Aline Monteiro dos Santos de Azeredo

The importance of job genres and the English for Specific Purposes (ESP)

approach in a high school evening class.

Orientadora: Profa. Dra. Barbara Jane Wilcox Hemais

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Para Daniel, meu marido, que me incentivou e me apoiou em todos os momentos.

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ABSTRACT

The learning situation in this study is one in which students lack engagement and interest in studying English, and its aim is to explore a way of helping them become more successful learners. To this end, this paper examines the applicability of the ESP genre approach in a high school evening class. It considers activities related to job genres through exercises carried out by students and teacher together. The activities aimed at dealing with the job genres in such a way that students could recognize that the approach was useful for the English language subject as well as for the improvement of their background knowledge concerning the job field. Teacher's and students' perceptions were examined through four activities based on the ESP genre approach. This paper also discusses the teacher's and students' perceptions of the usefulness of the approach used during classes.

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INTRODUCTION

English teachers are exposed to many ways of teaching the foreign language effectively. Among these ways, there is the ESP genre approach, in which teachers are supposed to focus on specific genres in order to provide students with what is clearly useful, relevant and close to their reality. It is important to mention that, based on Paltridge's concept of genres, the phrasing "ESP Genre Approach" is used throughout this paper. As a teacher who is in favor of the use of this approach, I can say that this leads me to a more dynamic and realistic work, as it makes students feel part of a community in which the same objective is shared.

During my undergraduate course, I learned basic notions about the ESP approach, and it made me feel motivated to explore this area more thoroughly. In order to continue this research, I investigated how authors such as John Swales and Ann Johns connect ESP to genre studies. As Bawarshi & Reiff (2010, p.41) say:

> it was Swales' groundbreaking book *Genre analysis: English in Academic and Research Settings* that most fully theorized and developed the methodology for bringing genre analysis into ESP research and teaching. It is largely due to John Swales' work and the research it has inspired over the last twenty years that ESP and genre analysis have become in many ways synonymous.

Based on this view, this paper intends to deal with both concepts, ESP and genre analysis, in order to explore the field fully and also to reinforce the usefulness of the approach in the English Language Teaching field in the setting of a public school.

Not only John Swales and Ann Johns, but also Bawarshi and Reiff worked with ESP genre approaches. According to Bawarshi and Reiff (2010, p.44), "ESP genre approaches locate genres within more specifically defined contexts, where the genres' communicative purposes are more specified and attributable".

Bawarshi and Reiff (2010) also mention that ESP genre studies are clearly relevant to the field of ethnography. As they say,

> such ethnographic approaches in ESP genre teaching signal a recognition among ESP genre researchers of the deeply social nature of genres, not only in the sense that genres are embedded in social contexts such as discourse communities, but also in the sense that genres help shape social contexts (p. 11).

This concept brought me to the idea of providing students with the possibility of studying the language in a social context in which they are inserted. Most of my students have little knowledge of English, and the language seemed to be useless to them. This fact led me to the idea of developing a study in which students could be more engaged and interested in learning the language. In order to provide the learners with an objective study of the language, job ads and other topics concerning job issues were presented during our classes, in a way that students could connect their reality with the learning of the language in the job field.

However, I came up against a difficulty when I began the design of the project, because previous research in this field has given little attention to the production of materials for the specific kind of students I have in my school. English teachers who work in public schools have been feeling challenged concerning providing our students with the appropriate materials during our EFL classes, first, because of students' varied levels of proficiency and, second, because of the mixed types/ ages of students in each class.

The aim of this research is to find out how the ESP genre approach can help my students and also guide me to understand which aspects of genre can be applied with some success in my classes. It is relevant to mention the research question that is the object of my study: "How can job genres, through an ESP perspective, enhance students' knowledge of the English language during their high school EFL evening classes"? Based on this research question, I also intend to discuss the importance of the approach in the learning process.

The first chapter of this paper focuses on the literature review in which some explanations about genres and the ESP approach are discussed, as well as the connection between them.

The second chapter explains the method used during the process of collecting data. This data was collected from the activities in an evening class in a public high school. Topics such as the setting, the material selection, the classroom environment and the importance of contextualization are largely explored in this chapter.

The third chapter contains the results and discussion after the development of the activities.

The fourth chapter presents the final considerations on the results of the analysis.

1. LITERATURE REVIEW

In this chapter, I will present the authors that are concerned with genres as well as with the ESP approach. I will also explain their points of view in both areas of study.

To study the issues surrounding the analysis of the ESP genre approach, it is relevant to explore definitions concerning the applicability of genres in ESP classrooms as part of the teaching-learning process in a foreign language environment.

First, it is important to mention that the ESP genre approach needs to be linked to a view of text, which, according to Dudley-Evans (2000, p.2), can be fully explained by the fact that "a much more promising approach to a theory of ESP comes from the analysis of ESP texts". Then, it can be said that, while making use of texts in their classes, teachers and students are in a contextualized study of the language, which can make classes more dynamic and meaningful to both teachers and students. Bawarshi and Reiff (2010, p.41) say that ESP "focuses on studying and teaching specialized varieties of English", and they consider ESP as "an umbrella term to include more specialized areas of study such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP)".

1.1. Genre and ESP

Authors such as Bhatia (1993, 2001) and Swales (1990) define genres as an activity which is guided by objectives, and, specifically, Swales (1990) understands genres as communicative events shared by members of a certain group, which he calls a discourse community.

The term "genre" was first introduced in the area of English for specific purposes in 1981 and, nowadays, is considered essential not only in ESP teaching but also for research purposes. Swales, a renowned author in this area, has published many studies in the light of ESP. In his work, he emphasizes the importance of keeping in mind the communicative purpose in genre analysis. This leads the reader or writer to understand which text of a particular genre he/ she is dealing with.

Paltridge also plays a significant role in this area. According to the author (2001, p. 2), "genre, in ESP work, refers to a class of communicative events, such as, for

example, a seminar presentation, a university lecture, or an academic essay". The author, through this definition, explains the necessity of a certain context for the communicative purpose to develop. In the present study, the context will be fully explored during preparation activities, which will be better explained later in this chapter.

When defining genres, it is important to mention that, according to Freedman and Medway (1994, p.2) "genres were considered essentially text types":

> Just as there has been a rethinking in composition studies, generally, so that pieces of writing are no longer abstracted from their contexts but rather understood as strategies for responding to particular readers within specific contexts, so too have genres come to be seen not just as text types but as typical rhetorical engagements with recurring situations. (FREEDMAN & MEDWAY, 1994, p.2)

Freedman and Medway's quotation can be explained by the fact that English classes cannot be taught apart from their contexts. Classes that are not focused on specific genres are neither productive nor successful for students, as they provide no results to the extent students expect. Genres of all types can be used in an EFL classroom, and it is up to the teacher and students, preferably together, to choose the most appropriate one for a particular class. Although we teachers understand that contextualization is a key for success, working on genres requires more than simply choosing a text for a class:

> Genre studies aim to draw together language, content and the context of discourse production and interpretation. They further aim to explain goal-oriented patterns of language use in terms of regularities of purpose, content and form. Genre analysts also argue for dynamic, rather than static, nature of genres (PALTRIDGE, 2001, p.2).

As Paltridge mentions, dealing with genres involves being in contact with the language itself in its equivalent content and context, which provide learners with a dynamic view of the genre and with a better understanding concerning the purpose and the social situation in which that particular genre occurs. He cites Raimes when he says that "students need to understand the purpose (s) of particular genres as well as the social situation in which they occur" (Paltridge, 2001, p.7). Still citing Raimes, Paltridge defends the idea that genre knowledge provides learners with what they really need to communicate successfully in particular discourse communities.

According to Devitt (2004, p.1-2), "in recent years, views of genre have changed, shifting from a formalistic study of critics' classifications to a rhetorical study of the generic actions of everyday readers and writers".

1.2. Teaching and ESP

When describing the contextualization issues, it becomes essential to mention that teachers need to emphasize the purpose of the genre, for instance, a resumé or a job ad in a job genre environment, so that learners can understand not only the purpose of the activity itself but also the applicability of that genre in their routine. This is a type of discussion that must happen at the beginning of a class so that teachers can avoid starting their lessons from isolated pieces of information that, most of the times, make no sense to students. The conversation genre should be mentioned in this respect, since working on this in the beginning of the class is essential, as students can recognize the text types and the instructions of the class since the beginning. However, casual conversation is a genre that provides learners with spoken interactions that are very useful for the teaching-learning of the language for both the participants. Paltridge understands the importance of casual conversations, in his argument that the teacher deals with the initial input and general instructions. As Paltridge (2001) says:

> A classroom activity may typically commence with "high teacher scaffolding", where students are dependent on the teacher for input and explicit instruction (PALTRIDGE, 2001, p. 31).

The notion of "teacher scaffolding" mainly takes into consideration the cultural, social and linguistic information about the genre that is going to be worked with during the class. The genre structure and its specific vocabulary are also significant.

Besides the importance of contextualization, it is relevant to mention the materials organization for classes based on the genre approach. This approach enables teachers to separate texts that are categorized by the same purpose and audience, which makes it easier for them to prepare their classes and also for learners to acquire certain organizational and linguistic features of genres that are important for the development of their academic and professional lives.

The notion that learners are inserted in the process of preparing their own classes

reminds me of what Vijav Bhatia terms "generic competence", which is the ability to participate in and respond to new and recurring genres:

> It generally refers to the ability to identify, construct, interpret, and successfully exploit a specific repertoire of professional, disciplinary, or workplace genres to participate in the daily activities and to achieve the goals of a specific professional community (BHATIA, 2004, p.145).

It is important to mention that the selection and the organization of materials, which teachers and students are going to be in contact with during the course, should take into consideration the students' needs during the whole course. Teachers in this circumstance should have complete freedom to change, add or adapt contents to their teaching program, depending on the demand of their classes. However, there are situations in which teachers have no freedom to elaborate their course program. Some institutions have a fixed syllabus, which hampers the development of a course based on students' specific needs.

While analyzing sample texts, the autonomous teacher should consider some aspects of the genre and the situation, such as the ones below exemplified by Paltridge (2001):

- The social and cultural context of the genre;
- The purpose of the genre;
- The content of the genre;
- The writer or speaker of the genre;
- The intended audience for the particular genre;
- The relationships between participants in the genre;
- The setting of the genre (e.g., in a newspaper, in a classroom, at home);
- The structure of the genre;
- The tone of the genre (eg., formal vs. informal, serious vs amusing);
- Discourse community expectations;
- Shared understandings between participants;
- Assumed background knowledge;
- Key vocabulary items;
- Typical patterns of grammar;
- The relationships the genre has with other genres, including its place in any event sequence it might be part of.

From the aspects listed above, I would say that each of them has its importance in a genre-based class environment, but it is the teachers' role to consider how important each of the items is while preparing their classes.

Based on the topics mentioned above, it can be stated that the teacher's role in a genre-based approach is that of facilitator of the knowledge in a learning environment. The professional also plays the roles of a guide during the spoken or written activities in class and of a material organizer, either providing learners with the appropriate material or asking them to bring the material/ text of their interest to work on during the class.

Besides the importance of the teachers' role in an environment where there is a genre-based approach, it should be pointed out that the students need genre awareness, which is crucial to their growth not only in the target language but also in general daily activities:

> In other words, knowing what a genre is used for can help people to accomplish goals, whether that goal be getting a job, by knowing how to write a stellar resume, winning a person's heart by writing a romantic love letter, or getting into college by writing an effective personal statement (DIRK, 2010, p. 253)

Furthermore, something that needs special attention is the students' background knowledge, which should be taken into consideration in a class with a genre-based approach. Teachers and learners are strongly influenced by their previous experiences with genres; therefore, teachers need to be open to accept students' contributions in a way of sharing contents of their domain with the group. Background knowledge can also be built through group discussions on the subject of the lesson and these discussions should preferably appear in the beginning of the class, and they are called "preparation activities":

> The aim of preparation activities is to help learners understand the genre they are focusing on, the audience for the particular genre, and the context in which the genre occurs. These activities should also aim to activate learners' background knowledge in relation to the particular genre; that is, the activities should aim to find out what the learners already know about the genre, the context in which it occurs, and language features associated with it, rather than assuming that learners have no previous experience of the particular genre. Preparation activities should also aim to familiarize learners with the topic (in general) of the text under focus (PALTRIDGE, 2001, p.57).

As contextualization and background knowledge seem to be at the top of the importance list in a genre-based class, certain aspects of a situation such as *who, what, why* and *where* are essential in the preparation of activities. These activities may also help raise learners' interest, make them create expectations, and set the context for the tasks, with the purpose of helping them understand the text.

1.3. English for Specific Purposes (ESP)

To start with a description about ESP, it is important to say that there are two types of characteristics in this field: the absolute and the variable ones, according to Dudley-Evans (1997, p.4):

> *"Absolute Characteristics*
> 1. ESP is defined to meet specific needs of the learners;
> 2. ESP makes use of underlying methodology and activities of the discipline it serves;
> 3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.
>
> *Variable Characteristics*
> 1. ESP may be related to or designed for specific disciplines;
> 2. ESP may, in specific teaching situations, use a different methodology from that of General English;
> 3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
> 4. ESP is generally designed for intermediate or advanced students.
> 5. Most ESP courses assume some basic knowledge of the language systems".

The quote above, mainly the "absolute characteristics", clarifies that the ESP approach focuses on students' specific needs in the target language, which may prevent them from studying what is considered irrelevant to their objective of learning the language. As the approach deals with materials designed specifically for a certain purpose, its methodology becomes essential to language success, which can be achieved through specific grammar points, vocabulary, skills, discourse and varied types of genre studies.

Besides Dudley-Evans, Celani (2009) also defends the idea that the ESP approach came to innovate teaching skills as well as to help us fully understand our view about the language necessity in each learning circumstance. Below it is possible to see the author's point of view about traditional teaching skills and their improvements:

[1]Na tradição de ensino de inglês e, mais particularmente, na tradição de ensino de leitura em língua estrangeira vigente na maioria das instituições, predominava a crença de que fosse necessário atingir um determinado nível de proficiência no que se referia a padrões sintáticos e a vocabulário para ser possível trabalhar com o texto que não fosse especialmente preparado para o ensino de um determinado padrão da língua. Em resumo, o aluno só poderia se defrontar com um texto, se conhecesse todos os padrões sintáticos e o vocabulário, previamente ensinados. Isso praticamente inviabilizava a possibilidade de se lerem textos "não-didáticos" (CELANI, 2009, p. 21)

Based on the quotation above we can understand that the ESP approach came to break barriers concerning the dilemma "being fluent in English to be ready to read a text in the language". Celani explains that, based on the approach, students are able to read not only didactic texts, but any other text in the language, as the skills developed by this approach provide students with the ability to focus on cognate words, scan, skim and make use of all strategies that are necessary for the understanding of a text in English.

As mentioned previously, the learners' expectations concerning their language acquisition is seriously taken into account in the ESP approach. Students usually hold the impression that having an English class in their school means acquiring the four skills – reading, writing, listening and speaking. When they enter high school and recognize that this is not the reality, they feel frustrated or even accept the fact that English in schools "is not good", that "to speak English fluently they need to enter a language course". What most of them do not know is that there are different objectives for each institution. In the institution chosen for this research, students' specific need is related to working with texts that are concerned with the job market, so that they develop language skills and also enhance their knowledge of job genres during their EFL classes.

Although most students are not aware of it, according to the PCN's (Parâmetros Curriculares Nacionais), the main objective of a high school EFL class is to develop reading and text comprehension skills. In this circumstance, teachers raise students' abilities in the reading skill by providing them with contextualized, interactive and

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[1] In the English teaching tradition and, more particularly, in the tradition of teaching reading in a foreign language that is present in most of the institutions, there used to prevail the belief that students need to achieve a certain level of proficiency in syntactic patterns and vocabulary in order to be able to work with texts that were not specifically prepared for teaching a certain pattern of language. The student could only deal with a text if he/ she knew all the syntactic patterns and vocabulary previously taught. This practically made it unfeasible for students to be able to read "non-didactic" texts. (My translation)

multidisciplinary work. This skill is mainly developed through the ESP approach, which in this field purposefully works with reading and its strategies.

After almost ten years of experience as an English teacher, I understood that it is profitable, during my first weeks of class in a new group of high school students, to talk about the general objectives in our EFL class, so the learners do not create false expectations concerning the language. Therefore, what I can say about what learners expect during my classes is that they will be able to deal with the language in a reading situation, as well as with the genre chosen by us for that specific class. Students also expect to see the usefulness of the readings in their daily lives; otherwise they may feel demotivated to go on with their activities. As Paltridge (2001, p.53) states:

> "teachers need to teach more than just the genre at hand". They need to teach what students need to "know" to perform a genre, as much as its linguistic and nonlinguistic characteristics".

2. METHODS

In this section I present the method used for the creation of the class activities as well as their applicability during my evening classes.

In order to examine the way students could work with the proposed ESP genre approach, six types of activities were developed, taking into consideration the setting in which the students are inserted, paying close attention to their interests and their background knowledge.

It is pertinent to mention that students in the class under study are not proficient in the language, so very little spoken English is used. Classes are taught in Portuguese, and English comes up in certain moments, such as when we are reading a text or saying text titles, mentioning some cognate words or reading the topics for the activities, so that students can be exposed to the oral language, at least in these situations.

In addition to the language used during the classes, it is important to mention the methodological approach applied in this research process. This investigation is based on qualitative research, and it is focused on an exploratory research. This is used when we want to understand the reasons and motivations for certain happenings, in this case, in a classroom. Through this kind of research, we are able to go deeper into a problem in order to solve it or only understand it better. When I decided to use this methodology, I intended to investigate how the genres can be explored in a high school class in the evening. After having completed this investigation, I am able to observe how the activities help the students in the foreign language acquisition and seem interesting and useful in their general life activities.

All the information was gathered during my Wednesday and Friday classes, through activities carried out with the students. The first step of the data collection was the presentation of the titles of seven texts, so that students could choose the one they would like to read afterwards. Besides the texts' titles, students also had the opportunity of taking a look at all texts[2], since I had pasted them on the board. After listening to students' feedback, I took all the sheets of paper home to count the number of votes. The most voted text was the one whose title is "Life after high school". After this step, many other activities, such as the resumé and the job ads activity, would be developed well.

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[2] Each text was taken from a course book: Kátia Tavares. *Way to go*. Ática. 2013.

The objective of the activities was to give students the opportunity to choose the type of text they would like to work with, to improve their knowledge of job genres and also to provide them with the ability to recognize job ads as well as their objectives in a job field. The activities are structured as below:

I. The three activities (the seven texts activity, the resumé activity and the job ads activity);

II. The journals (a journal was written by students after each of the above activities).

It is relevant to mention that the initiative of asking students to fill in their journals has the objective of giving them the opportunity to reflect upon the activities that I prepared and their development during the class work. The journals were also a way of collecting data for this research.

2.1. The setting

The students are from the second and third grades of high school. They study in a state school situated in Madureira, Rio de Janeiro. Some of them have many difficulties concerning reading and writing even in Portuguese. In this kind of learning situation, there are students who only study and others who work and study. Most of the students are somehow involved in the job market nearby. There are no coursebooks, and students learn the subject through notes on the board, booklets I prepare for them and just a few audio activities.

2.2. Preparing the materials

As mentioned previously, all the material used in class is prepared and organized by me. Since I recognized the ESP approach could be a significant way of teaching in this setting, I wanted to prepare activities which were of interest to the students. These activities would explore genres that might be useful in their jobs or social life. I did not know what their interests were, so, in order to gather information related to what kind of genre really attracts them, I developed an activity based on seven texts. This activity

aimed at showing the students seven titles of texts, in order to ask them the title that they would find interesting to read. Each student received a list of titles and, below this list, they were supposed to write the title of their preference. After doing this first activity, I took all the sheets of paper to recognize the title which was most chosen by the students. After seeing that the text "Life after high school" was the preferred one, I took copies of this text to class, to work on it with students during our following class. A week later, with text in hands, I explored ESP skills such as skimming and scanning, observing the title, inferring from the picture and looking for cognate words so that students could have an overview of the text and understand its ideas more clearly.

The choice of texts was made through observing a course book (*Way to go*) received from the government. This book was received by the school only for teachers' appreciation; it was not distributed for the students. With the intention of getting to know the material thoroughly, another English teacher called Joana and I selected the texts which could be part of our following classes. Among many of them, I found out that the seven selected ones were useful because of their current topics.

After exploring the text "Life after high school", students had the opportunity of working with the six remaining ones, either through their evaluations or varied class activities.

In the next section I present all the activities in some detail, including the one described above.

2.2.1. The "seven texts" activity

This activity (see Appendix 1) was prepared based on seven text titles, as listed below:

Text 1: Can animals think?

Text 2: Film as a communication process

Text 3: Transplants save lives

Text 4: We live inside a bubble: life with technology and life without technology

Text 5: The sky is the limit

Text 6: A story of a male anorexic

Text 7: Life after high school.

During this activity, each student received a list and I explained that it contained titles of texts from digital magazines. After observing only the titles, students were invited to choose and write down the one they would like to read and also explain the reason for choosing that particular text. I collected all their papers and after counting all their votes, I saw that text 7 – "Life after high school" – was the one that received most of the votes.

The initiative of giving the students the chance to choose the material to work with came from the reading of Paltridge (2001, p.19), who states that "the final selection of texts for use in the classroom can be left to the teacher and students to decide, depending on their particular interest, motivation, and purpose."

After getting the results, we started a group discussion about the job market itself and its peculiarities. A week later, with copies for all students in hand, we started analyzing the text.

2.2.2. Journal 1

Students were invited to write about opinions concerning the activity. The opinions that I asked for focused on students' understandings of the activity, their interest in the topic and also the objective of the activity itself.

2.2.3. The resumé activity

After the positive feedback from the first activity, the second one was proposed (Appendix 4). I prepared a resumé form, completely written in English, which students were supposed to fill in with their personal and professional information. In order to prepare an attractive activity for my students, I searched many online resumés in English. I needed to take a look at many of them so that I could feel comfortable enough to create the most appropriate form for my students' genre activity. The online research was useful to give me ideas to create my own form. During this activity, the students

and I had a discussion about the resumé genre. In this discussion, students had the opportunity to ask questions about the genre, talk about its relevance and real necessity, depending on the type of job they are looking for, and also solve doubts concerning the preparation of their own resumés.

2.2.4. Journal 2

Students were asked about their opinion concerning the resumé activity. I took the opportunity to ask the students if they would like to add or delete any sections of the form and at this point many suggestions were expected to come up.

2.2.5. The job ads activity

After the week of tests, I implemented the job ads activity (see Appendix 5). It is important to state that this was also part of their fourth term evaluation (see Appendix 2). The school demands that teachers prepare tests each two months, so I took the opportunity to use the job ads on the evaluation due to the fact that the week of tests was coming. The job ads were taken from the Internet and, initially, they were authentic texts. Due to the necessity of meeting students' linguistic level, I adapted the ads so that our activity could be done in no more than two classes.

It consisted of providing students with four job ads of different occupations: call center representative, kitchen manager, medical office receptionist and travel coordinator. All the ads were written in English, and the aim of the exercises was to make students skim and scan information such as job experience, contacts, abilities and others. The choice of ads was made based on students' current jobs and other intended job opportunities.

2.2.6. Journal 3

Students were asked to write about their opinions concerning the job ads activity by explaining their difficulties and also giving some feedback on how useful or not the activity seemed to them.

2.2.7. Matching exercise activity

The activity (see Appendix 6), was based on the translation of three students' job ads (exercise 8, Appendix 5), and it was a matching exercise. The ads chosen to be part of the creation of the matching exercise were: Administration assistant, Seller at a clothes shop and snack bar attendant. Two columns were created, one with ads in Portuguese and the other with ads in English, so that students could match them properly. Besides doing this exercise, students also had the opportunity to explain how they dealt with the task itself in discovering which ad in Portuguese related to a certain ad in English and also to explain the frequency of English words and why these words were so frequent in this genre specifically.

2.2.8. Journal 4

Orally, students gave me some feedback on how profitable the activity was for them. It should be mentioned that the feedback was oral due to the fact that, after this activity, students were going to take an exam for another subject, and time was not sufficient for the written journal.

3. RESULTS AND DISCUSSION

In this section I will explain each of the activities I used during the observation, and also discuss what went well or not during the classes.

3.1. Activity 1 - The "seven texts" activity

The chosen text, "Life after high school", was the one which attracted students the most. A week after this, with the chosen text in hand, I took copies to class so that we could read it and discuss it together. Because of their age and focus on the job market, this was a text that made them feel engaged in the activity, either asking questions or giving their opinions concerning a subject that came up during our discussion.

Students demonstrated interest in exploring the text, and the class went well. Strategies such as skimming and scanning were fundamental to their comprehension. First, I elicited from them what they thought the text was about, through the reading of the title only. After their feedback, we discussed the job genre contained in the text and, for the sake of understanding the texts, we analyzed the cognate words and other structures, as is explained in more detail in the following paragraphs.

Sentences such as "So, what are you doing after graduation?" and "Maybe you've decided that college is not for you – right now, anyway" were interesting for the students because the discussion was very close to their reality, as many of them did not know what to do after high school and did not see themselves at college by then. They were concentrating on the job market, looking forward to having their salary and their financial independence. The sub items present in the texts, for instance, "Going to college", "Selecting a school" and "Getting a job", were really helpful, first because the text in bold type calls the reader's attention, and also because these topics divided the possible subjects to be discussed during the class. Although the false cognate "college" confused them a little, cognate words such as "questions", "preferences", "arts", "science", and "comfortable" were essential to their superficial understanding of the text. The picture, as well as words, like "high school" and "job",

were parts of the text with which students could easily skim the main ideas and quickly scan key-words.

Their choice of this text could be explained better through the fact that all of them are involved with the job issue somehow, either getting their first job, trying to get a better one or even becoming retired. The topic motivated them considerably because they had a moment to ask me and their classmates questions that are really relevant to their reality, such as how to behave in an interview, what type of clothes to wear, how to prepare resumés, and others. The exchange of information was amazing.

It should be mentioned that, besides being part of my research, the chosen text also became the reading on their third term test (Appendix 2), which took place a week after this class activity.

Below are some of the students' feedback comments concerning this introductory activity. In this part of the research, the learners had the opportunity to give their opinions about the text they would like to choose to read in class.

Feedback 1:
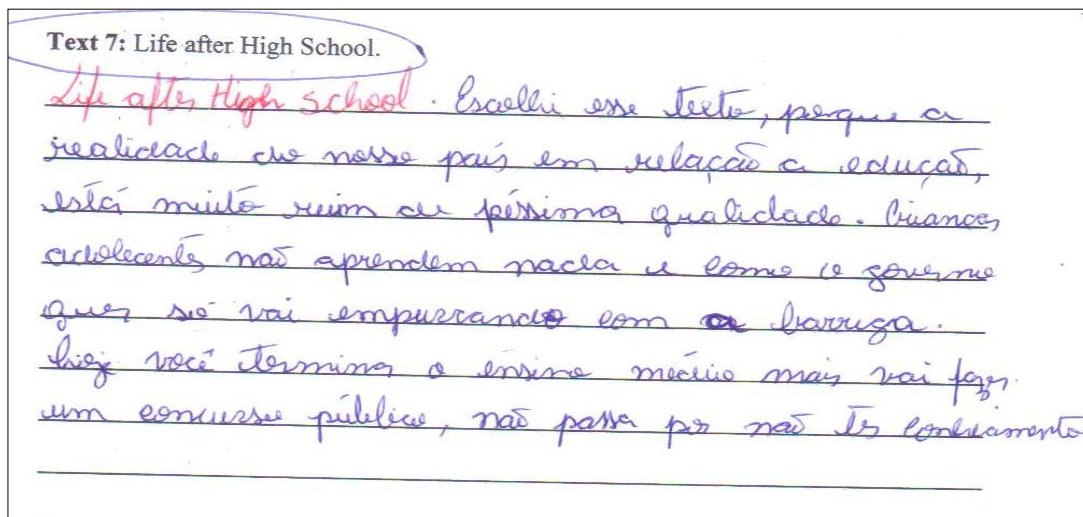
This first feedback mentioned the fact that high school students' reality related to education issues is a really difficult one, so this learner demonstrates his motivation to read "Life after high school" because it might bring clarifications for him in this field.

Feedback 2:

The second feedback shows the student's current necessity when talking about her academic and professional future. She expresses her anxiety in concluding high school to start a new phase in her life, which is to start college, in Business Administration studies. Reading the text might be something motivational and interesting for her.

Feedback 3:

This feedback reinforces the necessity to continue studying, in order to start college and to acquire the so-called professional success. In this opinion, the student

also prefers to read "Life after high school" with the objective of becoming more familiar with the future possibilities after graduation from high school.

3.1.1 – Journal 1

After reading all the class's journals, I could conclude that the students were interested in the idea of being part of the teaching-learning process. As we can see below, the students liked the class and liked giving their opinions too, especially because they knew their opinions were going to be considered for the preparation of the next activities.

Sample of students' journals[3]:

- *A aula foi muito boa porque o assunto de emprego é muito importante para os alunos que estão terminando o Ensino Médio e querem começar a trabalhar. (Francisco – T.3002);* (The class was very good because the job subject is very important for students who are finishing high school and want to start working)
- *Muito bom. Proveitoso, informativo e interessante. Gosto dessa aula, não muito de Inglês, mas gostei da aula (Daniel – T.3001).* (Very good. Profitable, informative and interesting. I like this class. I do not like English very much, but I liked this class)

In addition, students felt comfortable about suggesting orally what they could do with the text later on. Ideas such as the use of the text during our following classes and the "interpreting together" activity made me feel sincerely pleased. Taking this opportunity, I suggested they bring the text to our coming exam. Students accepted this suggestion.

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[3] Students' names were disguised so that their identities are preserved.

3.2. Activity 2 - The resumé activity

The students positively received the idea of creating their own resumés. They had the freedom to say how they prepare or used to prepare their resumés, even if they had to recognize that the format they used was not a good one. Some of them simply accepted the format prepared by me, but some others needed to criticize and suggest other kinds of information I had not included, such as e-mail address and cell phone info.

Resumé sample 1:

This first resumé sample was filled in successfully. The student did not find it difficult to do; however, she considered it "dangerous" to write her address in the form ("Não posso escrever o meu endereço aqui porque é perigoso").

Resumé sample 2:

RESUMÉ

Felipe _____ Edson _____ Leocado
First name   Middle Initial   Last Name

Rua: Conselheiro Galvão, nº 96
Street Address, Apto. No

Rio de Janeiro, RJ, 21360-000
City   State   Zip code

21   3355-8983
Area code   Telephone Number

Employment objective: Administração - Auxiliar

Work History

Company Name	City, State	Dates of employment	Job title
Condominio Anexo	Rio de Janeiro RJ	2013/2014 ATUAL	Operador de Sistema
—	—	—	—

Education

Degree	School	City, State
Medio/cursando	C.E. Cidade Lisboa	Rio de Janeiro/RJ

Military

Branch, rank	Dates served
.	—

Special skills and abilities (foreign languages or other types of courses)

- Curso de informatica - Micrario
- Seren Computação grafica (cursando)
- _____

References

- Eliane - Tel: 3355-8983
- _____
- _____

E-MAIL ADDRESS: Felipe.Edson09@gmail.com

This second sample shows a really interesting form, as this student could fill it in properly and, while doing so, he noticed the lack of a line for the e-mail address, which made him create it in English.

Resumé sample 3:

The third sample shows the student's worry about the references. Although he understands that references are important in a resumé, he also recognizes it is not necessary to write, in a school activity, his previous bosses' original telephone numbers. He could clearly understand each required information in the form.

Their background knowledge and the cognate words were crucial to performing this activity. The purpose of this was to raise students' awareness concerning job genres and also make them feel confident while dealing with a text in English. Only by taking a quick look at the paper, students could recognize this form as a resumé. Besides the genre awareness objective, being involved with this task motivated students to think of preparing and also enriching their own resumés either in Portuguese or in English. It was a very profitable class, as many of them felt interested in the topic, asking relevant questions such as "É necessário colocar o número dos documentos no currículo?" (Is it necessary to include document numbers in a resumé?") and "Quando as empresas

solicitam o estado civil, como devo escrever se eu não sou legalmente casado?" ("When companies require the marital status, how should I write it if I am not legally married?") Their own classmates gave some advice on the questions, which made our class more dynamic. I took the opportunity to call students' attention to the fact that nowadays, due to technology, we have many ways of sending a resumé to a company, and then I elicited from them other ways of being in contact with the companies. The answers were: by e-mail, by filling out a form on the company's website, and, surprisingly, a student said "through the lattes platform" and linkedIn. These last two possibilities were surprising for me because many of them have little or no access to the internet.

3.2.1 – Journal 2

In their journal entries, most of the students recognized that they were not aware of how to prepare a resumé by themselves ("Devo incluir o número dos meus documentos no currículo?" – "Should I insert my document numbers in my resumé?") and, after this class, they noticed how important it is to include the right information that is required in the form, for their CVs to be accepted by a company. Their feedback, generally speaking, was a demonstration of appreciation because of the opportunity to study such an important topic. ("Essa aula foi muito boa para a nossa turma, pois estamos terminando o Ensino Médio e precisamos saber fazer um currículo para começar a trabalhar" – "This class was very good for our group because we are finishing high school and we need to know how to prepare a resumé to start working).

It is interesting to mention some of the sentences written in students' journals during this class[4]:

- *Apesar de eu estar muito cansada, eu gostei da aula. Foi importante para a gente aprender a fazer um currículo em Inglês. Eu imagino que nenhuma professora de Inglês pensou nessa oportunidade. Foi bem legal. (Joana – T. 3001);* (Despite being very tired, I liked the class. It was important for us to learn how to make a resumé in English. I imagine

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[4] Students' names were disguised so that their identities are preserved.

that no English teacher has ever thought of this opportunity before. It was really cool).

- *Professora, achei a aula de hoje maravilhosa porque deu para entender cada explicação sua e por ter sido uma aula diferente, que vai poder ajudar a todos em um possível currículo no futuro. Grato, volte sempre (Lucas – T. 3001)* (Teacher, today's class was awesome because it was possible to understand each explanation and also because it was a different class, which will help us to create a new resumé in the future. Thanks, come back again).

- *Bom, eu gostei da aula de hoje pois foi bem criativa e diferente dos outros dias. Esse exercício foi bom para recapitular o currículo e atualizá-lo com as experiências atuais (Lúcia – T. 3002);* (Well, I liked today's class because it was very creative and different from the previous classes. This exercise was good for us to remember how to create a resumé and how to update it with the newly acquired experience).

3.3. Activity 3 - The job ads activity

At first, students felt frightened saying that the activity was too long for them, that they could not read in English and that it would not be possible to finish the whole activity in one day of class, which was one hour and a half long. As soon as I had the opportunity, I explained that we could do that task in two classes, so they felt more relieved and started paying attention to my proposal and engaged in the activity.

Initially, the strategy of looking for cognate words was very useful for dealing with these exercises. As previously mentioned, the task was very long, so I needed to divide it into two classes, so that students could have the opportunity, at first, to realize what they needed to do and, after that, to do it with my guidance. Students were divided into groups so that one could help the other with understanding and production.

This task consisted of 13 exercises based on the ESP genre approach, in which students could take general ideas from the ads' titles and the cognate words.

The first question required students to identify the type of text they were reading; their answers concerning this varied from "*newspaper classifieds, job ads* and *looking for job information*". The objective of this was to work on genre awareness so

that students could identify the type of text it is. The second exercise wanted students to recognize the occupation in English and write it in Portuguese. The third exercise put the students in the position to choose one of the ads to be the one they would like to work with. The majority of students chose the kitchen manager occupation saying that this is the one they have abilities to perform well. From the fourth to the seventh activity, students were supposed to take information from the ads, which required their global understanding of them. Exercise eight asked students to build their own job ads, showing the type of occupation they are looking for or the jobs they already have experience with. This was the exercise they liked the most! In addition, through exercise 9 students were invited to talk about the way people should behave during a job interview. Exercises 10 to 13 also asked students to take examples from the text, but, especially in exercise 11 b, students were invited to match expressions in English to their equivalents in Portuguese, which should enhance their capacity to understand the ads linguistically. Students had some minor difficulties in interpreting exercises 12a and 13b, saying that they could not feel confident enough to do these exercises by themselves. I guided each particular group, and their work flowed more smoothly.
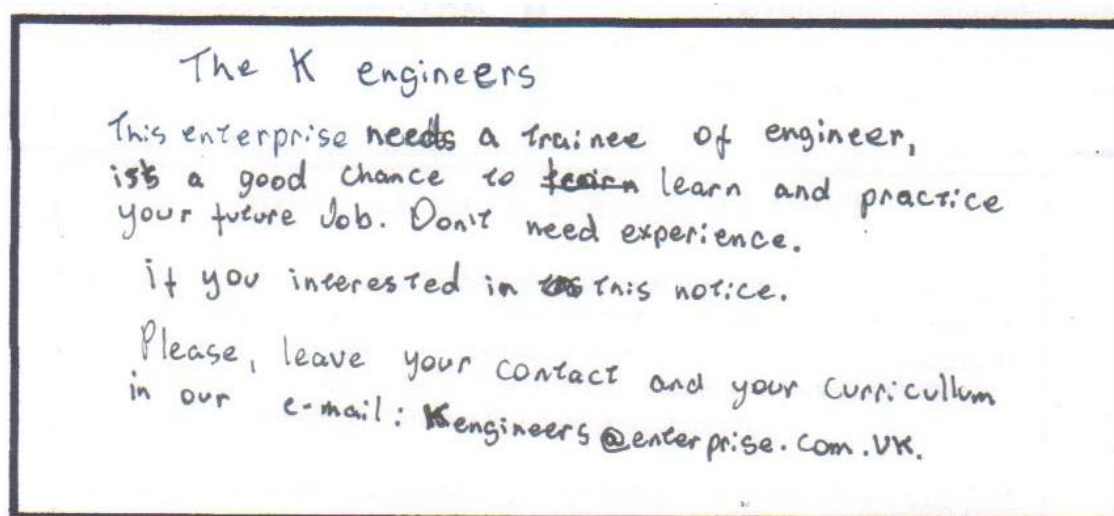
In this activity, exercise number 8 was the most relevant in students' opinion, so I chose the four following job ads created by them, in which they could express their desires related to the new occupation and also try using the English language while preparing the ads.

Job ad – sample 1:
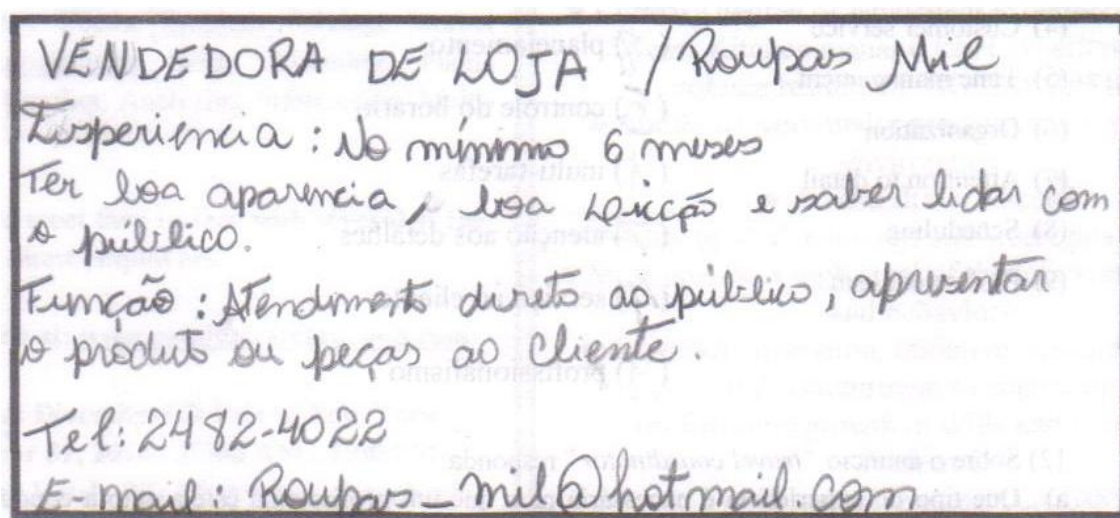
This first job ad was completely written in Portuguese. The student created an ad in which she requires the employee to have a minimum experience of six months, a good appearance, good speaking and ability to deal with the public. She does not explain clearly about the occupation itself. In this part of the ad, she writes more about the required experience.

Job ad – sample 2:

The K engineers

This enterprise needs a trainee of engineer, is a good chance to learn and practice your future Job. Don't need experience.

If you interested in this notice.

Please, leave your contact and your curriculum in our e-mail: Kengineers@enterprise.com.UK.

In this second sample, which was written in English, the student created a name for the company (The K engineers) and accurately explained the company's need of a trainee engineer. It is very interesting because through this ad the student demonstrated his knowledge about the language itself, the information about what being a trainee is and also the structure of a job ad. Although he does not mention it, we can infer that this job ad is an online one, as the student requires the reader to leave his/ her contact (through an online form), and also send a resumé by email.

Job ad – sample 3:

       The third job ad sample is an example of a student who could not understand the objective of the activity and is not completely aware about the structure of this genre. Although she could not produce an efficient job ad, she could explain that, for this professional position, it is necessary to be responsible and to "follow orders". She explained that this is an opportunity for a sales person, but she does not mention where the workplace is. The e-mail address was included, but maybe it would be difficult for a person who seems to be interested in the opportunity to send a resumé for this ad, because there is insufficient information about the occupation. Also, I could not understand what the first word means and I did not have the opportunity to ask the student about it.

Job ad – sample 4:
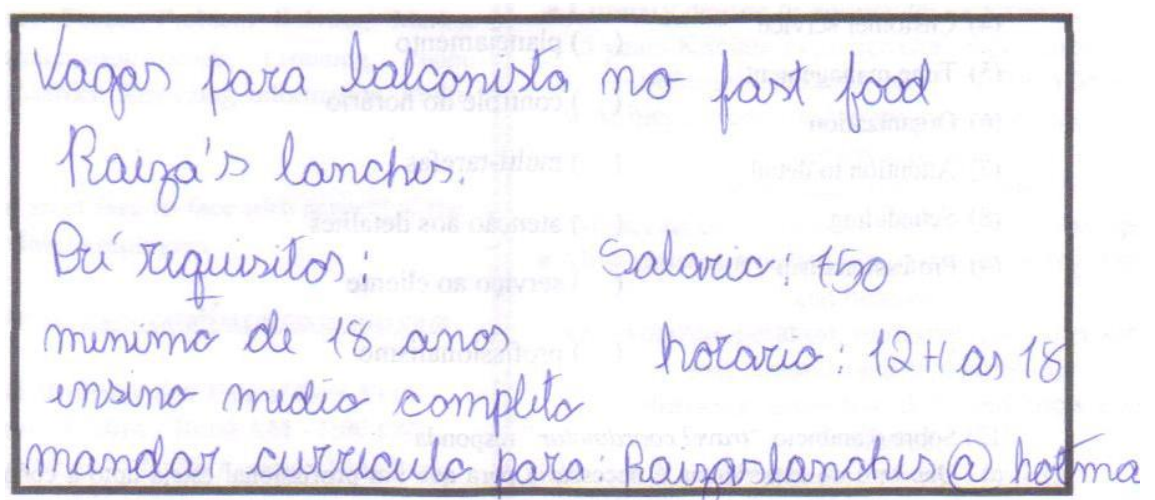
This job ad is very interesting. There is information in English and in Portuguese. There is a certain awareness about the grammatical form of the possessive, as the student writes "Raiza's lanches" in a way that is possible to understand the person in question, Raiza, has a snack bar. By the way, Raiza is one of the student's classmates. The salary, the working time, the minimum age, the required schooling and the e-mail address are also present in this job ad.

3.3.1 – Journal 3

In their journal entries, the students indicated that the exercise they liked most was the one in which they were supposed to create their own job ad (exercise 8). It awakened their creativity and enjoyment while preparing it. They said that through this activity they had the chance to express their desires concerning the job they would like to have, even though they could not achieve this goal now because of lack of either experience or the minimum schooling for the position. One example of this feedback is from Lívia (Turma 3001): "Trabalho como vendedora em uma loja de roupas de bebê, porém gostaria de trabalhar como vendedora em uma loja de roupas femininas que fica próximo à minha casa. Por isso criei um anúncio de emprego para essa nova oportunidade" (I work as a salesperson in a "clothes for babies shop", however, I would like to work as a seller in a clothes shop which is near my house. Therefore, I created a job ad for this new opportunity").

3.4. Activity 4 - Matching exercise activity

The ads chosen to be part of the creation of the exercise reflected the students' desires concerning the job opportunity they would like to have. Students easily matched the ads in English to their equivalent ones in Portuguese. Two other questions, as detailed below, were asked in order to have feedback from students on how they did the exercise, such as what helped them identifying the ads and the most frequent words in the activity.

Questions: "O que ajudou você a descobrir qual era o anúncio correspondente?" (What helped you to discover which were the corresponding ads?) and "Retire do texto em Inglês 5 palavras que aparecem com frequência nos anúncios. Em sua opinião, por que essas palavras são tão frequentes?" (Take 5 words – from the ads in English - that are more frequent. In your opinion, why are these words so frequent?) In this activity, besides matching, students were invited to answer the questions about how difficult it was to match ads in English to their equivalents in Portuguese and also to identify five common words in the ads and give their opinion about the reason for these words being so frequent in the ads.

Feedback 1:

This first feedback shows that the student is concerned about the cognate words. Although spelling mistakes can be noticed, I could understand that he focused on words which "looked alike". In the second question, the student cites words that are not the required ones.

Feedback 2:

This second feedback also considers the cognate words' concept and properly cites the required words.

Feedback 3:

> 2) O quê ajudou você a descobrir qual era o anúncio correspondente?
> _Porque as palavras parecem com o Português_
>
> 3) Retire do texto em Inglês 5 palavras que aparecem com frequência nos anúncios. Em sua opinião, por que essas palavras são tão frequentes? _Experience, objective, mail, phone - number_
> _necessary +_

The third feedback is also considering the existence of cognate words and the student answers the second question properly.

3.4.1 – Journal 4

Students were asked to talk about their opinions concerning the matching activity. They considered the activity easy and fast – "Eu gostei da atividade porque eu não precisei pensar muito" ("I liked the activity because I did not need to think too much" – Antônio – Turma 2002). They did not need to spend much time on this, which they considered very positive.

4. FINAL CONSIDERATIONS

This paper has considered activities related to job genres which, through exercises carried out by students and teacher together, were extremely useful in the teaching-learning process.

During our exploratory activities, most of the students received the tasks in a motivated way, by demonstrating interest in and curiosity about types of exercises they have never done previously. Although students were receptive, I had the impression, in some moments, that it seemed to them that they were being used for the sake of research. After some weeks using the activities, I could clarify the double purpose, I mean, one of doing my research itself and the other, of bringing innovative ways of teaching the language from a more focused and purposeful perspective. After that, the situation seemed to be more comfortable for me and consequently for them.

Through this research, I noticed that the ESP approach has its relevance in a high school environment in a way that students can deal with the language in a specific circumstance. They can either talk about professional issues, which are highly relevant for students at this term, or talk about other routine issues, such as reading the news or other information that is useful for them.

While doing the research, I found out that students are able to achieve a certain level of proficiency in English if they are inserted in a context which is purposeful and attractive to them. In addition, I realized that motivation is essential in teaching English through the ESP genre approach, because students at first showed me a strong lack of confidence until I motivated them to go on with the tasks. This was certainly a challenge for me, especially because students kept on saying: "I don't know how to read in English, so I can't do the activities" Until the moment I explained to them that the approach does not require fully accurate reading and writing, I needed to go through hard moments of resistance on the part of some students.

Something else to highlight is the use (by the learners) of very little English throughout the activities. Although I expected this, I thought I could have received at least some basic words in English in exercise eight from the job ads activity, words such as "e-mail address", "telephone number", "experience", and so on.

Furthermore, I would like to mention that the target of this paper was to find out how the approach can help my students and also guide me while preparing my classes. For this reason, it is relevant to return to the research question "How can job genres,

through an ESP perspective, enhance students' knowledge of the English language during their EFL evening classes?" This question was the one that expressed my objective of providing students with a way to learn the language based on their needs, which, in my view, was achieved properly during the period of research.

The genre approach was helpful not only for students, but also for me because we could deal with the language through the reading of current texts, which are interesting for both parts in the learning process. To remember Dudley-Evans' concepts (2000), it is considerably important to teach English through the use of ESP texts, as they provide us with a more contextualized way of learning the language. In addition, Bhatia (1993, 2001) and Swales (1990) defend the idea of using genres in activities that are guided by objectives. This is essential for students who are looking for a language study that is focused on their learning objectives, instead of following a general syllabus that is not purposeful for the learners.

At this stage, I can say that the genre awareness that the students gained concerns the ability to recognize different types of texts specially the ones related to the job field. Genre awareness together with reading skills made students feel more confident while being in contact with the texts.

Limitations such as time issues and students' absence made my research harder. As some of the activities could not be done in only one class because of lack of time, I needed to divide them into many classes, which became hard specially when students missed classes and I needed to guide them with the current activity and also the previous ones. In addition to this, the school had experienced light and water problems, which made the institution cancel some classes, and consequently made my research activities last longer. Another limitation on the study concerns the journals. Some students showed difficulties writing the journals. They found there was too much freedom to write, which made them complain and resort to writing very simple sentences in their journal forms. Some other students (a small number of them) could not understand the objective of a journal, and they wrote about all their day at work and coming to school, for instance *"I left work, when I arrived at school I had Portuguese and English classes. I liked the classes. The English teacher is so sweet!"* or *"First of all, the day was very nice, thank God. I came to school at 6 p.m, entered the classroom at 7 p.m and had Portuguese class. I received a very important call and, later, I had an English class."* Cases of reluctant students that insist on saying that they cannot do any activity in English because they do not know how to read in English, as previously

mentioned, also happened in the beginning of my research. After some classes when I showed them what they needed to do, they began to feel a confident enough to join the groups and participate in the activities.

According to what Freedman and Medway (1994) state about composition studies, specific contexts are essential in a way that, based on them, we provide learners with what they really need and are interested in, which may be taken from what the authors call "recurring situations". It explains the fact that genres are not only text types, but also "recurring situations" that are present in our daily routine.

Furthermore, Paltridge reinforces the necessity of putting together language, content and context, so that the teacher can provide students with a dynamic class based on genres.

Besides the importance of taking into consideration the "recurring situations", it is useful to recall Bhatia's concern about what he calls "generic competence". It invites students to identify the genre they are dealing with, to construct a specific piece of genre, to interpret and also to exploit it properly. During my field research I observed several signs of this competence: students could easily identify the type of genre when we were exploring the resumé form (Appendix 4); they could construct the genre when they formulated their own job ads (Appendix 5, exercise 8); they could interpret the job ads in the matching activity (Appendix 6, exercise 1); and they could also exploit a specific repertoire of professional genre while dealing with the three proposed activities, that is, "the resumé activity", "the job ads activity" and "the matching activity".

As I mentioned Bhatia's concept of identifying, constructing, interpreting and exploiting a successful genre, it is interesting to connect this to Paltridge's aspects of the genre and the situation, which are essential to a successful class. An interesting aspect is the social and cultural context of the genre, which means dealing with the job genre through some different perspectives. In this research, this aspect was considerably relevant, as students finishing high school aim at facing the job market issues more confidently, which was very positive during my classes. The structure of the genre was also an important aspect, mainly because of the students' assumed background knowledge, which facilitated the performance of the class activities. Although some students were not very confident at the beginning of the tasks, after some classes they were able to build up their expectations related to finding a good job at the end of high school.

Finally, I would say that Paltridge's concept of the audience, the context and the learners' background knowledge provides a good basis when thinking of the preparation of activities, and it can build a strong partnership in a genre-based class. According to Dudley-Evans, this kind of approach helps meet the specific needs of the learners and focuses on specific methodology and activities, mainly based on the ESP concept, which emphasizes the necessity of appropriate terms of grammar, lexis, register, study skills, discourse and genre.

As this topic motivated me considerably, I would like to continue this research. I intend to keep on preparing new class materials in order to facilitate my job and the job of other teachers with students. To make it work, I intend to analyze different types of groups and their circumstances of learning the language, so that the activities can be personalized to each group's necessity.

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6. APPENDICES

Appendix 1 – "The seven texts" activity

Appendix 2 – The third term test

Appendix 3 – The journal form (journals 1, 2, 3 and 4)

Appendix 4 – The resumé activity

 Appendix 5 – The job ads activity

Appendix 6 – Matching activity

6.1. Appendix 1 – "The seven texts" activity

Text 1:

Can animals think?

by Eugene Linden

1 The first time Fu Manchu broke out, zoo keepers considered it a human error. It was a warm day, and the orangutans at the Omaha Zoo had been playing in their big outdoor enclosure. Afterwards shocked keepers looked up and saw Fu and his family hanging out in trees near the elephant barn. Later investigation revealed that the door connecting the furnace room to the orangutan enclosure was open. The supervisor chewed out his staff and the incident was forgotten. But the next time the weather was nice, Fu Manchu escaped again. "I was getting ready to fire someone," the supervisor recalls. But soon after, he caught Fu Manchu in the act of opening the door. Fu Manchu's jailbreaks made headlines in 1968, but his tricks didn't make a big impression on scientists looking for higher mental processes in animals.

2 Over the years, I have written extensively about animal intelligence and the controversy that surrounds them. Do animals really have thoughts, what we call consciousness? Something seems obvious: if animals can think, they will probably do their best thinking when it serves their own purposes, not when scientists ask them to do.

3 Time and again I have talked to veterinarians, animal researchers, zoo keepers and I got to the conclusions that most do not study animal intelligence, but they encounter it, and the lack of it, every day.

4 A zoo keeper recalls dropping an orange through a feeding porthole for an orangutan. Instead of moving away to get it, the orangutan looked the zoo keeper in the eye and held out its hand. Thinking the orange must have rolled off somewhere inaccessible, the zoo keeper gave her another one. But when the orangutan evades, the zoo keeper noticed the original orange was hidden in her other hand.

5 What is intelligence anyway? If life is about perpetuation of a species – and intelligence is meant to serve that perpetuation – then we can't hold a candle to pea-brained sea turtles, which predated us and survived the calamity that wiped out the dinosaurs. Still, it is comforting to realize that other species besides our own can stand aside and appraise the world around them, even if their horizons are more constrained than ours.
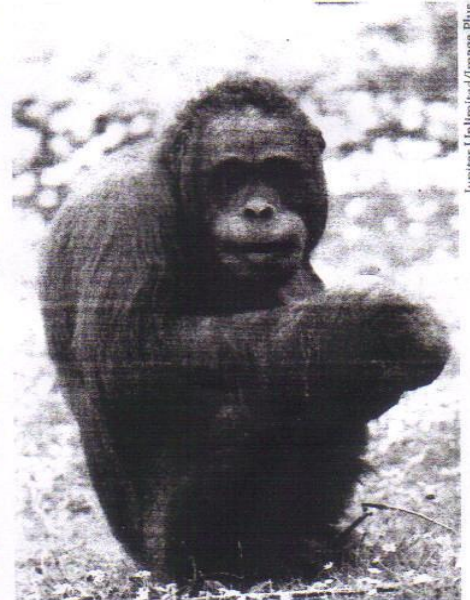
Time, September 6, 1999.

Text 2:

FILM AS A COMMUNICATION PROCESS

Film is fundamentally a form of communication, and as such it could be said to involve the transmission of messages with senders encoding and receivers decoding those messages. This is a process, in other words, through which there is an attempt by the sender of the message to influence in some way the state of mind of another
5 person. From this perspective a certain meaning is seen as being placed in a text by the author and it is the job of the reader to discover that meaning and thereby share something of the accompanying understanding of the world.

However, another way of looking at communication would be to see it as the production of meaning during an *interactive* process. From this perspective, film
10 could be said to involve created texts interacting with readers (in this case viewers or spectators) to produce a variety of possible readings. In this interpretation of the communication process the reader becomes a factor, perhaps the key factor, in the production of meaning. Meaning is no longer singular and clearly defined by authorial intention, but is plural and created in the relationship between the
15 individual reader and the text.

(From Benyahia, Sarah Casey; Gaffney, Freddie; and White, John. *A2 Film Studies: The Essential Introduction*. London: Routledge, 2006, p. 233.)

Text 3:

Transplants save lives

The Gift of Life

Organ transplants are the only hope for people with organ failure. More than 16 million people have joined the NHS Organ Donor Register yet there is a critical shortage of organs available for transplant. Every day three people die whose lives could have been saved by receiving a transplant.

The NHS Organ Donor Register records the details of those who want to donate and makes it possible for those who need an organ to receive one. Anyone can register. Organs from people in their 70s and 80s are transplanted successfully giving life to others.

When someone dies in hospital, while on a ventilator in an intensive care unit, the medical staff will check the NHS Organ Donor Register to see if they wanted to donate their organs after their death. Please tell those closest to you that you have registered so they can confirm your wishes.

(From leaflet produced by NHS Organ Donor Register, UK.)

MINI-GLOSSARY

NHS National Health Service
sistema público de saúde do Reino Unido

Text 4:
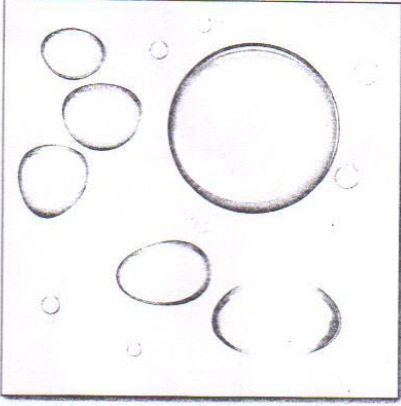
We live inside a bubble: life with technology ... life without technology

It's hard to realize how isolated your life can be, how different you are from the rest of the world, until you experience what it's like to live on the other side. It's nearly impossible to deny that I live, breathe and experience cutting-edge technology in my everyday life. (…)

After spending 12 days away from technology while at Hidden Villa summer camp I have discovered just how fun it can be to live without relying so much on technology in my daily life. There is a whole world out there, waiting to be explored. There are thousands and thousands of species of trees and plants and animals that don't use an ounce of electricity. There are even people out there who don't own a computer and their lives seem to be going great.

Inside the bubble, life is so predictable. So boring. So ordinary. So planned. So stressful. I feel pressured to tweet about what I'm doing at all times. (…) I feel pressured to always buy the newest things when they come out. I sometimes mistake the Internet for the universe and I can't possibly imagine life without access to the Internet.

I have the Internet wherever I go. I am never disconnected. If I ever have something that I feel like sharing, then, by all means, I can and will share it at that instant. I have the Internet at my house, of course. But, I also have the Internet on my phone. And I have a 3G connection on my laptop. When I'm connected, I feel like I am inside a bubble. (…) It doesn't matter if I'm sitting at home at my desk or out and about doing my thing. If something happens, I am notified immediately. When Michael Jackson died, I was out at lunch but I knew immediately because I had my smart phone with me. (…)

I feel like I have been living a life that is defined by connectivity. I get the feeling that there is nothing to do when the system fails or goes down. I feel like I have to be connected at all times.

When I was getting ready for the camp, I was thinking about how hard it would probably be for me to survive without Internet connection. (…) But then, I realized that I had to make it through the twelve days. (…) So with that attitude I went to camp where I did things like make French fries from potatoes which we picked and I even walked a goat through the woods. All of this without Internet connection.

It turned out okay. Actually, it turned out amazing. (…) I am now back at home where I have the Internet once again. But now, I don't find the Internet as amazing as I did before. (…) A lot had built up while I was gone but I just didn't care. What I really wanted to do was go outside and have fun in the real world.
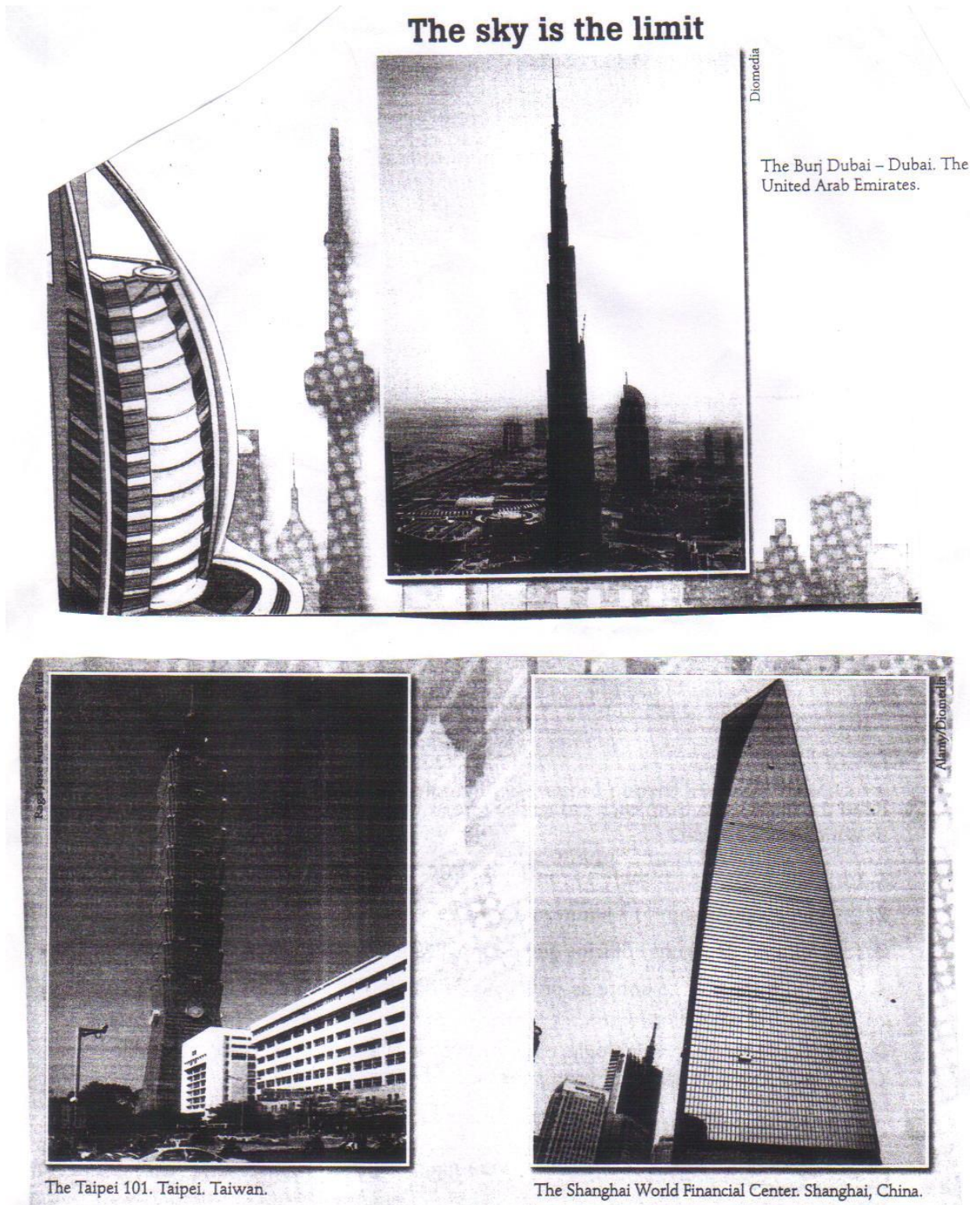
Now, when I find myself glued to my computer reading each and every article, I think about how fun it would be to be taking a goat for a walk. I now know just how fun the world that mother nature has created for us can be. The world is filled with billions of people who are living their every day lives just like those 12 days I spent at the camp. (…)

So, perhaps the best way to live is in the middle. Technology is something that I am passionate about. (…) There is no use ditching it. I just don't need to be so addicted. So, next time my computer fails, I don't have to feel like the world is coming to an end.

http://netspencer.com/2009/08/we-live-inside-a-bubble/ (Accessed 16 October 2009)

Text 5:

The sky is the limit

The Burj Dubai – Dubai. The United Arab Emirates.

The Taipei 101. Taipei. Taiwan.

The Shanghai World Financial Center. Shanghai, China.

Future skyscrapers stretch toward the sky. The Burj Dubai in the United Arab Emirates, the Taipei 101 in Taiwan, the Shanghai World Financial Center in China, the Petronas Towers in Malaysia have been a testament to humankind's technological strength.

For millennia, buildings have been carrying on a friendly battle with the implacable forces of nature. As high-rises stretch higher, the advantage increasingly goes to nature. First there is gravity. In a high-rise, a typical column at street level must support not only the area on the second floor, but also the cumulative weight of each story above that. But the real test of a building is its ability to withstand hurricanes and earthquakes.

Structural engineers and architects have been rethinking their strategies for combating the wind. They have been paying greater attention to a building's aerodynamics. Thanks to testing and computer simulations, they can achieve optimum designs for withstanding high winds.

What kind of shadow will the new building cast? How will it affect the local real-estate market? Will traffic in the area become too congested? Will the skyscraper be a potential danger to airplanes? These are a few questions that must be considered.

But most of all what motivates this kind of construction? It is probably a certain prestige that comes with height. Another powerful factor is the egos of developers.

Extreme Engineering, v. 10, n. 4, Winter 1999.
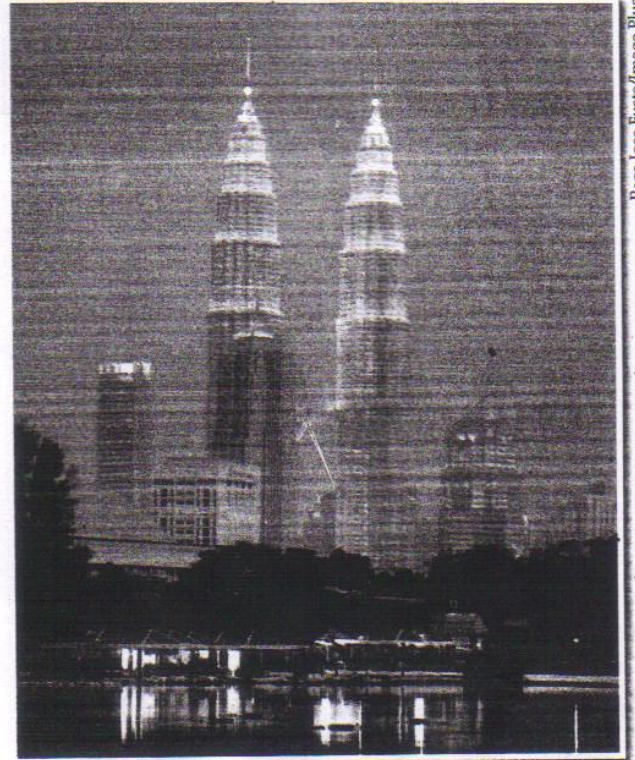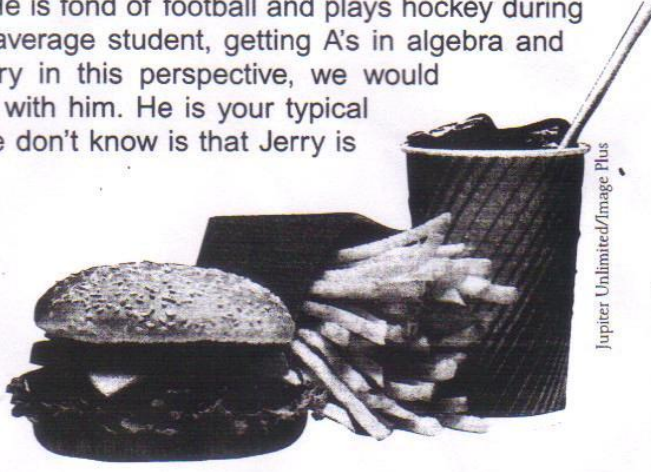
The Petronas Towers. Kuala Tumpur. Malaysia.

Text 6:

A story of a male anorexic

Jerry is a high school junior. He is fond of football and plays hockey during the weekends. He is an above-average student, getting A's in algebra and trigonometry. If we look at Jerry in this perspective, we would see that there is nothing wrong with him. He is your typical next-door teenager. What people don't know is that Jerry is suffering from anorexia.

It is a fact that anorexia is perceived as a women's disorder. Men are marginalized if they suffer from this sickness because the public views men with anorexia as weird, or to an extent, as homosexuals. (…)

Jerry lives in the suburbs. It is a quiet community away from the busy streets of the city's corporate districts. Three years ago, a boutique selling signature clothes was built near Jerry's school. He passes this store every day when he walks home. He always sees a lot of models' glamorous pictures wearing haute couture. We didn't know it but inside Jerry's mind he is saying that someday, he will be the one wearing those clothes and his pictures hanging on those windows still.

Since then, Jerry's anorexia became more and more apparent. (…) Every morning, Jerry's mom would prepare breakfast for Jerry and his siblings. But Jerry will always insist that he needs to go to school early for football practice so his mother will just pack a few sandwiches for his snack. Mom didn't know that all these years Jerry was just throwing away all those yummy meals she would prepare for her son. In Jerry's blog he quoted that "I hate my body! My metabolism is so slow. (…)"
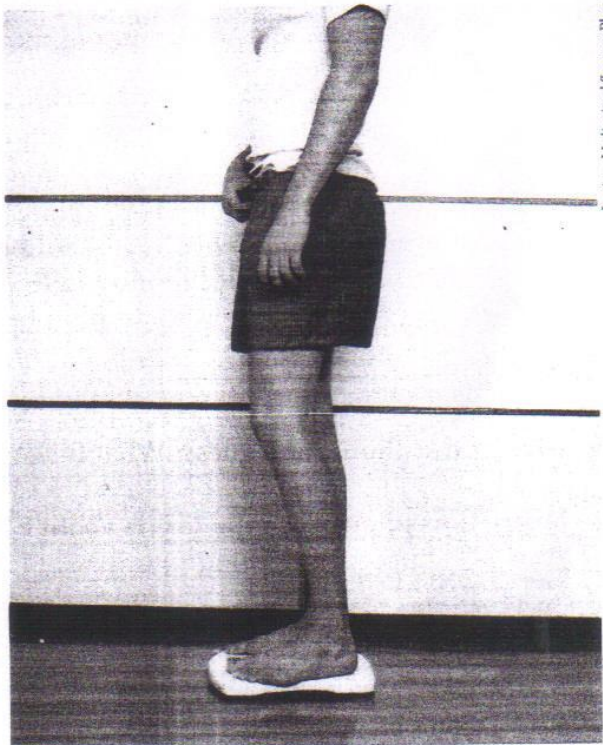
Anorexia is striking Jerry because of his dream to become a model. Some may even conclude that that move is so gay. (…) The walls of his room are full of pictures of male models cut from magazines. No, he is not a homosexual; just a victim of insecurity and low self-esteem.

Anorexia can strike anyone. You may not see it but your obsession for losing weight can lead to this. Anorexia is not a problem to be solved alone. (…) Anorexia can kill. It can kill you. Remember that being beautiful is not equal to being thin. (…) If you are suffering from anorexia just like Jerry, PLEASE consult a specialist now. Do it before it's too late. Men can suffer from anorexia too. Don't be ashamed, because 10% of anorexic people are men. You are not alone in this battle. Fight that conflict inside of you. (…)

http://www.aboutanorexia.org/Articles/
A_Story_of_a_Male_Anorexic.php
(Accessed 15 October 2009)

R,P, Kingston/LatinStock
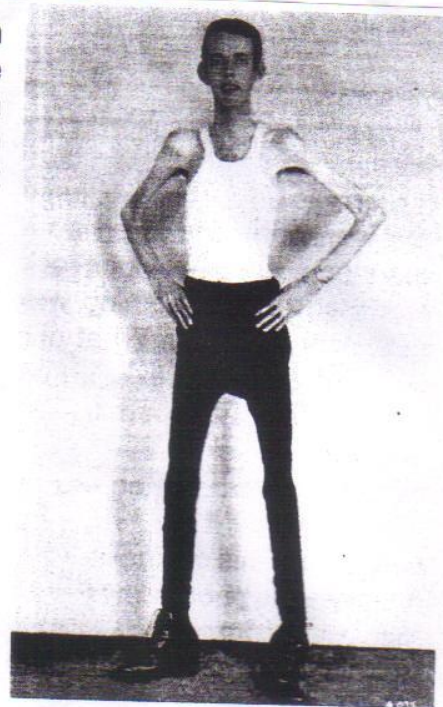
Portrait of anorexic man, ca. 1920.

Text 7:

Life after high school

"So, what are you doing after graduation?" Many juniors and seniors get bored answering that question over and over. Whether your plans include college, heading straight for the workforce, or taking a year off, here are some practical tips to prepare yourself for the journey.

Going to college

Some people know from an early age exactly what they want to be and how they plan to get there. Rachel's dad is a doctor and his love for his chosen career inspired her to follow in his footsteps. Rachel, who is about to start medical school, said she chose her undergraduate program with the idea of medical school in mind.

Not all of us are so sure of our plans, though, and that's OK too. Many people start off in a liberal arts program in college and then decide on a major after a year or two. (School counselors say that 75% of students change their majors after they enter college.) School is also not just about careers and getting a high-paying job after graduation – it's a place for learning about yourself and the world.

Selecting a school

If college is in your future, you need to plan. Which schools appeal to you? How are you going to pay for your education?

How do you decide on a school when there are thousands to pick from? Start by asking yourself questions about your preferences:

What are my strengths?

Am I interested in liberal arts or science or business?

What kind of learning environment is best for me?

Would I be more comfortable in a small school or would I feel confined?

Do I want to stay close to home or live far away?

(...)

Do I like being with people who are mostly like me or do I want to meet a diverse group?

Ask friends and older siblings who are in college about their schools and about other schools they're familiar with. Talk to your school counselor or one of your teachers and go to college fairs when they visit your town.

(...)

Getting a job

Maybe you've decided that college isn't for you – right now, anyway. If you want to join the workforce, opportunities are out there for people who don't have degrees. One path that some grads take is joining the military or a service corp. Some retail or hospitality industry organizations offer training programs to high school grads. Check out the possibilities in computing, bookkeeping and payroll, or sales.

Talk to your school counselor or a favorite teacher about the job market in your area. Make sure your parents' friends know you're looking. Scour the classified ads in the newspaper and do some Internet research. Most large companies list their job openings on their websites.

Don't overlook trade opportunities. Matt studied industrial engineering in college. Halfway through the first year, he decided school just wasn't working out, although he stayed for the full year. So he transferred into an apprenticeship program to become electrician. "Sometimes you feel that society says you have to go to college, especially if you're a good student, and I went through that battle in my head," says Matt. "But I knew I had to figure out what was right for me. And now that I have, I don't regret my choice at all."

(...)

http://kidshealth.org/teen/school_jobs/jobs/after_hs.html
(Accessed 10 March 2010)
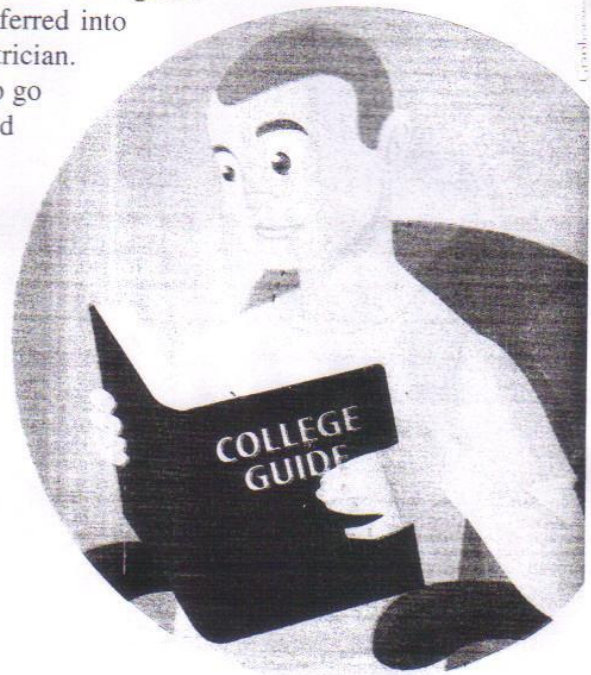
The activity:

ESP READING - TRABALHANDO COM TEXTOS NA LÍNGUA INGLESA

1) OBSERVE OS TÍTULOS A SEGUIR. ESSES TÍTULOS PERTENTECEM A SETE TEXTOS ESCRITOS NA LÍNGUA INGLESA. AO LER SOMENTE OS TÍTULOS DOS TEXTOS, QUAL/ QUAIS VOCÊ ESCOLHERIA PARA LER? POR QUE VOCÊ ESCOLHEU ESSE (S) TEXTO (S)?

Text 1: Can animals think?

Text 2: Film as a communication process.

Text 3: Transplants save lives.

Text 4: We live inside a bubble: life with technology x life without technology.

Text 5: The sky is the limit.

Text 6: A story of a male anorexic.

Text 7: Life after High School.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6.2. Appendix 2 – The third term test

PROVA BIMESTRAL DE INGLÊS – 3º BIMESTRE/ 2014

TEXT: Life after High School

"So, what are you doing after graduation?" Many juniors and seniors get bored answering that question over and over. Whether your plans include college, heading straight for the workforce, or taking a year off, here are some practical tips to prepare yourself for the journey.

Going to College

Some people know from an early age exactly what they want to be and how they plan to get there. Rachel's dad is a doctor and his love for his chosen career inspired her to follow in his footsteps. Rachel, who is about to start medical school, said she chose her undergraduate program with the idea of medical school in mind.

Not all of us are so sure of our plans, though, and that's OK too. Many people start off in a liberal arts program in college and then decide on a major after a year or two. (School counselors say that 75% of students change their majors after they enter college.) School is also not just about careers and getting a high-paying job after graduation — it's a place for learning about yourself and the world.

Selecting a School

If college is in your future, you need to plan. Which schools appeal to you? How are you going to pay for your education?

How do you decide on a school when there are thousands to pick from? Start by asking yourself questions about your preferences:

- What are my strengths?
- Am I interested in liberal arts or science or business?
- What kind of learning environment is best for me?
- Would I be more comfortable in a small school or would I feel confined?
- Do I want to stay close to home or live far away?
- Would I prefer to be in a city environment or a small college town?

- Should I go to a school where athletics are big or where fraternities or sororities rule?
- Do I like being with people who are mostly like me or do I want to meet a diverse group?

Ask friends and older siblings who are in college about their schools and about other schools they're familiar with. Talk to your school counselor or one of your teachers and go to college fairs when they visit your town.

Once you've narrowed down your choices, ask the schools to send you literature. Visit their websites. When you've whittled your list down to a manageable number, make arrangements to visit. Try to do this when school is in session so you can get a good idea of what life is really like on campus.

And remember: You're not the only one making a decision. Schools are picking from a large pool of applicants. They want to know how well-rounded you are and what makes you stand out from everyone else. They will look at your grade point average, standardized test scores, class rank, personal essay, and your extracurricular activities — so it's important to dedicate time and effort to all these things.

Getting a Job

Maybe you've decided that college isn't for you — right now, anyway. If you want to join the workforce, opportunities are out there for people who don't have degrees. One path that some grads take is joining the military or a service corps. Some retail or hospitality industry organizations offer training programs to high school grads. Check out the possibilities in computing, bookkeeping and payroll, or sales.

Talk to your school counselor or a favorite teacher about the job market in your area. Make sure your parents' friends know you're looking. Scour the classified ads in the newspaper and do some Internet research. Most large companies list their job openings on their websites.

Don't overlook trade opportunities. Matt studied industrial engineering in college. Halfway through the first year, he decided school just wasn't working out, although he stayed for the full year. So he transferred into an apprenticeship program to become an electrician. "Sometimes you feel that society says you have to go to college, especially if you're a good student, and I went through that battle in my head," says Matt. "But I knew I had to figure out what was right for me. And now that I have, I don't regret my choice at all."

http://kidshealth.org/teen/school_jobs/school/after_hs.html#

SOBRE O TEXTO "LIFE AFTER HIGH SCHOOL" MARQUE COM UM (X) A OPÇÃO CORRETA:

1) O assunto central do texto é: *(0,75 pontos)*
   (a) A vida após a adolescência.
   (b) A vida após a faculdade.
   (c) A vida após o Ensino Médio.
   (d) A vida de um estudante.

2) A palavra que representa um cognato presente no texto é:*(0,75 pontos)*
   (a) lover
   (b) future
   (c) going
   (d) people

3) Qual das frases abaixo NÃO apresenta o verb TO BE?*(0,75 pontos)*
   (a) Am I interested in liberal arts or science or business?
   (b) What are my strengths?[5]
   (c) What kind of learning environment is best for me?
   (d) Start by asking yourself questions about your preferences.

4) A frase que se apresenta na forma NEGATIVA é:*(0,75 pontos)*
   (a) Maybe you've decided that college isn't for you.
   (b) Sometimes you feel that society says you have to go to college.
   (c) Talk to your school counselor or a favorite teacher about the job market in your area.
   (d) So, what are you doing after graduation?

5) O texto foi retirado de (o):*(0,75 pontos)*
   (a) uma revista escolar
   (b) um site na internet.
   (c) um livro.
   (d) jornal.

6) Qual das palavras abaixo representa um advérbio de frequência?*(0,75 pontos)*
   (a) college
   (b) especially
   (c) sometimes
   (d) battle

---

[5] Exercise 3 is not part of my genre objective, but when I made up the material it seemed justified to include a grammar item because the students expected that.

7) O texto fala sobre o futuro de estudantes após concluírem o Ensino Médio. Quais são os seus planos de melhorias após a conclusão do Ensino Médio? *(0,75 pontos)*

_____

_____

_____

8) Qual a sua opinião sobre o texto lido?*(0,75 pontos)*

_____

_____

_____

6.3. Appendix 3 – The journal form (journals 1, 2, 3 and 4)

TODAY'S CLASS JOURNAL – Date: ____/____/____

Student's name: _____ Class: _____

_____
_____
_____
_____
_____

6.4. Appendix 4 – The resumé activity

RESUMÉ

_____, _____, _____
First name   Middle Initial   Last Name

_____
Street Address, Apto. No

_____, _____, _____
City   State   Zip code

_____ _____
Area code   Telephone Number

Employment objective: _____

Work History

Company Name	City, State	Dates of employment	Job title

Education

Degree	School	City, State

Military

Branch, rank	Dates served

Special skills and abilities (foreign languages or other types of courses)

- _____

- _____

- _____

References

- _____

- _____

- _____

6.5. Appendix 5 – The job ads activity

OBSERVE OS TEXTOS ABAIXO E RESPONDA:

CALL CENTER REPRESENTATIVE

Job Purpose: Serves customers by providing product and service information; resolving product and service problems.

Duties:

- Attracts potential customers by answering product and service questions; suggesting information about other products and services;
- Opens customer accounts;
- Maintains customer records;
- Resolves product or service problems;
- Maintains financial accounts;
- Prepares product or service reports.

Skills/Qualifications: Customer Service, Product Knowledge, Quality Focus, Problem Solving, Market Knowledge, Documentation Skills, Listening, Phone Skills, Resolving Conflict, Analyzing Information, Multi-tasking

Plan to attend and meet face-to-face with several of the New York area's finest employers.

Pre-Register online at: www.catalystcareergroup.com

Professional &Diversity Job Fair of New York
Friday, October 31, 2014 - 10:00 AM - 1:00 PM
Affinia Manhattan Hotel - 371 7th Avenue - New York, NY 10001 Questions? Phone: 815.308.5426

KITCHEN MANAGER

About the Job: Tequila Joe's Sports Cantina is an American/Mexican sports cantina. Our menu consists of American comfort food and Mexican inspired dishes. We have 60 plus beers on tap, 50 plus TV's and countless tequilas on hand.

We are currently seeking a qualified Chef/Kitchen Manager to oversee our daily kitchen operations

- Has culinary experience working with diverse populations and cuisine
- Has a genuine interest in a long term and deeply satisfying role
- Can develop recipes and menus

Minimum Qualifications

- Culinary degree or equivalent experience, must have 5 years Kitchen manager/chef experience at high volume restaurant. NO EXCEPTIONS
- Ability to work under pressure in a time sensitive environment
- A valid driver's license
- Ability to work evenings and weekends as necessary
- Must possess a high level of the following work skills and behaviors:
teamwork/cooperation, initiative, customer services, and commitment to continuous
professional growth in skills and knowledge
Preferred:
- Bilingual (Spanish/English)
- Minimum of two (2) years of experience in food preparation / supervisory position.

MEDICAL OFFICE RECEPTIONIST

Job Description: Large Dermatological practice interested in finding a dynamic, outgoing personality to fill a Receptionist position. 3 plus years of medical office experience is optimal. However, salon or hotel experience would also be relevant. You will be greeting patients, booking appointments and verifying insurance. This is a full time position with benefits.

Skills/Qualifications: Multi-tasking, Flexibility, Telephone Skills, Customer Service, Time Management, Organization, Attention to Detail, Scheduling, Word Processing, Professionalism, Quality Focus

1) Qual é o tipo de texto apresentado?
   _____

2) A qual profissional destina-se cada um dos anúncios abaixo?
   a) Call Center representative: _____

   b) Medical officer receptionist: _____

   c) Travel coordinator: _____

   d) Kitchen manager: _____

3) Para qual emprego você poderia se candidatar?/ Para qual você estaria melhor preparado/a?
   _____

4) Considerando cada anúncio lido, diga onde podemos encontrar informações sobre:

   a) as atividades que o profissional deverá desempenhar _____

   b) o telefone/ e-mail de contato da empresa _____

5) Os anúncios incluem o valor do salário? Por quê? Por que não?
   _____
   _____

6) Os anúncios incluem o nome da empresa que oferece a vaga?
   _____

7) No anúncio para a vaga de *"call center representative"*, marque as palavras cognatas. Alguma dessas palavras aparece em outros anúncios? Qual (is)

_____

_____

8) Crie o seu próprio anúncio de emprego para uma vaga oferecida no Rio de Janeiro. Pense em pessoas que poderiam candidatar-se à vaga. Inclua:

1. O cargo da vaga e o nome da empresa;
2. Descrição do trabalho (tarefas e responsabilidades);
3. Experiência e/ ou qualificação necessárias à vaga;
4. Contato (e-mail ou telefone) da empresa.

* Observe que alguns anúncios possuem muitos detalhes sobre as responsabilidades e tarefas a serem exercidas. O seu anúncio precisará desses detalhes? Por quê? Por que não?

_____

_____

9) Suponha que você foi chamado para uma entrevista de emprego para a empresa acima.

a) Como você cumprimentaria o entrevistador?

_____

b) Quais são os equivalentes, na Língua Portuguesa, às expressões abaixo?

- Hello _____
- Good morning _____
- Hi _____
- My name is _____

10) Sobre o anúncio *"callcenter representative"*, quais são os objetivos dessa função?
_____
_____

11) Sobre o anúncio *"medical office receptionist"*, responda:

a) Que tipo de habilidades o profissional interessado nesta vaga deverá ter?
_____

b) As palavras abaixo representam algumas das qualificações que o profissional deve possuir ao assumir essa vaga como recepcionista na clínica médica. Correlacione às palavras em Inglês os seus correspondentes em Português:

(1) Multi-tasking

(2) Flexibility

(3) Telefone skills

(4) Customer service

(5) Time management

(6) Organization

(7) Attention todetail

(8) Scheduling

(9) Professionalism

(   ) organização

(   ) flexibilidade

(   ) habilidades com telefone

(   ) planejamento

(   ) controle do horário

(   ) multi-tarefas

(   ) atenção aos detalhes

(   )serviço ao cliente

12) Sobre o anúncio *"travel coordinator"* responda:

a) Que tipo de experiência é necessária para que um profissional esteja apto a conquistar essa vaga de emprego?
_____
_____

b) Qual a forma de contato com a empresa, caso o profissional esteja interessado na vaga?
_____

13) Sobre o anúncio *"kitchen manager"* responda:

a) Qual o nome da empresa que está oferecendo essa vaga de emprego?
_____

b) Quais são as responsabilidades exigidas para esse cargo?
_____

c) Quais idiomas o profissional deverá falar?
_____

6.6. Appendix 6 – Matching activity

1) **Observe os anúncios de emprego abaixo e correlacione-os com os seus equivalentes em Português:**

(1) ADMINISTRATION ASSISTANT **Objectives:** • Work in the HR area, being responsible for the employees payment; • Have basic knowledge of Office. • It is necessary to have an Administration technician course. **Phone number:** 9999-9999 **E-mail:** carlospetrobras@hotmail.com	**( ) ATENDENTE DE LANCHONETE** **Objetivos:** • Atuar na área de produção e abastecimento de loja; • Limpeza da lanchonete; • Não é necessário ter experiência. **Telefone para contato:** 3333-3333 **E-mail:** bobsfastfood@hotmail.com
(2) SALESMAN AT A CLOTHES SHOP **Objectives:** • Six months of experience in this area; • Good appearance; • Fluent speaking; • Experience with dealing with the public; Activities to be developed: • Direct public contact; • Show the products or clothes to the clients. **Phone number:** 2222-2222 **E-mail:** roupas_mil@hotmail.com	**( ) ASSISTENTE DE ADMINISTRAÇÃO** **Objetivos:** • Atuar na área de RH, sendo responsável pelo pagamento dos funcionários; • Ter conhecimento do pacote Office; • É necessário ter formação técnica em Administração. **Telefone para contato:** 9999-9999 **E-mail:** carlospetrobras@hotmail.com
(3) SNACK BAR ATENDANT **Objectives:** • Act in the production area and the supply of the store; • Clean the snack bar; • No experience needed. **Phone number:** 3333-3333 **E-mail:** bobsfastfood@hotmail.com	**( ) VENDEDORA DE LOJA DE ROUPAS** **Objetivos:** • Experiência mínima de seis meses; • Boa aparência; • Boa dicção; • Experiência com atendimento ao público. Atividades a serem desempenhadas: • Atendimento direto ao público; • Apresentar o produto ou peça ao cliente. **Telefone para contato:** 2222-2222 **E-mail:** roupas_mil@hotmail.com

2) O quê ajudou você a descobrir qual era o anúncio correspondente?

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3) Retire do texto em Inglês 5 palavras que aparecem com frequência nos anúncios. Em sua opinião, por

que essas palavras são tão frequentes? _____