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**AN ANALYSIS OF A MINI COURSE OF ENGLISH FOR SPECIFIC PURPOSES  
FOCUSED ON TOURISM**

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PURPOSES FOCUSED ON TOURISM

Trabalho de conclusão de curso, em formato de artigo, apresentado ao Curso de Letras Inglês da Universidade Federal do Ceará, como requisito parcial para a obtenção do título de Licenciatura em Letras Inglês.

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## ABSTRACT

Courses of English for specific purposes, such as English for tourism, have been increasing on demand around the world lately and, as they focus on students' needs, they present better results than those English courses applied to the general public. The present research aimed to investigate the process of learning English as a foreign language for specific purposes, with professionals that work on the attendance in bars and restaurants in Praia do Futuro, a neighborhood of Fortaleza (CE). The analyzed group was composed of 10 participants, with beginner level in English. A 30-hours of English mini course was offered to them. Classes took place once a week, with a 135 minutes length each, emphasizing the exploration of interpersonal listening and speaking skills. Regarding the research methodology, specific vocabulary tests were applied in two moments of the study period, one at the beginning of the course and another at the end. The tests contained 20 words in English, which participants needed to identify the correspondent word in Portuguese. The analysis of this study reflects that the workers who participated in this research already had a reasonable knowledge of specific English vocabulary, due to their experience, but there was a significant increase in this level of knowledge, after the completion of the mini course, mainly due to the attitude and motivation of the participants, aiming at professional growth or a promotion at work.

**Keywords:** learning. foreign language. mini-course of English. tourism.

## RESUMO

Os cursos de inglês estruturados para uma finalidade específica, como o inglês para turismo, vêm tendo uma demanda crescente em todo o mundo ultimamente e, como apresentam o foco na necessidade dos alunos, seus resultados são melhores do que os cursos de inglês voltados para o público em geral. A presente pesquisa teve como intuito investigar a aprendizagem de inglês como língua estrangeira para fins específicos, com profissionais que atuam no ramo de prestação de serviços no setor de bares e restaurantes, no bairro da Praia do Futuro, em Fortaleza (CE). O grupo analisado foi composto de 10 participantes, com nível de conhecimento iniciante no inglês. Foi ministrado para os mesmos um minicurso de inglês de curta duração, estipulado em 30 horas, o qual teve suas aulas, com duração de 135 minutos cada, realizadas uma vez por semana, com ênfase na exploração das competências interpessoais de escuta e fala. Como metodologia de pesquisa, foram aplicados testes de vocabulário em dois momentos do período de estudos dos participantes, um no início do curso e outro no final. Estes testes continham 20 palavras em inglês, as quais os participantes tinham que identificar a palavra correspondente em português. A análise desse estudo revelou que os trabalhadores que participaram da pesquisa já possuíam um conhecimento razoável de vocabulário específico da área em inglês, devido a suas experiências, mas houve um aumento significativo nesse nível de conhecimento, após a realização do minicurso, principalmente, devido à atitude e motivação dos participantes, visando a um crescimento profissional ou a uma promoção no trabalho.

**Palavras-chave:** aprendizagem. língua estrangeira. minicurso inglês. turismo.

## SUMMARY

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## INTRODUCTION

Over the past two decades, the growing development and expansion of business and communication technologies has caused a wide-ranging transformation in the field of English language teaching, from teaching English for academic purposes to teaching English for more specific professional purposes. In recent years, L2 language acquisition research has led to a growing interest in investigating the most effective ways to improve workers' ability to use English for their specific purposes, according to Hutchinson and Waters (1996).

Hutchinson and Waters (1996) also report that in the last few years, first and second language acquisition research into language teaching has led to an increased interest in investigating the most effective ways of improving the ability of workers in using English for specific purposes in their workplace.

The increasing demand for services in tourism attendance and the need to improve the quality of these services requires better training and specialization of professionals that work in this area, due to the expanding demand from clients.

Mastering a second language, especially English, is crucial for those who need to maintain communication with foreigner tourists making their stay more enjoyable. An overseas tourist who does not speak Portuguese usually uses English to communicate with local residents and workers.

The quality of the services offered and the care provided by the attendants play an essential role for the tourist on choosing the best place to stay and have fun. It is necessary to create this ambience to effectively produce skills used at work, as specified by Cooper and Westlake (2001). In this grasp, it is important to understand and fulfill the tourist wishes and, amidst the skills to be developed, learning to speak English becomes essential.

The attendance service sector in bars and restaurants addressed to foreign tourists that visit Fortaleza does not perform as well as the hotel sector services, which generally has qualified professionals with adequate knowledge of English to communicate and thus better serve the tourist.

Based on this general presumption, the board of Casa de Afonso e Maria Association - ACAM Mandacaru and I decided to create a course of English for specific purposes addressed to professionals working in bars and restaurants at Praia do Futuro, in the foreign tourist customer service, aiming on waiters and waitresses professional workers.

Before the course began it was essential to analyze and gather more information about the needs of the participants group so that all course content could think of and attend their needs.

The English mini course was carried out in a philanthropic association, located in Vicente Pinzon, neighborhood of Fortaleza, at Rua dos Estafetas, 10, named Casa de Afonso e Maria Association - ACAM Mandacaru. A 30-hours mini course of English was arranged to a group of 10 participants that work in bars and restaurants at the beaches of Praia do Futuro, in Fortaleza (CE) which was provided once a week, on Tuesdays, with a 135 minutes class length each, emphasizing on the exploration of interpersonal listening and speaking skills. The group consisted of 5 men and 5 women, ranging in age from 18 to 50 years, with beginner level in English learning.

## LITERATURE REVIEW

According to Crystal (2003), English had become the dominant language of global politics and economy, and all the signs were that it would remain so. Its status was not in question, and the role of the USA in its future was quite clear.

The end of World War II (1945) marked the expansion of scientific, technological and economic activities rising in a new unified global scale, dominated by English which was responsible for the growing cultural, technological and commercial exchange between countries as stated by Hutchinson and Waters (1996). According to the authors, the reason that qualified English as an international language was the result of the postwar world economic power of the United States.

Hutchinson and Waters (1996) define that the development of English for Specific Purpose (ESP) began due to three main factors: a) growth of research and scientific, technical and economic expansion; b) development of research in Linguistics; and c) development of Educational Psychology. As a result, from the 1970s on, the productions of teaching materials and manuals for teachers addressing these themes has multiplied all over the world.

In Brazil, this new approach, according to Celani et al (1988), appeared in the late 1970s and the term ESP (English for Specific Purpose) is known as Instrumental English, through the Brazilian National Project for the Teaching of English for Specific Purposes, in Brazilian Universities, which aimed to teach English courses to the various university departments, and until then focused only on local consumption.

One of the reasons for the expansion of ESP came up with the development in the field of linguistics. As English language courses began to address students' needs rather than results itself, original ideas brought new perspectives into language studies. From then on, there was a shift in focus that previously had been centered on describing grammar rules to a perspective of language as a means of communication.

An ESP course is purposeful and aims at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be 'tailor-made'. (...) It is likely to be of limited duration. Students are more often adults and may be at any level of competence (ROBINSON, 1980, p.13).

Generally speaking, considering that the most recent approach of English for specific purposes reflects the learner's needs as a guiding line, it is necessary to comprehend this specific demand in the target situation in which he/she requires to use the language, according to Basturkmen (2010); Dudley-Evans and St. John (2005); Hutchinson and Waters (1996).



In the opinion of Hutchinson and Waters (1996), the analysis of the needs includes three different aspects: a) the needs, which determine what the student really needs to learn; b) the lacks, which represents what the learner does not know yet and which is identified by verifying what the learner already knows; c) the wants, which is what the learner believes he/she needs or would like to learn.

Stevens (1988) and Dudley-Evans and St John (2005) assert that instrumental English teaching is distinguished by absolute and variable characteristics. Between absolute ones include: a) being designed to fulfill student needs; b) focus on the appropriate language in terms of syntax, lexicon, speech, semantics, etc., and discourse analysis, and among the variables, the authors agree that there is no need to adopt a specific methodology.

As reported by Stevens (1988), some variable characteristics are also mentioned for this type of approach, including that characteristic should be restricted to the specific skills of the language in use, such as oral comprehension and/or oral production as well as written production and/or written comprehension. In these terms the following characteristics may be considered as variables: I) age group; II) the skills and strategies to be developed; III) the heterogeneity of linguistic knowledge; IV) the limited time.

For Basturkmen (2010), the analysis of the needs, which is managed before the starting of any course that takes English for specific purposes as approach, needs to be concerned about the objectives, the syllabus definition and the course methodology, as well as evaluation of available resources and possible constraints that may occur.

According to some authors, ESP vocabulary is designed around students' needs based on their field of study. In this particular case vocabulary selection and vocabulary learning strategies are essential for ESP vocabulary acquisition. In accordance with Jordan (1997), "the most effective way for students to increase their active vocabulary store is for them to be centrally involved in the learning process (pg.162)". As stated by Carter (1988), comprehension of vocabulary relies on strategies that permit one to *understand* words and *store* them, to commit them to memory, it means, these strategies activate one's storage by retrieving these words from memory, and by using them in appropriate situations. In order to prepare the vocabulary component of a language course, it is vital that teachers should evaluate whether a specific word is important enough to be given attention to.

Aiming to learn a second language to get a better job, for instance, motivation is essential in the process of learning a new language. On the other hand, Muriel Saville-Troike (2006) reported that some L2 learners are more successful than others for some reasons. Among them, personality factors, types and strength of motivation play an important role in this task.

Susan M. Gass and Larry Selinker (2008) also affirmed that it makes sense that individuals who are motivated will learn another language faster and to a greater degree than others. Also, important to mention that Lightbown and Spada reported:

If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and are therefore likely to be motivated to acquire proficiency in it. (Lightbown and Spada, 2013, pg. 87).

According to Dörnyei and Skehan (2003), learners need the persistence with this task, and also the effort expended on it. Judith L. Shrum and Eileen W. Glisan (2010) assert that motivation, anxiety, personality, and attitude have been identified as the most influential factors in successfully learning a new language.

## METHODOLOGY

This section presents the methodology used in this research, the context in which data collection took place, the participants, the instruments used and the methodological procedures for data analysis.

The participants of this study were 10 employees whose work is related to customer attendance service in bars and restaurants at Praia do Futuro, in Fortaleza (CE), who eventually maintain contact with foreign tourists.

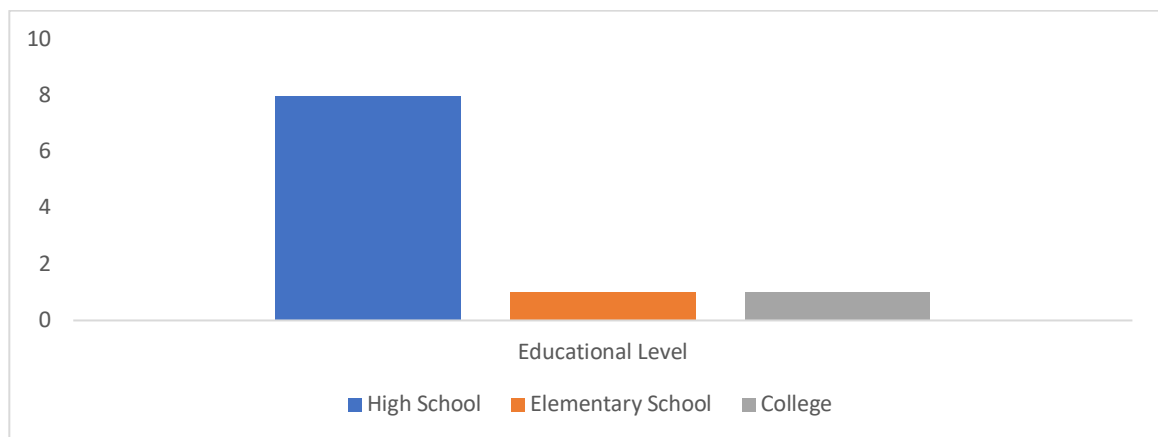
From the group of participants, the great majority (80%) has completed high school; one of them (10%) has elementary school, and just one participant has accomplished college, as seen in table 1.

*Table 1 - General information about the participants*

Information	Participants
Sex	05 male 05 female
Age	Average: (18 –50)
Knowledge of English	Beginners: 100%
Profession:	07 employed on customer attendance in bars and restaurants 03 free lancers

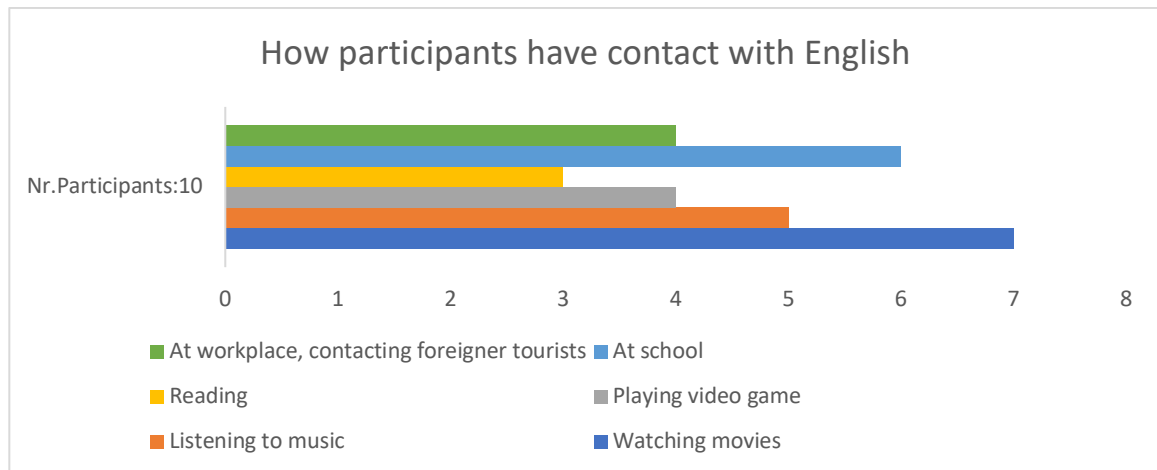
Number of participants = 10

*Figure 1: Educational Level of the Students*



The participants were asked about how they had contact with English. In this survey they could choose more than one option. The result showed that watching movies is their preferred way to have contact with English for seven of them, as seen in Figure 2.

Figure 2: How participants have contact with English



The required information for the development of this research was collected from the following data records:

- I) A test containing 20 English words, applied to the participants in two different moments, the first one at the beginning of the course and the second one at the end of it.
- II) A questionnaire with semi-structured questions to deepen bibliographic information by gathering information on the participants' profile, such as educational background; age, as well as the level of English language learning at the beginning of the mini course and what purpose they had on taking part in the English mini course focused on tourists attendance. The questionnaire aimed to identify the learners' needs in English, in the target situation, in order to create an English mini course that could fulfil their needs.
- III) A questionnaire applied after the conclusion of the mini course in order to perceive information about different opinions covering the offered training course.

The data obtained through the questionnaires, interviews and documents provided by the participants were grouped into data for subsequent analysis.

To measure the learning results obtained with the application of the English mini course, an English vocabulary test, containing 20 words related to the participants' work environment was developed. This test was applied in two different periods of time. The first one, which we call here the pretest, was applied at the beginning of the first day of class, in order to verify the amount of words the participants already knew

In between the period of measurement of the two performance verification tests, a 30-hour mini-course of English for specific purposes was offered to the participants. The course was directly related to their work environment.

The didactic material used during the classes consisted of texts and videos related to the daily work activities of the participants. Several videos containing different forms of customer service were presented and discussed with the group. Those dialogues contained almost all the words listed in the tests.

Regarding the textual part, the book *Welcome to Brazil*, published by Oxford, was adopted. The book is designed to those who are willing to learn English in a specific context of attendance of foreign tourists.

Own made materials were also used, such as texts designed for the purpose of developing speaking competence, which included dialogues between client and customer, with insertion of words listed in the tests a way of establish the meaning of those words in a given context.

The second test, called post-test, was applied on the last day of class, after the mini course was finished, in order to verify if there was an increase in the amount of words that participants identified.

In order to measure whether there was an increase in the quantity of recognized words, the same test was applied again at the end of the English mini course. The results of the applied tests are presented in the following section.

## RESULTS

The pre-test revealed that some words were already known by the participants, such as the cognate word 'restaurant', which was recognized by all of the participants, followed by the word 'beach', which had 90% prior recognition by the participants, as well as the words "welcome" and "fish", which were recognized by 70% of the group.

A few other words caught attention when analyzing students' performance on both tests. For example, the word "lobster", which was not recognized by any pre-test participant, had 100% of success in the post-test. It was also observed that the words "dessert" and "fork", which were not previously recognized by any of them, were later recognized by 80% of the participants during the post-test. Also noteworthy is the word "fork", which was previously recognized by only one person and, after the post-test, 80% of the students identified it.

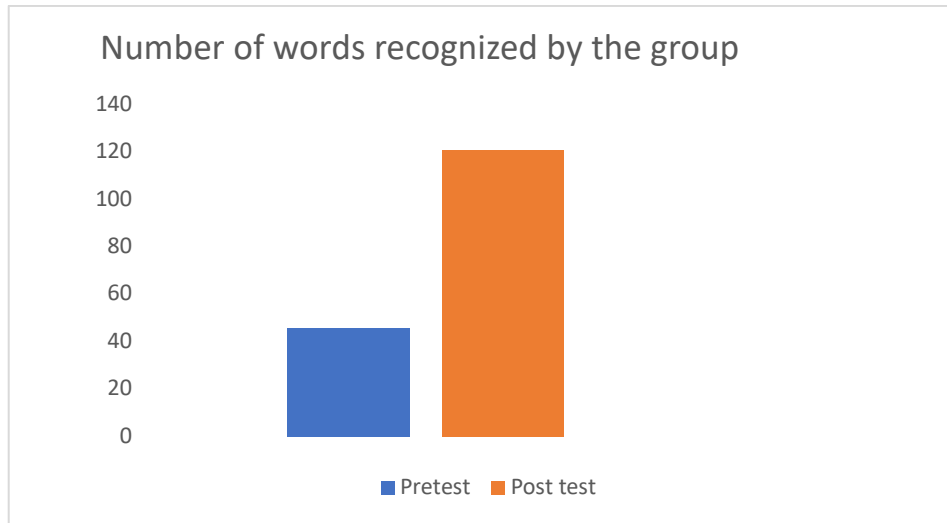
It is also important to comment that some words were not recognized by any of the participants in the post-test - such as occurred in the pre-test - most probably because some of them were not used frequently during the course, for example, the words "tide" and "flesh". However, the word "beverages" was used regularly during the course and only 3 participants recognized it at the end of the post-test.

As the vast majority of texts and videos exposed simulated a direct customer service, some words in the test were used just a few times during the course, such as the words "tide", "sand" and "flesh", what it may explain the low percentage or even the total lack of recognition of those words by participants when performing the post-test.

By analyzing the collected data, it was observed that the amount of words recognized in the pre-test was 46 out of 200, which represented a percentage of 23%. Subsequently, after the application of the short English course, the number of recognized words increased to 121, which represented a percentage of success of 60.50%.

It can be perceived that there was a considerable increase in the number of words that participants were able to translate into Portuguese. This increase presented a percentage variation of 163.04% between the pretest and posttest application periods. The results obtained with both tests are shown in the graph below.

*Figure 3: Number of words recognized by the group of ten participants*



Analyzing the descriptive statistics data such as mean, median, minimum, maximum and standard deviation on presented pre and posttest, it can be perceived that the mean data seems to be different (Table 2); to verify if those differences were statistically significant, a t test was applied (see Table 3). Before carrying out the statistical test, the data were submitted to the normality test and the results showed that the distribution was normal. The analyzed descriptive statistics data are shown below.

*Table 2 – Descriptive Statistics Data - Participants' mean accuracy in recognizing the listed words on the pre and posttest*

Applied Test	Mean	Standard Deviation	Min	Max
Pre-test	23,0	10,85	1	3
Posttest	60,5	20,66	9	17

Number of participants = 10

*Table 3 – Results of test for the measure T-Test between Pre-Test and Post-Test*

Information	Pre-Test	Post-Test
Test	T: -8,8593 Asymp.Sig(2-tailed): ,000	T: -8,8593 Asymp.Sig(2-tailed): ,000
Number of participants = 10 $p < 0,05$		

Table 3 presents the results of the statistical analysis of the data from the pre-test and post-test vocabulary. This analysis is important to reveal whether there was significant difference of measuring the recognized vocabulary levels between the pre-test and post-test applied.

The analysis of these data resulted in a significant difference between the applied tests, which shows that there was an expressive rising level of vocabulary knowledge, by the participants.



## CONCLUSION

It is beyond question that there are some differences between teaching English as a foreign language in regular courses and teaching English for specific purposes, in the case of this study, tourism. In classes of English as a foreign language, teachers are expected to handle with a specific lesson plan containing speaking, writing, reading and listening skills. However, courses aiming to teach English to tourism workers, just have to focus on language in context and the learners' need, putting aside grammar rules.

The main focus of the classes is set on communication-related skills, and the main purpose is always improving students' speaking skills to make them competent speakers in their careers when they need to use English as a foreign language.

The main difference between the general English teaching and teaching English for tourism is that English for tourism classes are more “learner-centered”, according to Hutchinson and Waters (1996). As a result, the use of English for tourism workers has to offer them adequate dialogues with potential customers, considering all kinds of possible interactions.

It is seen that the ability of English as a foreign language in the tourism sector is extremely important, nowadays. The tourism sector expects a reasonable level of ability in English as a foreign language from its workers. The importance of having a productive level of English for those who are employed in the tourism sector has been an enlarging global demand.

Workers employed in the tourism sector need to develop skills of competence to perform their language abilities since they are enrolled in communication with customers. Therefore, for those who want to learn English to apply it in their career in the tourism sector, it is quite relevant to build up opportunities for the successful fulfilment of some tasks to be fully prepared for their tourism attendant career.

There is no doubt that English as a foreign language is the key to support successful communication with international tourists. Indeed, using skills in English is essential for people working in the tourism sector, and the more these skills rise the more the job opportunities of employees in tourism sector increase, as well.

The priority of the English mini course was to provide participants being able to hold a conversation in a basic English level and understand customers' needs. It is crystal clear that engaging in effective communication with customers plays an important role in customer satisfaction.

This study aimed to identify the level of expansion of English vocabulary learning, applied to a group of participants who provide attendance to foreign tourists, after application of an English mini course focused on the tourism area as well as analyzing which skills the

participants needed to develop and master (learners' needs) in order to have a better performance on their job.

Analyzing responses to the conducted survey, participants reported that one of the most important reasons to study English as a second language is that it can provide them building effective communication with foreign visitors as well as providing them the opportunity to do a better job within the tourism sector, working as an attendant.

The analyzed data revealed that these professionals had a considerable increase in the acquisition of the lexicon in English, after the completion of the mini course, but it is necessary to intensify the learning of English so that the participants will obtain knowledge and oral skills on the target language to maintain an efficient communication with tourists, that is, it is no use just knowing loose words, if one does not know how and when to use them in complete dialogs.

This project of extension was not only limited itself to analyzing the results obtained with its application with the group of participants. It went beyond that playing an important social role by benefiting a portion of workers in foreign tourist service who had the opportunity to improve their level of English knowledge by participating in an offered free training course, which was created specifically to meet their professional needs.

Based on the collected data of the applied tests it was possible to observe that the main objective was fully achieved by bringing knowledge of English language to a portion of people who had been away from school ambience for some time. In this sense, some factors were crucial for the success of the project such as the motivation of the participants, who spared no effort and dedication to learn new vocabulary, as well as the effectiveness of the teaching method applied, centered on the development of speaking and listening skills, which considered the students' specific needs and the interaction of the whole group during the learning process.

At last but not least, new ESP projects should be stimulated, considering an expansion of the lapse of time of its application in order to intensify and to consolidate the acquired vocabulary and knowledge, as well as expanding its implementation to other professional areas.

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**APPENDIX A – THE BIOGRAPHICAL QUESTIONNAIRE**

CÓDIGO: \_\_\_\_\_

Questionnaire applied on pretest

(para ser preenchido  
pelo pesquisador)**QUESTIONÁRIO**

Universidade Federal do Ceará

Grupo de Pesquisa Processamento da Linguagem de Bilingües e Multilíngues

Ao responder este questionário você estará contribuindo para as pesquisas sobre aprendizagem de língua estrangeira. Agradecemos desde já a sua participação.

- 1) Data da entrevista: \_\_\_\_ / \_\_\_\_ / \_\_\_\_.
- 2) Nome do participante: \_\_\_\_\_
- 3) Data de nascimento: \_\_\_\_ / \_\_\_\_ / \_\_\_\_
- 4) Idade: \_\_\_\_ anos.
- 5) Sexo: ( ) M ( ) F
- 6) Local de Nascimento: \_\_\_\_\_
- 7) Grau de escolaridade
  - ( ) Ensino Fundamental
  - ( ) Ensino Médio
  - ( ) Superior incompleto
  - ( ) Superior completo, qual curso: \_\_\_\_\_
- 8) Ocupação atual: \_\_\_\_\_
- 9) Informações para contato:
  - Telefones: \_\_\_\_\_
  - E-mail: \_\_\_\_\_
- 10) Você fala quantas línguas? Quais são?  
\_\_\_\_\_
- 11) Você já estudou inglês? Caso afirmativo, como e por quanto tempo?  
\_\_\_\_\_
- 12) Na sua opinião, qual o seu nível atual de conhecimento do inglês?
  - ( ) não conheço a língua, mas tenho interesse em aprender
  - ( ) conheço algumas palavras soltas, principalmente as que se parecem com o português
  - ( ) consigo me comunicar falando razoavelmente em inglês
  - ( ) consigo me comunicar não só falando, mas também lendo e ouvindo em inglês
- 13) Como você avalia o seu nível de conhecimento atual no inglês, numa escala de 0 a 10?  
\_\_\_\_\_
- 14) Como você tem contato com o inglês? Assinale tantas alternativas quanto necessário.
  - ( ) vendo filmes
  - ( ) ouvindo músicas em inglês
  - ( ) jogando vídeo game
  - ( ) através de conversa com pessoa fluente em inglês ou falante nativo de inglês
  - ( ) através de leituras
  - ( ) através da escola

- ambiente de trabalho, em contato com estrangeiros
- não tenho contato com o idioma
- outros, especifique: \_\_\_\_\_

- 15) Você já manteve algum tipo de comunicação com falante de língua estrangeira?
- sim, com falante da língua \_\_\_\_\_ (citar a língua do falante estrangeiro)
  - não

- 16) Caso tenha mantido comunicação com falante de língua estrangeira, como se deu esse contato?
- pelo uso de conversa, com palavras soltas, mesmo não sendo fluente na língua estrangeira
  - através de mímica ou sinais
  - indicando alguma coisa (menu, por exemplo) apontando com o dedo
  - outra forma (citar qual) \_\_\_\_\_

- 17) Para qual finalidade você se matriculou no curso de inglês?
- para viajar
  - para melhorar meu contato com estrangeiros, no meu ambiente de trabalho
  - para aperfeiçoamento nos estudos
  - por motivo de lazer
  - outros (nesse caso, por favor, especifique): \_\_\_\_\_

- 18) Você joga vídeo games? Caso afirmativo, cite os nomes dos jogos.
- \_\_\_\_\_

- 19) Você assiste filmes ou séries no idioma inglês com legendas em português? Se sim, com que frequência e quais?
- \_\_\_\_\_

- 20) Você usa algum aplicativo no seu smartphone para aprender uma língua estrangeira? Caso afirmativo, qual?
- \_\_\_\_\_

**QUESTIONNAIRE APPLIED ON POST TEST**

CÓDIGO: \_\_\_\_\_

**QUESTIONÁRIO – PÓS-CURSO**(para ser preenchido  
pelo pesquisador)

Universidade Federal do Ceará

Grupo de Pesquisa Processamento da Linguagem de Bilingües e Multilíngues

Ao responder este questionário você estará contribuindo para as pesquisas sobre aprendizagem de língua estrangeira. Agradecemos desde já a sua participação.

1) Data da entrevista: \_\_\_\_/\_\_\_\_/\_\_\_\_.

2) Nome do participante: \_\_\_\_\_

3) Qual a sua opinião sobre os recursos (material, equipamentos e multimídia) utilizados na realização do curso?

 os recursos utilizados foram adequados e facilitaram bastante o processo de aprendizagem os recursos utilizados na apresentação das aulas foram inadequados outros (nesse caso, por favor, especifique):  
\_\_\_\_\_

4) Na sua opinião, qual o seu nível atual de conhecimento do inglês, após a participação no minicurso?

 consigo me comunicar falando razoavelmente em inglês consigo me comunicar não só falando, mas também lendo e ouvindo em inglês consigo ler e entender boa parte das palavras e compreender parcialmente diálogos, porém ainda tenho dificuldade em me comunicar em inglês não aprendi nada. O curso não atendeu as minhas expectativas para a aprendizagem5) Como você avalia o seu nível de conhecimento atual no inglês, após a realização do curso, numa escala de 0 a 10?  
\_\_\_\_\_

6) Você manteve algum tipo de comunicação com falante de língua inglesa, nos últimos 15 dias anteriores ao final do curso de inglês que você participou?

 sim não

7) Caso tenha mantido comunicação com falante de língua inglesa, como se deu esse contato?

 conversando, de forma razoável, utilizando o vocabulário adquirido durante o curso conversando, porém de forma bastante limitada, por ainda não ser fluente na língua inglesa através de mímica ou sinais indicando alguma coisa (menu, por exemplo) apontando com o dedo outra forma (citar qual) \_\_\_\_\_

8) Na sua opinião, em que o curso contribuiu para melhorar o seu conhecimento de inglês?

 aumentei o conhecimento de vocabulário e a capacidade de me comunicar verbalmente aumentei o meu conhecimento de vocabulário, porém não consegui aprender a falar me senti frustrado(a) pois não consegui aprender muita coisa outros (nesse caso, por favor, especifique):  
\_\_\_\_\_

9) Com relação à sua atividade profissional qual contribuição você considera que o curso proporcionou?

foi muito importante por ter proporcionado um diferencial competitivo no ramo de minha atuação

não me agregou expertise e não me incorporou relevância para o exercício de minha atividade profissional

outros (nesse caso, por favor, especifique):

---

10) Qual foi a sua principal motivação para participar do curso?

adquirir conhecimento na língua inglesa visando a um crescimento profissional no trabalho

me sentir valorizado no ambiente do meu trabalho profissional

realizar satisfação pessoal em agregar novos conhecimentos na língua inglesa

outros (nesse caso, por favor, especifique):

---

11) Como você considera a contribuição que o curso lhe proporcionou para melhorar o seu conhecimento do inglês?

foi muito importante pois consegui obter conhecimentos para manter diálogos em inglês

foi importante pois consegui aumentar o meu conhecimento de vocabulário, porém ainda tenho dificuldade para conversar em inglês

Não consegui agregar conhecimentos na língua inglesa como eu esperava

outros (nesse caso, por favor, especifique):

---

12) Após realizar o curso, a sua percepção sobre a língua inglesa mudou?

sim, pois me tornei mais familiarizado com a língua, porém consciente de que ainda há muito a aprender

não, ainda continuo achando-a muito difícil de aprender

outro (nesse caso, por favor, especifique):

---

13) Qual foi a sua percepção sobre as tarefas realizadas no pré-teste, pós-teste e questionários?

foram de fácil compreensão, o que facilitou o preenchimento das respostas

foram confusas, de difícil compreensão

outro (nesse caso, por favor, especifique):

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CÓDIGO: \_\_\_\_\_

(para ser preenchido  
pelo pesquisador)**APPENDIX B – PRE-TEST and POST-TEST**

## PRÉ e PÓS-TESTE

Universidade Federal do Ceará

Grupo de Pesquisa Processamento da Linguagem de Bilingües e Multilíngues

Ao responder este questionário você estará contribuindo para as pesquisas sobre aprendizagem de língua estrangeira. Agradecemos desde já a sua participação.

Você tem conhecimento do significado em português das seguintes palavras em inglês?

1) Welcome

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

2) Beach

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

3) Restaurant

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

4) Tide

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

5) Sand

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

6) Chair

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

7) Table

 Sim, e a tradução para o português é \_\_\_\_\_ Não A palavra me é familiar, mas não tenho certeza do que significa em português

## 8) Beverages

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 9) Beer

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 10) Lobster

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 11) Fish

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 12) Flesh

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 13) Barbecue

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 14) Spoon

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 15) Fork

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 16) Knife

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

## 17) Clutery

- Sim, e a tradução para o português é \_\_\_\_\_
- Não
- A palavra me é familiar, mas não tenho certeza do que significa em português

18) Napkin

( ) Sim, e a tradução para o português é \_\_\_\_\_

( ) Não

( ) A palavra me é familiar, mas não tenho certeza do que significa em português

19) Dessert

( ) Sim, e a tradução para o português é \_\_\_\_\_

( ) Não

( ) A palavra me é familiar, mas não tenho certeza do que significa em português

20) Bill

( ) Sim, e a tradução para o português é \_\_\_\_\_

( ) Não

( ) A palavra me é familiar, mas não tenho certeza do que significa em português

Como foi a experiência com a aplicação dessa atividade?

( ) foi razoável, pois consegui identificar boa parte das palavras

( ) foi tranquila, pois consegui identificar a maioria das palavras

( ) foi um pouco difícil pois eu não conheço a grande maioria das palavras

( ) outro motivo. Citar qual \_\_\_\_\_