragraph, but especially to the arguments provided. In addition, identify all the modal and think about their meanings.

A total of 18 links to websites were also mentioned in the virtual environment of the course and the researcher was able to see that all of them were websites designed for the students to learn several aspects in writing different kinds of essays. They helped students in questions concerning the use of punctuation, organization, thesis statement, etc, and this amount of links constituted 27% of the graph. (See extract 6 below for an example)

Extract 6. Example of Website



Cleveland State University

engagedlearning

The Writing Center

Thesis Statement

Definition:

The thesis is usually considered the most important sentence of your essay because it outlines the central purpose of your essay in one place. A good thesis will link the subject of an essay with a controlling idea. Consider, for example, the following thesis:

People in the past spent a great deal of effort protecting themselves from witches.

Subject: people feared witches

Controlling Idea: people spent a great deal of effort protecting themselves

Position:

In a short essay, a thesis statement appears at, or near, the end of the introductory paragraph of the paper so that readers know the topic of the essay before they see the writer's statement of the central purpose of the essay. This way the first paragraph helps the reader understand why the writer is writing.

Purpose:

A thesis should be narrow in focus in order to allow the fullest exploration of its issues as possible, and it should reflect the type of paper that follows, whether it be persuasive or informative. Narrowing the focus of the thesis may require posing questions about it to yourself before committing to a final version.

Process:

What follows is a method for writing thesis statements that many writers have found useful (we found it in Chapter 3 of *The Allyn & Bacon Handbook*).



Provost Office Home
Writing Center Home

Writing and Research Advice for Transfer Students and Returning Adults

The Writing Process
Writing Across the Curriculum
Writing Help For Graduate Students

Get Writing Help Online
You can email your paper to the Director at m.c.lupo@csuohio.edu and she will send it to a tutor for online tutoring. Please allow at least 3 business days for a response

Plagiarism

Links
English Department Homepage
QUESTIONNAIRE
Office Hours

Mailing Address
Cleveland State University
Provost Office
2121 Euclid Avenue

RT Library 124
Cleveland, OH 44115-2214

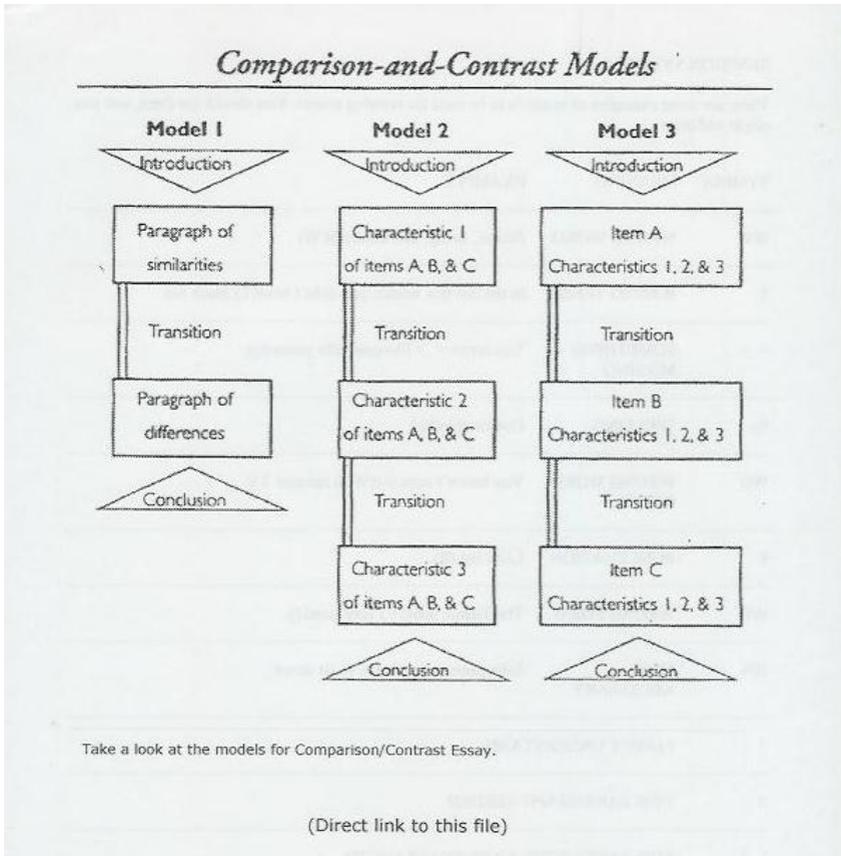
Campus Location
Rhodes Tower 124
1860 E. 22 Street

For appointments call:
216.687.6981
Dr. Mary Murray
216.687.6982
Fax: 216.687.6943
Dr. Mary Murray, Director

This site contains files that require the free *Adobe Reader* to view.

Eighteen percent of the total amount of texts belonged to the instructional genre, comprising twelve texts which held instructions on how to write specific types of essays with different rhetorical structures, and norms or rules about writing. (See extract 7 for an example)

Extract 7. Example of Instructional Text



Finally, in terms of persuasive genres, the researcher found two texts which persuaded the students to practice ‘peer review’ and a kind of a ‘letter to the reader’ also with persuasive objectives.

Extract 8. Example of Persuasive Text

Peer review (also known as **refereeing**) is the process of subjecting an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field. Peer review requires a community of experts in a given (and often narrowly defined) field, who are qualified and able to perform impartial review. Impartial review, especially of work in less narrowly defined or inter-disciplinary fields, may be difficult to accomplish; and the significance (good or bad) of an idea may never be widely appreciated among its contemporaries. Although generally considered essential to academic quality, peer review has been criticized as ineffective, slow, and misunderstood.

Pragmatically, peer review refers to the work done during the screening of submitted manuscripts and funding applications. This process encourages authors to meet the accepted standards of their discipline and prevents the dissemination of irrelevant findings, unwarranted claims, unacceptable interpretations, and personal views. Publications that have not undergone peer review are likely to be regarded with suspicion by scholars and professionals

REASONS FOR PEER REVIEW

It is difficult for authors and researchers, whether individually or in a team, to spot every mistake or flaw in a complicated piece of work. This is not necessarily a reflection on those concerned, but because with a new and perhaps eclectic subject, an opportunity for improvement may be more obvious to someone with special expertise or who simply looks at it with a fresh eye. Therefore, showing work to others increases the probability that weaknesses will be identified and improved. For both grant-funding and publication in a scholarly journal, it is also normally a requirement that the subject is both novel and substantial.

Furthermore, the decision whether or not to publish a scholarly article, or what should be modified before publication, lies with the editor of the journal to which the manuscript has been submitted. Similarly, the decision whether or not to fund a proposed project rests with an official of the funding agency. These individuals usually refer to the opinion one or more reviewers in making their decision. This is primarily for three reasons:

- **Workload.** A small group of editors/assessors cannot devote sufficient time to each of the many articles submitted to many journals.
- **Diversity of opinion.** Were the editor/assessor to judge all submitted material themselves, approved material would solely reflect their opinion.
- **Limited expertise.** An editor/assessor cannot be expected to be sufficiently expert in all areas covered by a single journal or funding agency to adequately judge all submitted material.

Thus it is normal for manuscripts and grant proposals to be sent to one

In the ‘Miscellanea’ section, this researcher included only ten short paragraphs encountered in the samples of the material designed for the students to have them as examples of different rhetorical structures. Again, as they could not be considered part of any other category of genres, they were included in this section, for a better visualization of the samples. (See extract 9 for an example)

Extract 9. Example of Miscellanea

Developing Your Topic Sentence

After the topic sentence, the rest of the paragraph supports the point you wish to make. Inexperienced writers often fail to construct effective paragraphs because they make an assertion without backing it up. The following paragraph provides a topic but no development:

Jane is relieved to find that Mrs. Fairfax is in fact a nice lady, and that she does not own Fairfield. Perhaps she wants to live as an equal, or maybe she is tired of having authority figures looking over her, as they have done for her entire life.

The writer does not develop the statement in the first sentence; rather the discussion fizzles out into speculation with no specific reference to the text.

In an expository essay especially, you may be able to refer to objective support for your position; if you are writing a paper about birth control, you might find it useful to include statistical information to strengthen your argument. Never state without supporting evidence; aside from the problem of proof, you will end up with a short essay.

No literary or poetic and no popular or entertainment genres were found in this material. This researcher concluded that this might have happened because, as it also happens in the third semester, the objective of the discipline is to develop comprehension and production of written texts of higher complexity (see appendix K for the program of the discipline), reviewing the necessary aspects for writing and producing texts. This discipline also aims at developing linguistic and communicative skills through the production of academic texts. Therefore, the professor in this course chose texts which stimulated and persuaded students in the act of writing. Following the literature in the area of teaching reading comprehension in academic settings, it can be observed that, the more the students are exposed to a specific genre, the more they are able to reproduce it later on, be it in writing or reading, since they also feel more comfortable when reading something familiar in that genre. Familiar genres always seem to be easier for the students to comprehend when reading in the classroom, for they already know what to expect when observing the general structure of the text.

When asked about the kinds of genres found in this subject, the answers of the professor were according to table 2 below.

Table 2. Kinds of genres mentioned by the professor in the fifth semester.

Textbooks;	Activity pages;
Academic papers;	Movie reviews;
Persuasive Essays;	Critical reviews and essays;
E-mails;	Websites.
Technical instructions about writing; essays;	Rules and norms; (ABNT);

4.1.2.1 Third and Fifth Semesters

It becomes important to make some considerations concerning both groups of study: the third and the fifth semesters. One of them is that six essays were the same in the third and in the fifth semesters, namely: ‘Americans and Food’, ‘Compulsory National Service’, ‘Eat Dirt’, ‘Euthanasia’, ‘Early Steady Dating’ and ‘The causes of Divorce’ (See appendix). This study did not investigate why this happened, but in this researcher’s viewpoint this is a not a very interesting aspect, once students who finish the third and fourth semesters may lack motivation when receiving the same material twice. Dörnyei who has a long time experience with research in the area of students’ motivation in second language classrooms presents, in his work of 2001 the idea that “(...) students will not be motivated to learn unless they regard the material they are taught as worth learning” By looking from this perspective, it would be interesting that each semester students received always different materials, without repetition, so that they could have a sense of “progress” in the course. Moreover, the use of different materials which the students have not had previous contact, may also stimulate them in discovering new genres and enjoying reading them.

By analyzing the results presented previously, it was possible for the researcher to answer the research question “*What kinds of genres are found in the materials used in the third and fifth semester of the Letras course?*” as described above. In a nutshell, the genres encountered in the third and in the fifth semester of the Letras course can be categorized into the following: instructional, informative, literary, persuasive genres and websites. The informative genre appears as being the most relevant

specific genre found in both disciplines. This might be given due to the fact that the miscellanea section is composed of extracts of paragraphs which have the intention of teaching students how to write and develop their own textual production, therefore, samples of other kinds of texts must be given to the students in the classroom to be used as models for further production. According to Reid (1993), in the 'Process Writing Classrooms' the focus is on the *process* of writing, stimulating students in their creativity, discussions and making use of the new learned strategies. Due to that fact, reading is seen as an indispensable part of this classroom, and in order to brainstorm students to write their own texts and develop vocabulary related to that genre as well as different strategies practicing, bringing small samples and diversified extracts can be very useful.

As reading is considered by the authors presented in the review of the literature as the most important path to be followed in the process of writing texts, this researcher also aimed at investigating the contents of the texts analyzed. For better understanding them, the next research question is presented in the following section.

4.2 What is the subject of the texts presented in these materials? Do they presuppose general or special background knowledge?

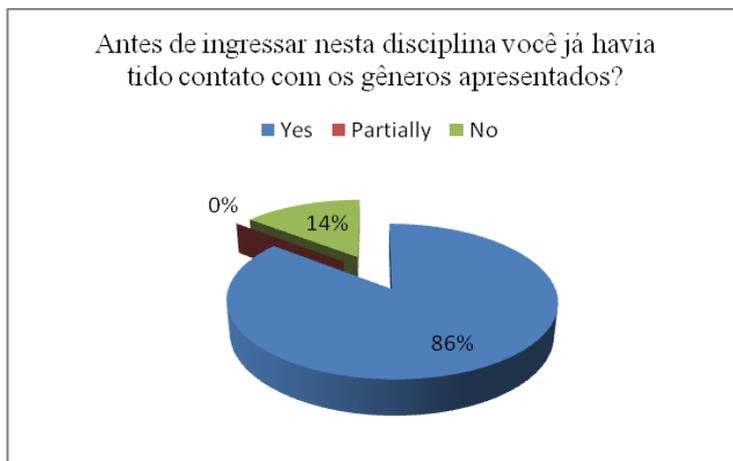
In order to answer this question, this researcher decided to observe, the answers given by the professors and the the samples of the materials collected. The students' opinions about the materials were also analyzed as can be seen furthermore. The table below shows the subjects encountered during the data collection:

Table 3. Subjects found in the texts of the 3rd Semester.

The relation of personality and the place of a person in the family
How to be a foreigner
Dreams and their meanings
Knowledge about literature (Shakeaspeare)
Early steady dating
Euthanasia
Curiosities about particular food habits
Compulsory national service
Causes of divorce
Grammar points

In order to better comprehend the subjects present in the genres brought to the classroom, the participants answered a specific question which aimed at investigating the frequency to which they had already been exposed to some specific genres. The answers are represented by graph 3, below:

Graph 3. Previous contact with the genres.



According to the graph, most students from the third semester demonstrated having had contact with the genres presented in the course. As Paltridge (2001) argues in his work, previous knowledge about genres is important for students who are taking a writing course, because the information that they already have about the structure of the genres will help them to produce their own texts later on. Not just the reproduction of texts, but also, reading comprehension can be positive affected by this practice in the classroom. In addition to that, the biggest part of the participants believed that the subjects brought to the classroom were, at least partially, of common knowledge to them, as illustrated below:

Graph 4. Previous knowledge about the subjects in the texts (Students' questionnaire).



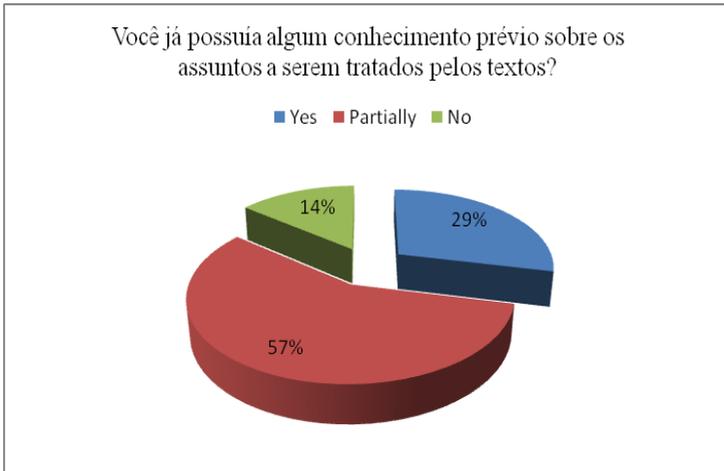
From the graph above we can infer that most of the texts brought to the classroom contained subjects which were of common knowledge to the students, which was expected by this researcher. (This information can be confirmed by graph 5, below). Once the students go through a selection process before entering a university, it is believed that many of the subjects brought to the classroom have already been part of the student's life, previously, or might have already been studied for the selection process. If the student has achieved such a level of proficiency in reading comprehension, this researcher believes that s/he must have read similar texts or at least texts related to the student's area of study. It is important for the student to be somehow familiarized with the subjects of the texts presented due to the fact that, when the students recognize, at least partially, the subjects brought by the text, some schemata will be activated in order to facilitate text comprehension, which seemed to be the case here. Complementing this fact, 57% of the students said that the texts did not present specific knowledge about which they did not know anything, as can be seen in graph number 5 below.

Graph 5. Subjects that demanded special background knowledge in the third semester (students' questionnaire).



By looking at this graph, it is possible to state that, most texts presented contained subjects which most students already had some background knowledge about (57%), and a very high number of students (43%) state having at least partial previous knowledge about them. Only some of the texts brought subjects which belonged to very specific areas which they had no previous knowledge about. In terms of reading comprehension, this fact may have helped the students in their performance in the classroom when reading the material presented, once we have seen in the review of the literature some of the aspects which facilitate this process. Although zero percent of the participants answered 'Yes' to the same question (demonstrating that the students had at least partial knowledge about the mentioned subjects), we also observe similar information obtained by questionnaire, as shown in graph 6:

Graph 6. Background knowledge about the text subjects in the third semester.



Fifty-seven percent of the participants answered ‘Partially’ to this question, stating that they had at least partial background knowledge about the subjects which the texts were about. This information is related to the results presented before, which demonstrated that in the previous question, 43% of the participants claimed that the texts brought to the classroom were of very specific areas which the students had only partial previous knowledge about while no participant stated that the texts were completely specific and brought totally unknown previous information. This shows that most texts brought issues that demanded at least partial previous knowledge about the presented subject, what is the expected situation in a university context.

By observing the graphs above we can conclude that most students possessed partial previous knowledge about the texts brought by the professor, be them from specific areas (which demanded special previous knowledge from the subject), or from general areas. Although most of the students mentioned having previous knowledge about the subjects, some claimed having no or partial previous knowledge about the subjects presented in the texts. This way, we can consider that most of the texts brought to the classroom demanded at least some specific previous knowledge from the students, and the biggest part of them (57% who answered ‘partially’, plus 29% who answered ‘yes’) have at least some knowledge about the contents presented in the texts.

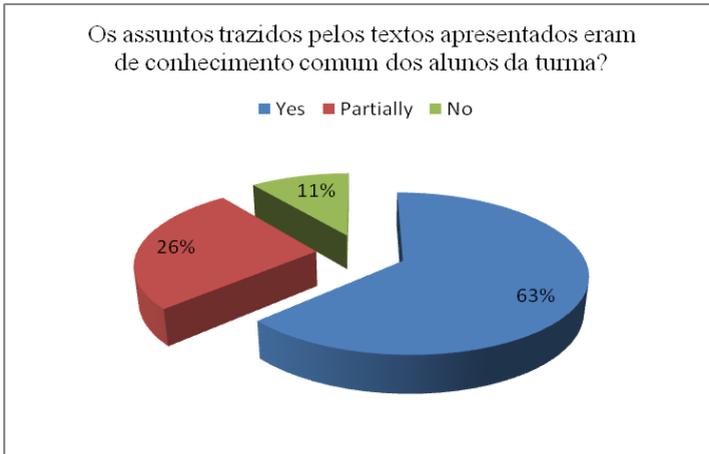
The subjects found in the texts of the fifth semester were the following, in table 4 below:

Table 4. Subjects found in the texts of the 5th Semester.

Big cities X Small cities TV and its effects; Generation differences; Divorce; Euthanasia; TV and its effects; Generation differences; Educational system; Being a father nowadays; Diet and food habits; Dating; Compulsory National Service; Life of musicians; Health; Cheating; University issues; Grammar points and punctuation aspects; Instructional texts about organization and structure of essays; Reasons for peer reviewing; Other subjects chosen by the students. (these subjects were not specified)
--

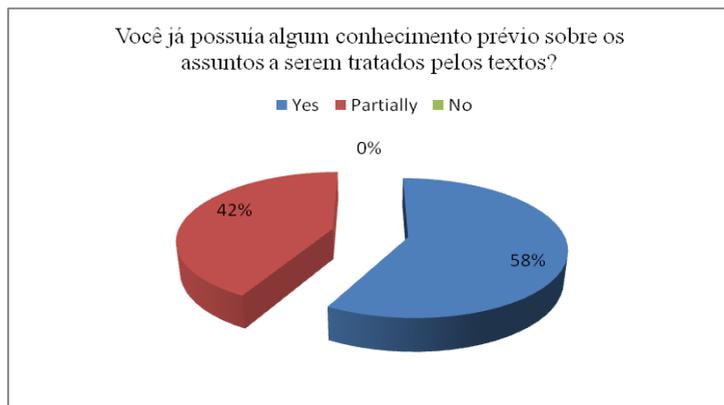
By observing these samples, this researcher could state that this professor worked with a great diversity of genres and subjects, departing from very general knowledge topics such as diet and food habits and going to subjects which demanded more special knowledge, such as organization and structure of essays. These subjects are considered to be from special knowledge because they demand the students to have very specific information about this restricted area. This demands them to be inserted in this context, to have learned this specific information and the rules about how to proceed in writing the essays.

In order to better assess whether the texts presented demanded general or special knowledge from the students, the answers of the participants from the fifth semester were analyzed as shown by graph 7 below, and show that most students believe that the subjects brought to the classroom were of common knowledge of the students in that group:

Graph 7. Common knowledge subjects among the students of the fifth semester.

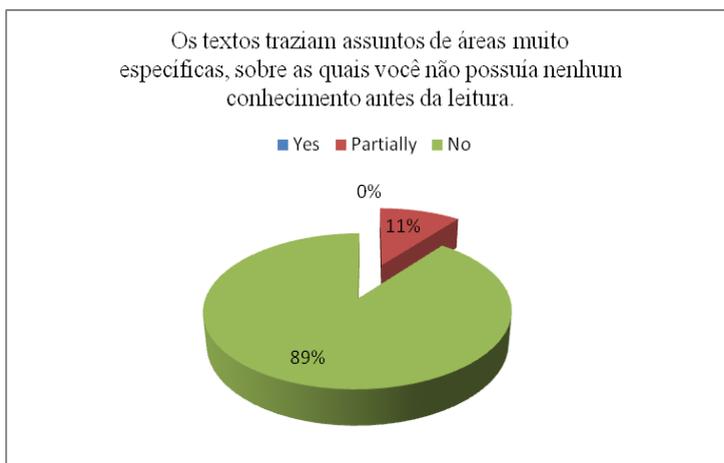
Differently from the third semester students, most part of the participants from the fifth semester answered that the subjects presented by the texts were of common knowledge to them, indicating that the highest amount of texts demanded general knowledge from the participants, but a very small percentage of participants suggested the opposite, what makes us believe that the students of this group did not need to have too much special knowledge in specific areas in order to be able to comprehend the texts presented. In the same line of thought, it is interesting to observe that most part of the students already had previous knowledge related to the subjects presented by the texts, as illustrated by graph number 8 below. All the students reported having at least some background knowledge related to the contents of the texts presented.

Graph 8. Background knowledge about the text subjects in the fifth semester.



None of the texts brought to the classroom were about subjects taken from very specific areas which the students did not know anything about, as reported by the participants' answers (see graph number 9 below).

Graph 9. Subjects that demanded special background knowledge in the fifth semester.



The results above show that the professors of the fifth and third semesters were very selective in relation to the choice of the subjects. These choices included very popular topics of common knowledge which did not demand special knowledge from the students or did not need them to search for extra information in order to better comprehend and reproduce the genres provided.

In order to better comprehend the results obtained, it is important to review Kintsch and Franzke's idea of general and special knowledge (1995). As stated before, for the authors, general knowledge is knowledge about the language and the world that is shared among members of a specific culture. This kind of knowledge is common to every individual who lives in the same context, in the same culture and observes the same happenings in their social lives, while, on the other hand, special knowledge is characterized by the individual's exposure to a certain topic. The latter is supposed to be a very specific type of knowledge which deals with a subject that is common only to the individuals who have been sufficiently exposed to this topic. Having these concepts in mind, it is possible to observe that both disciplines seemed to be working with the same line of thought, mixing the use of texts which demanded very special knowledge from the students with texts which, on the other hand, demanded general knowledge from them.

Although this study did not include the worksheets in this analysis, it is worth saying a word about some essays that the students from the fifth semester posted through the virtual environment. They seemed to be written under various topics such as: alternative transportation, death penalty, university shares, drinking and driving and university choices. This research did not have access to the written products from the third semester, but observed some oral presentations performed by these students about the short story read by them entitled "How to be an Alien". In these presentations, it was possible to observe that the students enjoyed that specific genre, writing their own version of the story giving tips on how to be something else that they could choose to describe. In this activity, the students did not learn only a new genre but also how to use the computer in creating Powerpoint presentations. The schema developed about that specific structure enabled students to create their own texts and present them orally, for their colleagues.

In order to sum up the section above, it is important to take two aspects into consideration: the previous knowledge about genres possessed by the students, and the objectives of the disciplines. As

stated by Davies, (1995) when choosing the texts to be used in a course, the professor must have in mind what kind of genres the students want or expect to read and what kinds of genres the professor wants them to read and learn from. It is obviously not possible that the students are all going to be able to have the same background knowledge about all the subjects discussed in all the texts brought by the professors but, it is possible for the professor to try to cover as many kinds of genres as possible according to the objective of the classes. As most of the classes have reading as a tool for teaching writing, it becomes interesting to observe the fact that some of the investigated texts are able to stimulate into the classroom the practice which had emphasis during the 1980s and is presented by Reid (1993) as the “Process Writing Classrooms”. As the focus of the class is on the process of writing the texts, the act of reading several different genres does not just lower the students’ anxiety, but also help them to see these genres as models to be followed. Once they are in contact with the selected genres, especially when they are genres which the student had already had contact with previously, reading and investigating them in the classroom with the help of the professor or their classmates makes it easier for them to reproduce the same genres in their writing productions later on.

As the main goal of the investigated disciplines is to use the reading of texts as a tool for teaching writing in the classroom, this study aimed at analyzing not just the variety of the texts presented, but also the students’ perception in relation to these texts requiring general or special knowledge. This analysis is presented in the next section.

4.3 What is the students’ perception in relation to the texts presented?

In order to answer this question, this study is going to make use of the answers provided by the students in the questionnaires collected previously. This way, the questions will be described below, separated by semester, with the respective answers following them.

4.3.1 Third Semester

For the first task, students used a scale from 1 to 4 in order to point out the frequency with which the kinds of genres were brought to this course during the semester (for further information, see the method section). Based on the answers provided by the seven participants, it was

possible to develop the tables below, showing the number of students who checked the options mentioned in the tables:

Table 5. Instructional Genres.

	Never	Sometimes	Frequently	Always
Quadros de horários de transportes;	7	0	0	0
Cartazes de informações de segurança;	7	0	0	0
Instruções técnicas;	6	1	0	0
Manuais de equipamentos domésticos;	7	0	0	0
Manuais de computadores;	7	0	0	0
Instruções de jogos;	7	0	0	0
Brochuras de viagem;	7	0	0	0
Anúncios de emprego;	7	0	0	0
Descrição de emprego;	7	1	0	0
Formulários;	6	1	0	0
Normas e regulamentações.	7	0	0	0
Outro:	1	0	0	0

5 participants did not answer.

Table 6. Informative Genres.

	Never	Sometimes	Frequently	Always
Livros-Texto;	0	1	3	3
Páginas de atividades;	0	0	0	7
Enciclopédias;	7	0	0	0
Livros de referência;	1	5	1	1
Dicionários;	6	1	0	0
Artigos de jornais;	4	3	0	0
Diários;	7	0	0	0
Trabalhos acadêmicos;	5	0	1	1
Resenhas de filmes e/ou peças	6	0	1	0

de teatro;				
Biografias;	6	1	0	0
Periódicos especializados/revistas científicas ;	4	3	0	0
Outro:	1	1	0	1
4 participants did not answer.				

Table 7. Persuasive Genres.

	Never	Sometimes	Frequently	Always
Propagandas impressas de diferentes tipos;	7	0	0	0
Propagandas do governo ou de partidos políticos;	7	0	0	0
Panfletos de “ofertas especiais”;	7	0	0	0
Cartas ao editor em jornais nacionais e locais;	7	0	0	0
Transcrições de notícias de jornais de TV e programas de rádio;	7	0	0	0
Editoriais;	6	1	0	0
Outro:	2	0	0	0
5 participants did not answer.				

Table 8. Literary or Poetic Genres.

	Never	Sometimes	Frequently	Always
Contos de fadas e fábulas;	2	5	0	0
Mitos e lendas;	2	5	0	0
Clássicos da literatura infantil;	6	1	0	0
Literatura infantil moderna;	6	0	0	0
1 Did not answer				
Romances pré-século XX, drama e poesia;	3	4	0	0
Romances modernos, drama e poesia;	5	2	0	0
Ficção científica;	5	2	0	0

Revisões críticas e ensaios (essays);	1	3	3	0
Outro:	2	0	0	0
5 participants did not answer.				

Table 9. Popular or Entertainment Genres.

	Never	Sometimes	Frequently	Always
Canções de ninar;	7	0	0	0
Rimas e enigmas;	6	1	0	0
Aventura popular;	5	2	0	0
Romances românticos	7	0	0	0
Romances históricos;	6	1	0	0
Revistas populares;	4	2	1	0
História em quadrinhos;	7	0	0	0
Romances policiais;	7	0	0	0
Suspense;	7	0	0	0
Anedotas;	5	2	0	0
Histórias sobre animais;	4	3	0	0
Outro:	2	0	0	0
5 participants did not answer.				

Table 10. Social Interaction Genres:

	Never	Sometimes	Frequently	Always
Cartas pessoais;	7	0	0	0
Cartões-postais;	7	0	0	0
Recados ou mensagens breves;	6	0	1	0
Mensagens de FAX;	7	0	0	0
Cartões de cumprimentos;	7	0	0	0
Telegramas;	7	0	0	0
Correspondência eletrônica (e-mail).	7	2	2	6
Sites retirados da Internet;	5	1	1	0
Convites;	7	0	0	0

Classificados de jornais;	7	0	0	0
Outro:	1	1	0	1
5 participants did not answer.				

The participants' answers demonstrate that, their knowledge about the concepts of genres is not all the same. While some participants say that they never received a specific genre in the classroom, others point out that 'sometimes' or 'frequently' received them. During the analysis of these data, this researcher concluded that it would be clearer for the students to answer these questions if they had received along with them some examples of the mentioned genres. This way, they would be able to have the same perception when answering the proposed questions and the researcher would be sure of their understanding. In order to have a better view of the students' perception of the genres found in the material, this study summarizes their descriptive answers to the question:

“Which of the genres worked during the English classes of reading and writing did you like best? Why?”²

Most participants answered the following:

- Literary genres, for they are more interesting;
- Informative genres;
- Fiction, technical texts;
- Drama and poetry, because it was interesting to discuss the author's point of view.

Their answers were very similar from one student to another and it was possible to observe that they had a very similar viewpoint regarding their likes and dislikes. There were not a big number of answers as to 'why' they preferred them, unfortunately. In addition to that, this study also points out the students' suggestions for texts they would like to see in the classroom. The participants' mentioned suggestions of what genres they did not have before and would like to see in the classroom in the future. These were popular or entertainment genres, social interaction and instructional genres, comic books, jokes, popular adventures, myths, newspaper articles, essays and academic

² “Quais dos gêneros trabalhados durante as aulas de compreensão e produção escrita em língua inglesa você mais gostou? Por quê?”

papers as well as novels and thrillers. Moreover, the students demonstrated to be very interested in the variety of the texts presented in the classroom, once their answers were always very descriptive and clear.

In relation to ‘reading purposes’, students were asked the following question: “Assinale quais são os objetivos de leitura dos textos trabalhados em sala de aula (escolha quantas alternativas forem pertinentes)”. This information provided generated graph 10 below:

Graph 10. Purposes that participants can identify when reading a text – Third semester.



When analyzing the collected samples, this researcher found that from the total amount of investigated material, 43% belonged to the informative genre, while 47% was composed of loose paragraphs and parts of texts meant to be examples of rhetorical structures or other extracts with teaching purposes. These results match the expectations when observing the purposes that the students identified when reading the material given in the classroom. They see as a purpose the fact of reading for using the model as an example and reading to identify the most important content of the text. According to the “Pattern-Model classrooms” previously mentioned by Reid (1993), when students can use texts as models and identify the rhetorical modes in these texts, they read much more and reflect on the contents of the texts, anticipating and predicting the information. This way, reading in the writing classroom serves as a “scaffold” for the students to activate schemata and produce similar texts afterwards.

Although all the participants mentioned not having problems with the comprehension of the texts, some of them reported finding a little confusing the purposes in reading them. While some participants stated that the texts could be more related to the subject being taught, others emphasized that the choices of the texts were creative, interesting for the classes and matched their expectations towards the course. One participant, on the other hand, mentioned that the subjects of some texts were very broad and uninteresting, which did not allow discussion on the subject. The texts ‘How to be an Alien’ and ‘Secret Messages to Ourselves’ as well as ‘Shakespeare in the Bush’ were the ones that called the students’ attention the most, because many participants mentioned remembering them.

4.3.2 Fifth Semester

For the first task, students also used a scale from 1 to 4 in the order of the frequency with which the kinds of genres were presented in this subject. This way, the researcher would be able to observe their perception in relation to genre knowledge, evaluating the participants’ awareness towards the genres presented in the classroom. Having in mind the fact that nineteen students answered the questionnaire, the results were as follow (See tables 11 through 16 below):

Table 11. Instructional Genres.

	Never	Sometimes	Frequently	Always
Quadros de horários de transportes;	19	0	0	0
Cartazes de informações de segurança;	19	0	0	0
Instruções técnicas;	11	4	2	2
Manuais de equipamentos domésticos;	19	0	0	0
Manuais de computadores;	19	0	0	0
Instruções de jogos;	19	0	0	0
Brochuras de viagem;	19	0	0	0
Anúncios de emprego;	19	0	0	0
Descrição de emprego;	18	1	0	0
Formulários;	14	3	0	2
Normas e regulamentações.	12	2	5	0
Outro:	8	2	2	2
7 participants did not answer				

Table 12. Informative Genres.

	Never	Sometimes	Frequently	Always
Livros-Texto;	13	4	2	0
Páginas de atividades;	4	2	11	2
Enciclopédias;	17	1	1	0
Livros de referência;	8	6	4	1
Dicionários;	7	7	4	1
Artigos de jornais;	10	7	2	0
Diários;	18	1	0	0
Trabalhos acadêmicos;	2	7	3	7
Resenhas de filmes e/ou peças de teatro;	17	1	1	0
Biografias;	18	1	0	0
Periódicos especializados/revistas científicas ;	11	4	3	1

Outro: 9 participants did not answer	5	0	3	2
---	---	---	---	---

Table 13. Persuasive Genres.

	Never	Sometimes	Frequently	Always
Propagandas impressas de diferentes tipos;	17	1	1	0
Propagandas do governo ou de partidos políticos;	18	1	0	0
Panfletos de “ofertas especiais”;	19		0	0
Cartas ao editor em jornais nacionais e locais;	18	1	0	0
Transcrições de notícias de jornais de TV e programas de rádio;	14	5	0	0
Editoriais;	18	1	0	0
Outro:	7	1	1	0
10 participants did not answer				

Table 14. Literary or Poetic Genres.

	Never	Sometimes	Frequently	Always
Contos de fadas e fábulas;	19	0	0	0
Mitos e lendas;	19	0	0	0
Clássicos da literatura infantil;	19	0	0	0
Literatura infantil moderna;	19	0	0	0
Romances pré-século XX, drama e poesia;	19	0	0	0
Romances modernos, drama e poesia;	19	0	0	0
Ficção científica;	18	1	0	0
Revisões críticas e ensaios (essays);	4	3	5	7
Outro:	7	0	2	0
10 participants did not answer				

Table 15. Popular or Entertainment Genres.

	Never	Sometimes	Frequently	Always
Canções de ninar;	19	0	0	0
Rimas e enigmas;	19	0	0	0
Aventura popular;	19	0	0	0
Romances românticos	19	0	0	0
Romances históricos;	19	0	0	0
Revistas populares;	17	2	0	0
História em quadrinhos;	19	0	0	0
Romances policiais;	19	0	0	0
Suspense;	19	0	0	0
Anedotas;	17	2	0	0
Histórias sobre animais;	19	0	0	0
Outro:	9	1	0	0
9 participants did not answer				

Table 16. Social Interaction Genres

	Never	Sometimes	Frequently	Always
Cartas pessoais;	16	3	0	0
Cartões-postais;	19	0	0	0
Recados ou mensagens breves;	13	3	0	3
Mensagens de FAX;	19	0	0	0
Cartões de cumprimentos;	19	0	0	0
Telegramas;	19	0	0	0
Correspondência eletrônica (e-mail).	9	2	2	6
Sites retirados da Internet;	4	1	7	7
Convites;	17	2	0	0
Classificados de jornais;	18	1	0	0
Outro:	7	2	0	1
9 participants did not answer				

As could be seen in the tables above, the students' perception in relation to the genres brought to the classroom can be represented by a pattern showing that their answers about the material are similar from one another. The table which represents the highest difference among the answers is table number twelve, containing information about the informative genres. This result is very interesting for the research because the informative genres were the most frequently present genres in both classrooms, and we can observe that only some of the students are not sure about the kinds of texts they are receiving in class, against a higher number which is more homogeneous. Following the conclusion obtained in the analysis of the third semester, this researcher believes that, as the students do not have the same concept of genres in their minds, the questions were not clear enough for them to answer. This way, it would have been better to give examples of the genres when presenting them the questions, in order to clarify this idea of genre. For detailing their perception of genres, the researcher summarized their descriptive answers to the question below:

“Which genres worked during the English classes of reading and writing did you like Best? Why?”³

The students mentioned the following aspects:

- PowerPoint preparation about text organization;
- Academic genres, because they are useful when writing texts;
- Different kinds of essays mainly the argumentative essay, because it involves research and makes the students think to have an opinion;
- Websites, because they explore new vocabulary in English;
- Letters, because the information is interesting;
- Informative genres, in special academic papers, because they provide what is necessary for doing the activities, learn and practice academic writing and they are more frequent in the students' routines.
- Social interaction genres, because they allow the student to live a situation in a foreign language;

³ “Quais dos gêneros trabalhados durante as aulas de compreensão e produção escrita em língua inglesa você mais gostou? Por quê?”

- We never worked with most of the items mentioned (in the questionnaire), I would find it interesting to study a technical manual, children's stories or others;
- Does not know;
- No genres in special.

Some participants just mentioned the genres given during the semester but did not mention the ones they preferred, and many of them did not explain why. These occurrences were not included in the list above. On the other hand, most of the students suggested kinds of genres that they did not have in this class and would like to have in the future. The suggested genres were:

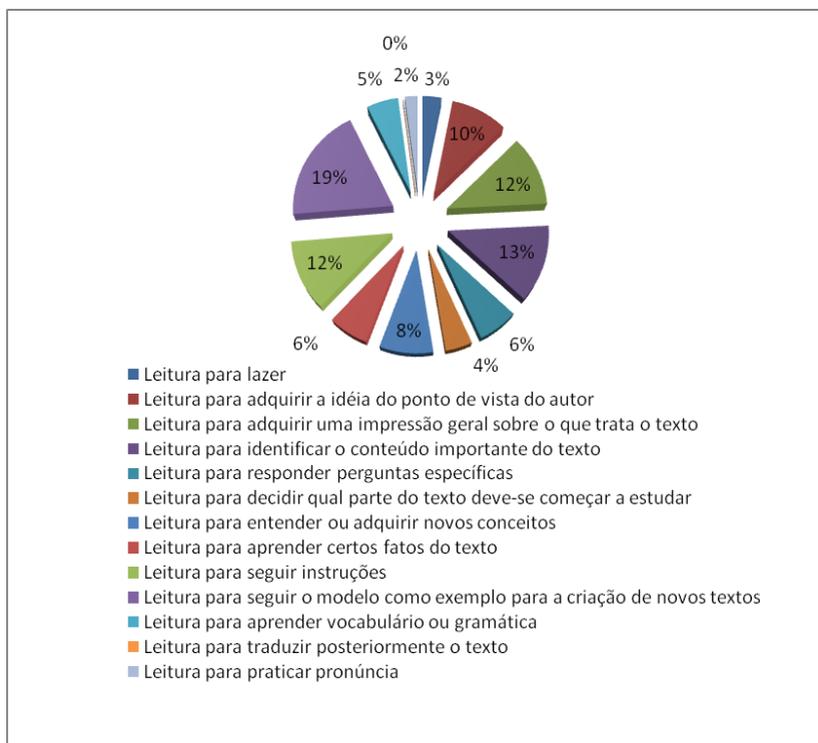
- All kinds of genres;
- Comic books;
- Computer manuals and game instructions;
- Fables and myths;
- Newspapers' articles and letters to the editor;
- Literature in general;
- Movie reviews or general information reviews;
- Genres of social interaction and popular;
- Fiction;
- Other academic papers besides essays;
- Advertisements and transcriptions;
- Instructional and genres of social interaction.

Departing from the information given above, it is possible to observe that the written answers are very different from one another. While some participants mention to have received mostly one kind of genre, (as observed in the previous question) others claim not having studied the same kind, and state that would like to work with them in the future. This may be also due to the fact that the question presented by this researcher was not clear enough, and maybe, including some examples of genres would help them answer what was being asked.

The participants were also asked to say if they were able to identify a purpose in the reading of the texts given. In this activity, they had the option of answering 'S' for "Yes", 'P' for "Partially" and 'N' for "No". Once the answer was "Yes" they should have checked in the list for these purposes. Unfortunately, some participants did not correctly check the items and marked S, P and N for the purposes as well. This way, the only answers that were considered were the ones in which they signaled "S", for this means they really identified this purpose in reading the texts.

Again, the participants were a total of nineteen individuals. Even though three of them did not check the first question of the task: “*Você consegue identificar um objetivo para a leitura dos textos apresentados?*” where they should mark S, P or N, their further answers were considered, because they really marked what purposes they identified when reading the texts. Fourteen of the participants marked “S” and only one of them marked “P”. The answers of the latter were also considered where these participants marked ‘S’ for the purposes in the list (See Graph 11).

Graph 11. Purposes identified by the participants – Fifth Semester



The graph shows that reading for ‘identifying the important content of the text’ and reading for ‘following the model as an example’ were the most recognized purposes by the participants when reading the texts in this subject. These results match the results found by this

researcher in terms of communicative purposes of the genres. As the researcher found 18% of instructional and 37% informative genres in the total amount of texts of the fifth semester, it is natural that the majority of reading purposes that the students identify consists of purposes related to learning, observing models and following structures, a purpose that represents a total of 12% in Graph 11 above. Therefore, the fifth semester students' perception of the material presented seems strongly related to the communicative intentions of the genres encountered.

In relation to the other information provided by the participants through the questionnaire, this researcher could observe that the topics which called the students' attention the most were the ones about *big cities x small cities, eat dirt, growing older, compulsory national service, today's parents, the influence of TV* and the topics about writing essays. This information was found because these were the topics that the students mentioned when answering the question "*Escreva abaixo os assuntos tratados pelos textos que você recebeu no decorrer desta disciplina*". Most of the students reported considering the subjects quite simple, what did not make text comprehension difficult for them, in a general aspect. None of them reported having difficulties in comprehending the texts presented in the classroom.

In a general view, we can see that the students from both classrooms had different conception of genres in their minds, therefore, each participant stated having received different kinds of texts from the others. The most important aspects towards their perception of the texts presented is that they all identified purposes in reading the texts given and all of them possessed at least some background knowledge on the subjects brought by the texts.

Finally, this researcher considers that most part of the students from the third and the fifth semesters have very different opinions in relation to the material given, as can be observed by their answers about the purpose they identified when receiving the texts. These perceptions were probably different because the objectives and the approaches intended by the professors were also different in both observed semesters, also taking into consideration the proficiency level of the students in the groups. This conclusion can also be stated due to the fact that this researcher observed some classes and was able to see how the students reacted towards the presented texts and their subjects, noticing very different behavior and reactions between the two groups. While the third semester seemed to be excited and interested in receiving the text for didactic purposes, the fifth semester group seemed to be interested in

discussing the subjects presented by the texts in order to generate a longer conversation with more interaction among them, and not just observe the intention of reading those texts as a model for the creation of similar productions in the future.

CHAPTER FIVE

FINAL REMARKS

This chapter is divided into three main parts: Final Considerations, Limitations of the Study and Suggestions for Further Research and Pedagogical Implications.

5.1 Final Considerations

This study's main objectives were: analyzing the genres found in the third and fifth semester of the *Letras- Inglês* course at Universidade Federal de Santa Catarina, investigating whether the texts demanded special or general background knowledge from the reader and finally, observing the students' perception towards the previously mentioned texts. In order to carry out this research, this study was divided into three main actions. The first was to collect data through questionnaires distributed to the students of UFSC in the Letras Course – Third and Fifth semesters as well as questionnaires given to the professors of two disciplines in this course: *Compreensão e Produção Escrita em Língua Inglesa III* and *V*. The second step involved collecting the samples of the materials used in these subjects and the third was to develop an analysis of this material, focusing on the kinds of genres found in them, by making use of a framework developed by Davies (1995).

The students and the professors answered the questionnaires personally or through the Internet, by e-mail. The results from the data collected showed that the most frequent kinds of genres in the third and the fifth semester were instructional, informative, persuasive, websites and literary, according to the samples analyzed by this researcher. In terms of the subjects presented in these materials, this researcher found in the third semester: 'The relation of personality and the place of a person in the family'; 'how to be a foreigner'; 'dreams and their meanings'; 'Knowledge about literature'; 'early steady dating'; 'euthanasia'; 'curiosities about particular food habits'; 'compulsory national service'; 'causes of divorce' and 'grammar points'. The texts found in the fifth semester contained subjects such as 'big cities x small cities', 'TV and its effects', 'generation differences', 'educational system', 'being a father nowadays' and other subjects chosen by the students which were not mentioned by the professor. Six subjects were

common between the two investigated disciplines namely: (1) 'early steady dating', (2) 'euthanasia', (3) 'food habits', (4) 'compulsory national service', (5) 'causes of divorce' and also (6) grammar points, (see appendix A to F). As according to the programs of both disciplines, reading is seen and used as a tool for reaching their main goal which is developing linguistic and communicative skills for writing texts of higher complexity, this researcher observes that the texts used for this purpose were composed of a great variety of subjects and genres. The material brought to the classroom usually proposed some kind of discussion among the students, which may have helped them in activating their previous knowledge about the subjects mentioned in the texts.

Concerning the background knowledge needed for the comprehension of the presented texts, this researcher concludes that at least some special background knowledge was needed from the students in order to comprehend these texts. The results also show that the students' perception towards the material's purposes matched the expectations, for the kinds of genres encountered in this investigation have communicative purposes useful to the reading objectives that the students mentioned having identified during the semester.

According to the framework chosen to the analysis adapted from Davies (1995), this study points out the predominance of informative texts, what matches the reading for studies and learning purposes suggested by the author, as well as reading texts in order to use them as models for further writing. This researcher concludes that the choices of materials were very selective for the semesters investigated, although a wider variety of new texts seems to be welcome by the students in the course, as can be observed through the answers they gave in the questionnaires and their behavior and participation in the classroom.

5.2 Limitations of the Study and Suggestions for Further Research

Some limitations have to be taken into consideration when observing the final results of this study:

- It would be important to have included some examples of the genres in each of the categories mentioned previously, so that the students could be sure about their choices. This way, in a further research, the results found can be more precise and easier to be analyzed and detailed;

- The study could have also included the students' productions in the texts analyzed, in order to observe whether the use of such a variety of genres was actually being useful in the objective of serving as a model for further writing;

- The interviews done in this research could have happened individually with each student, so that more students would feel motivated to participate in the research and, therefore, give more complete answers to what was being asked. Some students did not want to participate claiming that answering the questions in the computer was very difficult and complicated (the students who received the questionnaire by e-mail).

- This study did not include any kind of piloting, which would be a demanding step for further research. This way, many of the answers would be more clear for the analysis and the results would probably be more well defined.

5.3 Pedagogical Implications

Many aspects must be considered in the process of choosing texts for using in the classrooms in an academic context and according to Reid (1993), reading has become a more important part of the writing classroom over the last fifty years. This fact shows us that this practice is still being developed by researchers and teachers in the schools and universities. Although several periods of history have shown how reading has been used in the writing classrooms, we must take into consideration the profile of the students who the professors are working with. When dealing with very anxious and apprehensive individuals, teachers should observe the methods developed in the "Process Writing classrooms". According to Reid (1993), in the process classrooms the focus was exactly on the process of writing the texts, and the use of journals in the classroom tended to lower students' anxiety. This environment can make students feel more comfortable in the classroom improving their reading and writing production. In this study, the predominant teaching style observed was also the "Process Writing Classroom", for the observation of classes showed that every material brought into the classroom stimulated a discussion and elicited the students' opinion in relation to the specific subject being approached in the moment of reading. With these texts in hand, the students were able to read, discuss in groups, express their opinions and observe new examples, before actually being given the reading or writing assignment. This dynamics used in the classroom is very useful, for it reflects Van

Dijk and Kintsch's ideas (1993), which state that when readers connect the new ideas with the previous ones they already have in their minds they are able to make more inferences and create more relations in order to develop the desired situation model of the text. Therefore, the students in this classroom had the chance to lower their anxiety by practicing with the professor and the whole group, comprehending the texts better before actually writing the text, which is considered to be the final product of this process. This study did not investigate whether the students were able to rewrite the texts, but we believe they were, having in mind the dynamics and the methodology used by the professors in the classroom, and knowing that this would be part of the process of reading and writing the texts.

As observed in the obtained results, the kinds of genres encountered in both courses are mainly informative or instructional comprising websites as well (Which also have informative or instructional reading purposes). Davies's framework (1995) can serve as an important guideline in the ESL classroom. Her definitions of genre and reading tips can be helpful to the teachers when reading the material which will be chosen for the course. In addition to that, research has shown that the process of selecting a text when choosing the materials to be used in a reading course, especially in courses in which the focus of reading is for teaching writing, has to be very detailed.

Another interesting aspect is selecting texts for motivating students. Texts which carry meaning related to the background knowledge of the students make them start to think about the topic and should increase their interest in it, therefore motivating them and reviewing some vocabulary knowledge in the L2 (Aebersold & Field, 1997). A warm-up activity in this situation, as this research has shown, also activates the students' schemata, helping in the motivation process and improving the individual's reading comprehension. Choosing the appropriate subjects and genres, along with effective pre-reading activities, may seem hard work for teachers in our educational system, but they are processes which surely compensate when observing that the students' results reach the expectations, as observed in the classes during the data collection in this research. It was grateful to see that the presented texts were of a great variety of subjects and genres, and really stimulated the participation of the students in the classroom, as suggested in the "Process Writing Classroom", described by Reid (1993). The professors who are following these steps and these teaching paths are being rewarded with good results in the students' performances and are sending to the society very selective and

demanding teachers as well as interested and more critical citizens to the world.

REFERENCES

- Aebbersold, J.A. & Field, M.L.(1997). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. New York: Cambridge University Press.
- Alderson, J.C. (2000). *Assessing Reading*. Cambridge, U.K: Cambridge University Press
- Britton, K. B. & Graesser, A. C. (1996). *Models of Understanding Text*. New Jersey. USA: Lawrence Erlbaum Associates, Inc.
- Carson, J. (1993). *Reading in the Composition Classroom: Second Language Perspectives*. Heinle & Heinle Publishers
- Clapham, Caroline (1996). *The Development of IELTS: A Study of the Effect of Background Knowledge on Reading Comprehension*. U.K: Cambridge University Press
- Davies, F. (1995). *Introducing Reading*. London: Penguin Books
- Dörnyei, Z (2001). *Motivational Strategies in the Language Classroom*. CUP
- Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. New Jersey. LEA
- Fortkamp, M.B.M. & Tomitch, L.M.B. (org) (2008). *Aspectos da Linguística Aplicada: Estudos em Homenagem ao Professor Hilário Inácio Bohn*. Florianópolis. Insular.
- Gagné, E. D., Walker Yekovich, C., and Yekovich, F. R. (1993). *The cognitive psychology of school learning* . New York: HarperCollins.
- Johns A. M. (1997). *Text, Role and Context: developing Academic Literacies*. U.K: Cambridge University Press.

- Johns, A.M. (2001). *Genre in the Classroom: multiple perspectives*. Mahwah, NJ. LEA
- Just, Marcel A. & Carpenter, Patricia A. (1987). *The psychology of Reading and Language Comprehension*. Massachussets: Allyn and Bacon
- Kamil, M. L. , Mosenthal, P.B., Pearson, P.D. & Barr, R. (2000). *Handbook of Reading Research*, Vol. III. New Jersey, USA: LEA
- Kintsch W. & Franzke M. (1995) The Role of Background Knowledge in the Recall of a News Story . In Lorch, R.F. & O'Brien, E.J. (1995). *Sources of Coherence in Reading*. New Jersey, USA: LEA (pp. 321-333)
- Reid J. (1993) Historical Perspectives on Writing and Reading in the ESL Classroom. In Carson J. *Reading in the Composition Classroom: Second Language Perspectives*. Heinle & Heinle Publishers
- Stutz, L. (2005). *An Investigation of the Types of Reading Tasks and Texts in EFL Textbooks and their Effect on Students' Motivation* (M.A. Thesis, Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente Universidade Federal de Santa Catarina, 2005)
- Swales, John M. (1990). *Genre Analysis: English in academic and research settings*. U.K: Cambridge University Press.
- Tomitch, L.M.B. (2003). *Reading: text organization perception and working memory capacity*. Florianópolis. UFSC
- Tomitch, L.M.B., (org) (2008). *Aspectos cognitivos e instrucionais da leitura*. Bauru, SP. EDUSC
- Tumolo, C.H.S. (2005). *Assessment of Reading in English as a Foreign Language: Investigating the Defensibility of Test Items* (Doctoral Dissertation, Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, Universidade Federal de Santa Catarina, 2005)

APPENDIX

APPENDIX A – Text Sample Found in the Third and Fifth Semester

APPENDIX A – Text Sample Found in the Third and Fifth Semester

Americans and Food

A timely cartoon recently appeared in the local newspaper. It showed a stand full of junk food and some people lined up to buy it. The cartoon illustrates an interesting phenomenon: the changing food habits of Americans. Our meals used to consist of something like home-cooked pot roast, mashed potatoes laced with butter and salt, a thick slice of apple pie topped with a healthy scoop of vanilla ice cream, plain, heavy meals, cooked from scratch, and eaten leisurely at home. But America has changed, and as it has, so has what we Americans eat and how we eat it.

We used to have simple, unsophisticated tastes and looked with suspicion at anything more exotic than hamburger. Admittedly, we did adopt some foods from the various immigrant groups who flocked to our shores. We learned how to eat Chinese food, pizza, and bagels. But in the last few years, the international character of our diet has grown tremendously. We can walk into any mall in Middle America and buy pita bread, quiche, and tacos. Such foods are often changed on their journey from exotic imports to ordinary "American" meals (no Pakistani, for example, eats frozen-on-a-stick boysenberry-flavored yogurt), but the imports are still a long way from hamburger on a bun.

Why have we become more worldly in our tastes? For one thing, television blankets the country with information about new food products and trends. Viewers in rural Montana know that the latest craving in Washington, D.C. is a Cajun cooking or that something called tofu is now available in the local supermarket. Another reason for the growing international flavor of our food is that many young Americans have traveled abroad and gotten hooked on new tastes and flavors. Backpacking students and young professionals vacationing in Europe come home with cravings for authentic French bread or German beer. Finally, continuing waves of immigrants settle in the cities where many of us live, causing significant changes in what we eat. Vietnamese, Haitians, and Thais, for instance, bring their native foods and cooking styles with them and eventually open small markets or restaurants. In time, the new food will become Americanized enough to take its place in our national diet.

Our growing concern with health has also affected the way we eat. For the last few years, the media have warned us about the dangers of our traditional diet, high in salt and fat, low in fiber. The media also began to educate us about the dangers of processed foods pumped full of chemical additives. As a result, consumers began to demand healthier foods, and manufacturers started to change some of their products. Many foods, such as lunch meat, canned vegetables, and soups were made available in low-fat, low-sodium versions. Whole grain cereals and high fiber breads also began to appear on the grocery shelves. Moreover, the food industry started to produce all-natural products—everything from potato chips to ice cream—without additives and preservatives. Not surprisingly, the restaurant industry responded to this switch to healthier foods, luring customers with salad bars, broiled fish, and steamed vegetables.

Our food habits are being affected, too, by the rapid increase in the number of women working outside the home. Sociologists and other experts believe that two important factors triggered this phenomenon: the women's movement and a changing economic climate. Women were assured that it was acceptable, even rewarding, to work outside the home; many women also discovered that they had to work just to keep up with the cost of living. As the traditional role of the homemaker changed, so did the way families ate. With Mom working, there wasn't time for her to prepare the traditional three square meals a day. Instead, families began looking for alternative to provide quick meals. What was the result? For one thing, there was a boom in fast-food restaurants. The suburban or downtown strip that once contained a lone McDonald's now features Wendy's, Roy Rogers, Taco Bell, Burger King, and Pizza Hut. Families also began to depend on frozen foods as another time-saving alternative. Once again, though, demand changed

APPENDIX B – Text Sample Found in the Third and Fifth Semester

APPENDIX B - Text Sample Found in the Third and Fifth Semester

Early Steady Dating

Young people in the U.S. are steady-dating too early. Some even constantly date the same person from as young as 13 years old. Some people think that this trend is fine because everyone has the right to choose when to begin dating and for how long. But more and more professionals who work with teenagers are saying that early dating damages social development, causes false love, and creates early, unstable marriages.

Developing socially is a very important part of becoming a contributing member of society. Having many friends of both sexes has been seen as vital factor in this social development. People who group-date during their teens or who date many different people before they get married seem to have a variety of friends during their adult life, can relate to other people in more positive and accepting ways, and have a more lasting relationship in their marriage. If a younger teenager focuses socially on only one person, a type of social handicap can occur because only one person is the major stimulus for learning how to get along with others.

Usually the cause of early steady-dating is that one or both of the partners have unmet love needs; therefore, they develop a dependency that is misinterpreted as true love. Perhaps their parents were divorced or abusive, so they did not feel the love that is necessary for a healthy self-image. They find someone who fits those strong needs and they become emotionally bonded to that person to the exclusion of all others. This is a very dangerous situation because the teen years are a time of numerous emotional and physical changes. These changes may not conflict so that one person in the couple suddenly becomes disinterested in the other. Therefore, a person who bonds with a partner early could very well be abruptly abandoned for someone else. This abandonment might cause further damage to the person's self-value, and he or she will go looking for someone else who can fill the growing and driving need for love.

There is also a danger of marrying too young and having children too soon in these early steady-dating situations. Because the emotional bond that young people feel may be misinterpreted as love, teen marriage sometimes occurs – often against the better judgment of parents and older friends and even some peers. The young people might argue, "Aren't we able to choose for ourselves? Have you forgotten what true love really is?" The arguments continue until they get their way or run away to get married.

In a marriage based on false love, the emotional entanglements become even more complex. What was thought to be a solution now becomes a complex problem. She is left home alone with the baby while he goes out with the boys in the evening, something he never did before because he was going out only with her. Moreover, he was the only one she cared to know as associate with during high school, but now she begins to think about the boys in her class who are preparing for a profession or vocation and wondering "How would it have been if...?" Therefore, because of the false expectations before marriage and the reality of the situation after marriage, both people could feel betrayed and even more lonely and unloved. In young marriages, "growing up together" is so painful that divorce is very likely.

Although there is no strong evidence against early steady-dating, those who are against any age restraints claim that they are defending a young person's right to choose. They say that establishing an age for steady-dating is damaging to the ego of young people and causes rebellion. Rather than more rules, they say that youth need more freedom so that better adult-youth relationships can develop. In other words, when adults respond to the pressure of teens to do what they want, peace will reign. These claims may have some degree of truth, but total freedom is not the answer to the problems caused by steady dating too young.

APPENDIX C – Text Sample Found in the Third and Fifth Semester

APPENDIX C - Text Sample Found in the Third and Fifth Semester

Compulsory National Service

Our high school history class spent several weeks studying the events of the 1960s. The most intriguing thing about that decade was the spirit of service and social commitment in young people. In the Sixties, young people thought about issues beyond themselves; they joined the Peace and Corps and participated in freedom marches against segregation. They accepted President Kennedy's urging to "Ask not what your country can do for you; ask what you can do for your country." Most young people today, despite their obvious concern with careers and getting ahead, would also like an opportunity to make a worthwhile contribution to society. By instituting a program of compulsory national service, our country could tap this desire in young people. Such a system would yield significant benefits.

Compulsory national service means that everyone between the ages of 17 and 25 would serve their country for two years. Young people could choose between two major options: military service or a public-service corps. They could serve their time at any point within the eight-year span. The unemployed or the uncertain could join immediately after high school; college-bound students could complete their education before joining the national service.

The idea of compulsory national service has been discussed for many years, and some nations such as Israel have embraced it wholeheartedly. The idea could also be workable in this country. Unfortunately, detractors have prevented the idea from taking hold. Opponents contend, first of all, that the program would cost too much; they argue that a great deal of money would have to be spent administering the program. In addition, young people would have to receive at least a minimum wage for their work, and some of them would need housing—both costly items. Another argument against compulsory national service is that it would demoralize young people; the plan would prevent the young from getting on with their careers and would make them feel as though they were engaged in work that had no personal reward. A final argument is that compulsory service would lay the groundwork for a military state. The picture is painted of an army of young robots totally at the mercy of the government, like the Hitler Youth of the Second World War.

Despite opponents' claims that compulsory national services would involve exorbitant costs, the program would not have to be that expensive to run. The program might use as a model the Peace Corps, which has achieved great benefits even while being administered on a fairly modest budget. Also, the sums required for wages and housing could be reduced considerably through payments made by the towns, cities, and states using the corps' services. And the economic benefits of the program could be significant. The public service corps could repair deteriorating bridges, highways, public buildings, and inner-city neighborhoods. The corps could organize recycling projects; it could staff public health clinics, day care centers, legal aid centers, and homes for the handicapped. The corps could also monitor pollution, clean up litter, and help care for the country's growing elderly population. All of these projects would help solve many of the problems that plague our nation, and they would probably cost much less than if they were handled by traditional government bureaucracies or the private sector.

Also, rather than undermining the spirit of young people, as opponents contend, the program would be likely to boost their morale. Many young people feel enormous pressure and uncertainty. They are not sure what they want to do, or they have trouble finding a way to begin their careers. Compulsory national service could give young people a much-needed breathing space and could even equip them with the skills needed to start a career. Moreover, participating in compulsory national service could provide an emotional boost for the young; all of them would experience the pride that comes from working hard, reaching goals, acquiring skills, and handling responsibilities. A positive mind-set would also result from the sense of community that would be created by serving in the national service. All young people—rich or poor, educated or not, regardless of sex or social class—would come together during this time. Young people would grow to understand one another and learn that every person has an ability to aid the welfare of the whole group. Each young person would have the satisfaction of knowing that he or she has made a real contribution to the nation.

Finally, contrary to what opponents claim, compulsory national service would not signal the start of a dictatorship. Although the service would be required, young people could have complete freedom to choose any two years between the ages of 17 and 25. They would also have complete freedom to choose the branch of the military or public-service corps which suits them best. Nor would there be any need to outfit the public-service corps in military uniforms or to keep the corps confined to barrack-like camps. The corps could be set up like a regular job, with young people living at home as much as possible, following a nine-to-five schedule, enjoying all the personal freedoms that would ordinarily be theirs. Also, a dictatorship would no more likely emerge from a program of compulsory national service than it has from our present military system. We would still have a series of checks and balances to prohibit the taking of power by one group or individual. We should also keep in mind that our system is different from that of fascist regimes; our long tradition of personal liberty makes improbable the seizing of absolute power by one person or faction. A related but even more important point to remember is that freedom does not mean people are guaranteed the right to pursue only their individual needs. That is mistaking selfishness for freedom. And, as everyone knows, selfishness leads

APPENDIX D – Text Sample Found in the Third and Fifth Semester

APPENDIX D - Text Sample Found in the Third and Fifth Semester

Read the essay on Euthanasia. Attend to its organization and to the arguments provided

Eat Dirt!

As our lives become busier, good nutrition and money are often sacrificed. It is all too easy to stop by a vending machine or fast-food restaurant for a quick, but expensive meal. Dirt is a reasonable solution to the problem and it can be a very important part of your diet.

First, soil is easy to find and it is very inexpensive. Bucketful after bucketful can be found in your own garden or practically anywhere. In addition to being readily available, most soil is free.

Second, not only is dirt free, but it is also full of nutrients. The human body requires certain minerals that are essential for health. Among these important mineral are iron, copper, and zinc (Zimmerman, 1992). Lambert and Litch (1991) cite studies carried out by the National Soil Society in which 20-milligram soil samples taken from every state in the union showed enough traces of iron, copper and zinc to meet or exceed the U.S.R.D.A. daily requirements.

Third, and perhaps the most important of all, many people find that soil has a pleasant taste. In a recent survey conducted by the Department of Food and Nutrition at CookWellUniversity, 49 out of 50 students rated traditional recipes substituting dirt for flour as tasting superior to the recipes made in the traditional way with flour. In fact, many students admitted they enjoyed eating dirt all by itself (Johnson, 1992).

In sum, dirt can be a viable option for our busy, yet poor lifestyles. It is probably faster to fill a cup of dirt from the front yard than go to the local McDonald's. It is certainly less expensive and probably more nutritious.

Read the essay on Euthanasia. Attend to the organization of each paragraph, but especially to the arguments provided. In addition, identify all the modal and think about their meanings.

APPENDIX E – Text Sample Found in the Third and Fifth Semester

APPENDIX E - Text Sample Found in the Third and Fifth Semester

Euthanasia

Paragraph 1

Supporters of euthanasia emphasize that euthanasia should be legalized. But a patient's trust in the doctor's wholehearted service would be hard to maintain if doctors are licensed to kill patients (Leon, 1988). Suppose that you are old, homeless, in poor health, and alone in the world. Maybe you are brought to a free hospital. Since doctors have the right to kill you, you may not be able to sleep at night, being fearful that a nurse or intern may enter a syringe full of lethal medicine. Even if a nurse comes in with a syringe full of penicillin, it would be difficult for you to believe him or her. Lack of trust may make other treatments less effective, too. As a consequence, fewer patients would receive the care they really need. So legalization of euthanasia should not be accepted.

Paragraph 2

If euthanasia is legalized, it would bring destruction to the autonomy and dignity of humankind. For example, doctors might be given supreme power over their patient's lives, especially when the patients are unable to think for themselves, such as those in a comatose state or with severe mental illness. That could mean that the right to choose one's own death could be changed to the right of someone else to request another's death. Doctors might also be tempted to kill their patients who suffer from terrible pain. Only the law prevents this from happening. In Holland, where the euthanasia is legal, a recent survey of 300 physicians shows that over 40 percent had performed euthanasia more than five times (Leon, 1988). If euthanasia is legalized in the United States, physicians would have the overwhelming burden of deciding when to take away the autonomy and dignity of their patients.

Paragraph 3

Lastly, if euthanasia for terminally ill people becomes legalized, the number of teenager suicides increase. For instance, when adolescents see that it is permissible for sick people to choose to kill themselves, they may judge it to be permissible for them to do the same thing when they are in pain, even though much teenage pain is psychological rather than physical. Therefore, it will put young people in serious danger if the government accepts the legalization of euthanasia.

APPENDIX F – Text Sample Found in the Third and Fifth Semester

APPENDIX F - Text Sample Found in the Third and Fifth Semester

The Causes of Divorce

From the past to present, people all over the world have determined to live together, which is called "get marriage" in another word, so that they depend on for living each other. Nevertheless, some couples are unable to maintain their relationship; therefore they choose divorce, which is one of the solutions to cope with problems between husband and wife. Furthermore, most people think carefully before they get marriage. However, the divorce rates trend to continually increase nowadays, thus it might be argued that divorces can be taken place easier than the past. There are three main causes of divorce: changing woman's roles, stress in modern living and lack of communication, which are highlighted below.

The first significant cause of recent rise in the rates of divorce is that women completely change in roles. In the past, men have to earn whole money to afford the expense of family, whereas woman only do housework, hence women have no money leading to depend on husbands' money. Because of these situations, it is too difficult for most women to separate from their husbands. Nonetheless, these situations entirely change nowadays. The equality between men and women in roles are very clear at the moment, thus women can work outside to earn money, while men share the household tasks such as cooking, cleaning, washing as well as caring for children. It can be clearly seen that women are independent from money as they can earn money by themselves to support their living cost. Accordingly, the divorce rates recently rise.

Another cause to confirm the recent increase in divorce rates is stress in modern living. Many people, who live in globalisation, have considerable pressures to earn money. It can be obviously seen that the stress has occurred since they are children. For instance, in Thailand, students generally want to go to famous school so that they take advantage to go to well-known universities. Studying in celebrated universities mostly causes having a good opportunity to find a job or earn a lot of money. This circumstance not only happens in Thailand, but also occurs in many countries. Some people are laid off from their companies; consequently the stress occurs in their family, which leads to divorce. Some families can earn money, but inadequate for covering their expenses, therefore it is easy to think about divorce. Nevertheless, the rates of unemployment trend to continually increase as a result the divorce rates can also rise. It is no doubt that the stress in modern living may lead to recently increasing divorce rates.

The final cause of recently increasing divorce is lack of communication. Owing to financial status in each family, many people are fairly busy. For this reason, they have inadequate time to talk to the problems with their partners, which produces the likelihood of divorce. Some couples are often quiet when they have problems each other, as a consequence little problems can be expanded to probably become huge problems, resulting in divorce. It is quite clear that the more communications are used, the more divorce rates are reduced.

Although, these three causes of the recent rise in divorce rates are expressed above, there are also two effects of the recent increase of divorce rates: negative effects and positive effects. Firstly, the effects of recent enlargement in divorce rates are negative effects. Most couples normally have children when they get marriage. Accordingly, divorces can directly effect on children. Children living in single parent families are more probably to get pregnant as teenagers, drop out of high school, abuse drugs and have aggressively emotional and behavioral problems, which lead to social problems. Some children decide to go out of their home when their parents separate each other, and subsequently they become homeless children. They do not have good opportunities to find a job due to shortage of education. Consequently, crime may likely be the end result. These are significantly negative effects of recent expansion in divorce rates.

Secondly, on the other hand, other effects of rise in divorce rates are positive effects. People, who divorce by consent from their partners, want to have better quality of life, since they are unhappy with their spouses. Accordingly, they can work efficiently, which results from fine mental condition. They not only have more free time to do many things, but also free from their spouses' murmurs. In addition, divorces also get rid of the violence of quarrel between husband and wife, hence everybody in family get better in physical and mental healthy, particularly for children. These are the advantageous effects of increasing divorce rates.

APPENDIX G - Student's Questionnaire

Universidade Federal de Santa Catarina
 Centro de Comunicação e Expressão – CCE
 Departamento de Língua e Literatura Estrangeiras
 Programa de Pós Graduação em Letras/Inglês e Literatura
 Correspondente

Mestranda: Alice Reinke

Orientadora: Lêda Maria Braga Tomitch

Questionário para coleta de dados relacionados à pesquisa sobre leitura em língua estrangeira com foco em análise de materiais

Este questionário tem como objetivo avaliar a percepção dos alunos dos cursos de Graduação em Letras Estrangeiras – Inglês, em relação aos textos que lhes são fornecidos em sala de aula durante as disciplinas em questão. Os resultados aqui obtidos servirão como base para desenvolvimento de pesquisa relacionada à compreensão da leitura em língua estrangeira.

1- Usando uma escala de **1 a 4** (sendo **1=nunca**, **2=às vezes**, **3=freqüentemente**, **4=sempre**) aponte os tipos de gêneros textuais trabalhados na disciplina em questão.

Durante este semestre, no decorrer da disciplina “**Compreensão e Produção escrita em Língua Inglesa**”, com que freqüência os tipos de texto mencionados abaixo foram trabalhados?

Gênero Instrucional: Designados para habilitar leitores a fazer algo, negociar o mundo real.

Quadros de horários de transportes;				
Cartazes de informações de segurança;				
Instruções técnicas;				
Manuais de equipamentos domésticos;				
Manuais de computadores;				
Instruções de jogos;				

Brochuras de viagem;				
Anúncios de emprego;				
Descrição de emprego;				
Formulários;				
Normas e regulamentações.				
Outro:				

Gênero Informativo: Para que os alunos possam estudar e aprender.

Livros-Texto;				
Páginas de atividades;				
Enciclopédias;				
Livros de referência;				
Dicionários;				
Artigos de jornais;				
Diários;				
Trabalhos acadêmicos;				
Resenhas de filmes e/ou peças de teatro;				
Biografias;				
Periódicos especializados/revistas científicas ;				
Outro:				

Gênero Persuasivo: direcionados para audiências específicas, designados a persuadir leitores a comprar ou adotar um certo ponto de vista sócio-político, geralmente exigindo uma avaliação crítica desta audiência.

Propagandas impressas de diferentes tipos;				
Propagandas do governo ou de partidos políticos;				
Panfletos de “ofertas especiais”;				

Cartas ao editor em jornais nacionais e locais;				
Transcrições de notícias de jornais de TV e programas de rádio;				
Editoriais;				
Outro:				

Gêneros Literários/Poéticos: gêneros desenvolvidos dentro de uma tradição literária.

Contos de fadas e fábulas;				
Mitos e lendas;				
Clássicos da literatura infantil;				
Literatura infantil moderna;				
Romances pré-século XX, drama e poesia;				
Romances modernos, drama e poesia;				
Ficção científica;				
Revisões críticas e ensaios (essays);				
Outro:				

Gêneros Populares ou de Entretenimento:

Canções de ninar;				
Rimas e enigmas;				
Aventura popular;				
Romances românticos				
Romances históricos;				
Revistas populares;				
História em quadrinhos;				
Romances policiais;				
Suspense;				

Anedotas;				
Histórias sobre animais;				
Outro:				

Gêneros de Interação Social:

Cartas pessoais;				
Cartões-postais;				
Recados ou mensagens breves;				
Mensagens de FAX;				
Cartões de cumprimentos;				
Telegramas;				
Correspondência eletrônica (e-mail).				
Sites retirados da Internet;				
Convites;				
Classificados de jornais;				
Outro:				

2- Quais dos gêneros trabalhados durante as aulas de compreensão e produção escrita em língua inglesa você mais gostou? Por quê?

3- Partindo dos gêneros que você mencionou nunca terem sido trabalhados ou foram pouco trabalhados em aula, quais você gostaria que fossem trazidos pelo professor?

4- Responda Sim(S), Parcialmente (P) ou Não (N) para as seguintes perguntas:

Você consegue identificar um objetivo para a leitura dos textos apresentados?			
---	--	--	--

Se sua resposta foi sim, assinale quais são esses objetivos (escolha quantas alternativas forem pertinentes):

- a) Leitura para lazer;
- b) Leitura para adquirir a idéia do ponto de vista do autor;
- c) Leitura para adquirir uma impressão geral sobre o que trata o texto;
- d) Leitura para identificar o conteúdo importante do texto;
- e) Leitura para responder perguntas específicas;
- f) Leitura para decidir qual parte do texto deve-se começar a estudar;
- g) Leitura para entender ou adquirir novos conceitos;
- h) Leitura para aprender certos fatos do texto;
- i) Leitura para seguir instruções;
- j) Leitura para seguir o modelo como exemplo para criação de novos textos;
- k) Leitura para aprender vocabulário ou gramática;
- l) Leitura para traduzir posteriormente o texto;
- m) Leitura para praticar pronúncia.

Antes de ingressar nesta disciplina você já havia tido contato com os gêneros apresentados?			
---	--	--	--

Você acha que a leitura dos gêneros textuais apresentados no decorrer desta disciplina ajudou a melhorar a sua habilidade de compreensão de leitura em língua inglesa?			
Os assuntos trazidos pelos textos apresentados eram de conhecimento comum dos alunos da turma? (Por exemplo, conhecimentos gerais tais como política, saúde, história, etc.)			
Você possuía algum conhecimento prévio sobre os assuntos a serem tratados pelos textos?			
Os textos traziam assuntos de áreas muito específicas, sobre as quais você não possuía nenhum conhecimento antes da leitura.			

5- Escreva abaixo os assuntos tratados pelos textos que você recebeu no decorrer desta disciplina:

6- Qual a sua opinião geral sobre os assuntos tratados pelos textos trazidos para esta disciplina? Escreva suas dificuldades e preferências com relação à **compreensão** dos textos trabalhados.

7- Você gostaria de apresentar alguma sugestão em relação aos textos trabalhados em disciplinas futuras de língua inglesa do seu curso? Utiliza o espaço abaixo.

Agradecemos imensamente a sua valiosa participação!

Alice Reinke e Lêda M.B. Tomitch

APPENDIX H - Teacher's Questionnaire

Universidade Federal de Santa Catarina
 Centro de Comunicação e Expressão – CCE
 Departamento de Língua e Literatura Estrangeiras
 Programa de Pós Graduação em Letras/Inglês e Literatura
 Correspondente

Mestranda: Alice Reinke
Orientadora: Lêda Maria Braga Tomitch

**Questionário para coleta de dados relacionados à pesquisa
 sobre leitura em língua estrangeira com foco em análise de materiais**

Este questionário tem como objetivo avaliar a percepção dos professores dos cursos de Graduação em Letras Estrangeiras – Inglês, em relação aos textos que utilizam em suas aulas durante as disciplinas em questão. Os resultados aqui obtidos servirão como base para desenvolvimento de pesquisa relacionada à compreensão da leitura em língua estrangeira.

7- Usando uma escala de **1 a 4** (sendo **1=nunca**, **2=às vezes**, **3=frequentemente**, **4=sempre**) aponte os tipos de gêneros textuais trabalhados na disciplina em questão.

Durante este semestre, no decorrer da disciplina “**Compreensão e Produção escrita em Língua Inglesa**”, com que frequência os tipos de texto mencionados abaixo foram trabalhados?

Gênero Instrucional: Designados para habilitar leitores a fazer algo, negociar o mundo real.

Quadros de horários de transportes;					
Cartazes de informações de segurança;					
Instruções técnicas;					
Manuais de equipamentos domésticos;					
Manuais de computadores;					
Instruções de jogos;					

Brochuras de viagem;					
Anúncios de emprego;					
Descrição de emprego;					
Formulários;					
Normas e regulamentações.					
Outro:					

Gênero Informativo: Para que os alunos possam estudar e aprender.

Livros-Texto;					
Páginas de atividades;					
Enciclopédias;					
Livros de referência;					
Dicionários;					
Artigos de jornais;					
Diários;					
Trabalhos acadêmicos;					
Resenhas de filmes e/ou peças de teatro;					
Biografias;					
Periódicos especializados/revistas científicas ;					
Outro:					

Gênero Persuasivo: direcionados para audiências específicas, designados a persuadir leitores a comprar ou adotar um certo ponto de vista sócio-político, geralmente exigindo uma avaliação crítica desta audiência.

Propagandas impressas de diferentes tipos;					
Propagandas do governo ou de partidos políticos;					

Panfletos de “ofertas especiais”;				
Cartas ao editor em jornais nacionais e locais;				
Transcrições de notícias de jornais de TV e programas de rádio;				
Editoriais;				
Outro:				

Gêneros Literários/Poéticos: gêneros desenvolvidos dentro de uma tradição literária.

Contos de fadas e fábulas;				
Mitos e lendas;				
Clássicos da literatura infantil;				
Literatura infantil moderna;				
Romances pré-século XX, drama e poesia;				
Romances modernos, drama e poesia;				
Ficção científica;				
Revisões críticas e ensaios (essays);				
Outro:				

Gêneros Populares ou de Entretenimento:

Canções de ninar;				
Rimas e enigmas;				
Aventura popular;				
Romances românticos				
Romances históricos;				
Revistas populares;				
História em quadrinhos;				
Romances policiais;				

Suspense;					
Anedotas;					
Histórias sobre animais;					
Outro:					

Gêneros de Interação Social:

Cartas pessoais;					
Cartões-postais;					
Recados ou mensagens breves;					
Mensagens de FAX;					
Cartões de cumprimentos;					
Telegramas;					
Correspondência eletrônica (e-mail).					
Sites retirados da Internet;					
Convites;					
Classificados de jornais;					
Outro:					

8- Quais dos gêneros trabalhados durante as aulas de compreensão e produção escrita em língua inglesa você notou que mais o ajudaram a atingir seus objetivos? Por quê?

9- Partindo dos gêneros que você mencionou nunca terem sido trabalhados ou foram pouco trabalhados em aula, quais você pensa em trazer futuramente? Por quê?

10- Assinale quais são os objetivos de leitura dos textos trabalhados em sala de aula (escolha quantas alternativas forem pertinentes):

- n) Leitura para lazer;
- o) Leitura para adquirir a idéia do ponto de vista do autor;
- p) Leitura para adquirir uma impressão geral sobre o que trata o texto;
- q) Leitura para identificar o conteúdo importante do texto;
- r) Leitura para responder perguntas específicas;
- s) Leitura para decidir qual parte do texto deve-se começar a estudar;
- t) Leitura para entender ou adquirir novos conceitos;
- u) Leitura para aprender certos fatos do texto;
- v) Leitura para seguir instruções;
- w) Leitura para seguir o modelo como exemplo para criação de novos textos;
- x) Leitura para aprender vocabulário ou gramática;
- y) Leitura para traduzir posteriormente o texto;
- z) Leitura para praticar pronúncia.

Você acha que a leitura dos gêneros textuais apresentados no decorrer desta disciplina ajudou a melhorar a habilidade de compreensão de leitura em língua inglesa dos alunos?			
Os assuntos trazidos pelos textos apresentados eram de conhecimento comum dos alunos da turma? (Por exemplo, conhecimentos gerais tais como política, saúde, história, etc.)			
Você possuía algum conhecimento prévio sobre os assuntos a serem tratados pelos textos?			

Os textos traziam assuntos de áreas muito específicas, sobre as quais os alunos não possuíam nenhum conhecimento antes da leitura.			
--	--	--	--

11- Escreva abaixo os assuntos tratados pelos textos que você trabalhou no decorrer desta disciplina:

12- Qual a sua opinião geral sobre os assuntos tratados pelos textos trazidos para esta disciplina?

7- Você gostaria de apresentar alguma sugestão em relação aos textos trabalhados em disciplinas futuras de língua inglesa deste curso? Utilize o espaço abaixo.

Na sua opinião, os alunos demonstram interesse nos gêneros apresentados em sala de aula? Como e por que você percebe isso?

APPENDIX I – Third Semester Course Program**UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO****PROGRAMA DE DISCIPLINA****1. IDENTIFICAÇÃO DA DISCIPLINA:****CÓDIGO DA DISCIPLINA:**LLE 7493**NOME DA DISCIPLINA:** **Compreensão e Produção Escrita em Língua Inglesa III****HORAS/AULA SEMANAL:** 4 h/a**PRÁTICA COMO COMPONENTE CURRICULAR (PCC):** 15h/a**TOTAL DE HORAS/AULA:** 60 h/a**DISCIPLINA EQUIVALENTE:** LLE 5013**PRÉ-REQUISITO:** LLE 7412 e LLE7492**CURSO A QUE SE DESTINA:** LETRAS Inglês –
Bacharelado/Licenciatura**2.EMENTA:**

Compreensão e produção de textos escritos em língua inglesa através da exposição do aluno a gêneros textuais/discursivos utilizados no trabalho, na mídia e em práticas didático-pedagógicas, com foco no desenvolvimento de sua capacidade crítica.

PCC: – para alunos das duas habilitações: Produção de material informativo resultante de pesquisa sobre tópicos abordados em sala de aula.

3. OBJETIVO:

Objetivo geral

Desenvolver as habilidades lingüísticas, comunicativas e discursivas necessárias para

a comunicação escrita através da compreensão e produção, em língua inglesa, de gêneros textuais/discursivos em situações variadas.

Objetivos específicos

- Desenvolver a compreensão e produção escrita de gêneros textuais/discursivos usados em situações variadas (por exemplo, na escola, no cotidiano, no trabalho, na mídia e na academia).
- Desenvolver a compreensão de textos escritos de elaboração lexicogramatical e retórica complexa.
- Desenvolver a produção escrita de textos complexos no que tange às estruturas lexicogramatical e retórica.

4. CONTEÚDO PROGRAMÁTICO:

- Compreender, elicitar e fornecer informações sobre atividades e situações variadas do cotidiano
- Compreender, elicitar e fornecer informações sobre atividades e situações relacionadas ao mundo do trabalho, da escola e da academia
- Compreender e produzir textos escritos sobre temas contemporâneos nos gêneros característicos da mídia

5. BIBLIOGRAFIA

English, A. & English, L.M. (2003). **North Star: Focus on reading and writing (High-Intermediate with CD – 2nd Edition)**(student's book, teacher's manual). White Plains, NY: Addison-Wesley Longman/Pearson Education.

Smalzer, W. (2005). Write to be read. (2nd Edition) (student's book, teacher's manual). Cambridge: Cambridge University Press.

Richards, J., Hull, J., Proctor, S. (2005). **Interchange Third Edition 3** (student's book, teacher's edition, CD-Roms). (3rd Ed.). Cambridge: Cambridge University Press.

Richards, J., Eckstut-Didier, S. **Strategic Reading 3**. Cambridge: Cambridge University Press.

APPENDIX J – Fifth Semester Course Program



**UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA
ESTRANGEIRAS**

PROGRAMA DA DISCIPLINA LLE 7495

Compreensão e Produção Escrita em Língua Inglesa V – 60 h/a

Ementa

Compreensão e produção de textos escritos em língua inglesa, de maior complexidade lingüístico-comunicativa e conceitual, com ênfase nos contextos profissionais e acadêmicos.

PCC (15h) – para alunos de licenciatura: Relatório crítico sobre observação de aulas de língua inglesa.

PCC (15h) – para alunos de bacharelado: Análise crítica do uso da língua inglesa em ambientes virtuais relacionados à área de Letras.

Objetivo geral

Desenvolver as habilidades lingüísticas, comunicativas e discursivas necessárias para a comunicação escrita através da compreensão e produção, em língua inglesa, de textos acadêmicos.

Objetivo específico

- Desenvolver a compreensão e produção de textos escritos argumentativos de natureza acadêmica, de maior complexidade no que se refere às estruturas lexicogramatical e retórica.

Conteúdos

- Compreensão e produção de textos escritos acadêmicos envolvendo aspectos inerentes à sua estrutura global: introdução, desenvolvimento, conclusão.
- Compreensão e produção de textos escritos acadêmicos envolvendo as organizações retóricas de *cause-effect*, *comparison-contrast*, e *pro-con*.
- Compreensão e produção de argumentos sólidos de suporte da tese principal (evidências: fato, achado de pesquisa anterior, estatística, autoridade, experiência pessoal; e erros de lógica-*'logical fallacies'*).

Suporte lingüístico

- Revisão e aprofundamento de
 - Pontuação (a vírgula; vírgulas desnecessárias; o ponto e vírgula; os dois pontos; o apóstrofe; as aspas), paralelismo, formação de sentenças e parágrafos.
 - palavras e frases de transição (conjunções, conectivos, etc.)
- Registro acadêmico

Suporte estratégico

- Estratégias de produção escrita: levantamento de informações relevantes e planejamento do conteúdo do texto, organização das informações, planejamento da organização retórica do

texto, preparação de um *outline* e da primeira versão, revisão e reescrita, edição e reescrita, preparação da versão final.

Bibliografia Básica

Harmer, Jeremy & Lethaby, Carol. (2005). *Just Reading And Writing Upper-Intermediate*. Editora: Marshall Cavendish ELT.

Bibliografia Complementar

Jordan, R.R. (1999). *Academic writing course - student's book*. Editora: Pearson ELT.

Smalzer, W. (2005). *Write to be read* (2nd Edition). (student's book, teacher's manual). Cambridge: Cambridge University Press.

Spencer, Carolyn M. & Arbon, Beverly. (1996) *Foundations of Writing. Developing Research and Academic Writing Skills*. Illinois, USA: National Textbook Company.

Sítios úteis na internet para 'a construção de argumentos':

Massey University

http://owl.massey.ac.nz/sd_critical_constructargument.html

Purdue University

<http://owl.english.purdue.edu/workshops/pp/argument.PPT#256,1,OrganizingYourArgument>