

THE INGREDE PROJECT LEARNING ASSESSMENT: TASKS, CRITERIA AND RESULTS

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RESUMO: O desenvolvimento da tecnologia e, principalmente, a expansão do acesso à internet nos dias de hoje resultaram em uma ‘explosão’ de cursos online, especialmente de ensino de línguas. A Universidade Federal de Minas Gerais já atende, semestralmente, cerca de 3000 alunos em dois cursos de inglês instrumental online (Inglês Instrumental I e Inglês Instrumental II). Esses cursos utilizam a plataforma Moodle, um ambiente virtual de aprendizagem que permite a criação e gerenciamento de cursos à distância. As atividades dos cursos desenvolvidas no Moodle, bem como as suas avaliações, levam em conta o número de alunos, objetivo do curso e ferramentas disponíveis na plataforma. Além disso, os alunos são agrupados por grande área e, assim, as atividades são elaboradas levando-se em consideração o perfil de cada grupo. O desenho pedagógico inclui (i) atividades de leitura, que visam o desenvolvimento de estratégias e desenvolvimento léxico-gramatical; (ii) elaboração de um glossário colaborativo por grande área; (iii) elaboração de uma biblioteca virtual, de maneira colaborativa, de textos acadêmicos em língua inglesa dentro das grandes áreas; (iv) debate, no qual os alunos discutem textos com assuntos polêmicos de sua grande área; e (v) avaliações de aprendizagem online. O objetivo deste trabalho é descrever e analisar os métodos avaliativos nessas disciplinas. Os critérios utilizados na avaliação serão descritos, e os resultados da escolha dos métodos de avaliação serão apresentados juntamente com a opinião de alguns alunos. Com base nessa análise, propostas de mudanças e melhorias no sistema de avaliação foram feitas e seus resultados serão apresentados.

PALAVRAS-CHAVE: avaliação; ensino a distância; aprendizagem de língua estrangeira.

ABSTRACT: *The development of technology and, mainly, the expansion of internet access nowadays have resulted in an ‘explosion’ of online courses, especially language courses. The Federal University of Minas Gerais (UFMG) provides around 3000 students with two instrumental English online courses (Instrumental English I and Instrumental English II). Both courses utilize the platform Moodle, which is a virtual learning environment that can be used to create and manage online courses. Both activities and assessments in these two courses are designed in Moodle according to the number of participants, the course goals, and tools available from the platform. Furthermore, in order to organize the course tasks in a manner that suits well participants’ profiles, students are grouped according to their major. During both courses, students develop (i) reading activities, which aim at developing reading strategies and lexicon-grammatical knowledge; (ii) collaborative glossary for each area; (iii) a collaborative virtual library with academic texts in English for each area; (iv) debates, in which students discuss texts dealing with controversial topics from each area; and (v) online exercises, which are utilized to evaluate students’ learning. This article aims at describing and analyzing the assessment methods of these two instrumental English courses. The criteria*

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applied to each assessment will be described, and the results of the assessment method choices will be presented together with some students' opinions in relation to them. Based on these analyses, suggestions for improving the assessment were made and their results will be presented.

KEYWORDS: *assessment; distance learning; foreign language learning*

The development and expansion of technologies such as the internet has resulted in an explosion of online courses (JONES, 2002). Nowadays it is possible to find a wide variety of online courses from the most basic to the most advanced levels. Language courses, for instance, can be easily found through a search engine query and suit different students' characteristics and goals. In fact, this area stands out in terms of e-learning access and development.

Due to the fact that the online environment differs from the traditional one, consisting of a classroom with teachers and students in the same space, the characteristics that enable a teacher to be successful may be slightly different in e-learning contexts. It is the assertion of Gutiérrez & Plana (2009) that a good e-teacher should have previously been a student of an online course; has to be absolutely clear in providing instructions; and ought to be rigorous with deadlines and agile in addressing students' concerns. An online language course teacher, therefore, is to be a knowledgeable person in relation to the subject being taught, as well as skilled in the use of interaction on the online environment.

Not only the teacher, but also the teaching and the learning in the online environment differ in comparison to traditional learning. An online course offers several advantages, such as great accessibility and flexibility to its participants due to the fact that its content can be accessed from different places and at different times (JONES, 2002). Furthermore, the cost can often be very low since online courses do not necessarily require as much infrastructure to be developed as a face-to-face course. Another interesting advantage concerns the easy access to new and previous information, i.e., the content can be easily updated, while the previous content remains available. Moreover, e-learning can be efficient in providing students with synchronous or asynchronous collaborative tasks, which decentralizes the source of knowledge (GUTIÉRREZ & PLANA, 2009). One advantage that will be developed in the paragraphs that follow is the wide variety of assessment methods available. These advantages tend to make online students more independent and self-taught than traditional ones. However, it may also exclude students who have problems with utilizing technology, working in groups, or learning on their own. Some teachers may also find themselves in a difficult position since they need to have teaching and technological abilities that are not necessarily developed during their college years. Furthermore, it is difficult for a teacher to assure that it is really a student, and not someone else, who is performing the tasks. Still, e-learning has a plethora of benefits for students, as long as certain aspects are carefully considered.

Dikli (2003) suggests that assessments are divided into two categories: "alternative and traditional." The author contends that alternative assessments seek to measure the performance of students during a period of time in a natural, authentic and contextualized manner. The most common examples of this kind of assessment are: portfolios,

exhibitions, demonstrations, experiments and simulations. The use of the portfolio stands out due to the fact it (i) allows teachers to have a reliable array of material with which to assess their students, (ii) has a more explicit measure of progress, and (iii) is a more authentic assessment method. The second type of assessments - traditional - can be viewed as less natural and consist mainly of tests such as multiple choice, true or false, short texts and papers. The use of the multiple choice test stands out due to the fact it (i) is easy and fast to both take and grade; (ii) exhibits no subjectivity in its correction; (iii) ensures that students are unlikely to guess correctly the right answer; and (iv) is conventionally well accepted. It is our contention, in this paper, that for courses with a large number of students, the multiple choice paradigm is preferred.

Both traditional and alternative assessment styles present advantages and disadvantages. Traditional assessments are not effective in regard to measuring learners' progress, as it does not clearly illustrate students' difficulties or their degree of ease/difficulty throughout their learning process. In addition, traditional assessments are decontextualized, individualized and do not provide learners with feedback. However, traditional assessments have several advantages which make them widely used: objectivity, reliability, and validity. Due to these characteristics, Tarouco & Hack (2000) assert that traditional evaluation mechanisms are common in the context of e-learning. Nevertheless, alternative assessments may also be utilized in such a context, but such assessments may be a two-edged sword. On the one hand, they are capable of measuring students' progress and alerting them to their own difficulties; consequently, learners can focus on what has been hindering their learning from being more efficient. Furthermore, students will be able to absorb and apply knowledge in more contextualized, authentic and real-world-like activities. On the other hand, alternative assessments demand excessive work and time and, moreover, the final result is dependent on the teachers' subjectivity.

What assessment mechanism will be applied to a certain e-course will also depend on what resources are available to the teachers. According to Jones (2002) and Dikli (2003), online course teachers have two options for assessment mechanisms: distributed and online. Distributed assessment is when teachers provide their students with a program via CD, e-mail, etc. Online assessment is when students access all the content through a website themselves. Both mechanisms can be used with traditional or alternative assessments. However, there should be a feature to ensure students are taking the course and the test for themselves and are not cheating in any manner to avoid that other people perform the test for the students.

Taking into consideration all the characteristics of online courses mentioned above, we will analyze the IngRede Project². This is one of the projects that made the Federal University of Minas Gerais (UFMG) take part in this growing trend of online courses. Due to this project, UFMG provides each semester nearly 3000 students with two instrumental English courses. Both courses utilize the Moodle platform, which is a virtual learning environment that has become popular amongst educators. This online environment allows teachers to provide their students with a rich variety of content and activities that can be accessed and completed at any

² <http://www.lettras.ufmg.br/ingrede/>

point within the specific time-frame given to each student. Moreover, students can communicate and interact with their classmates and teachers with the click of a button. This platform suits practically every type of online course due to its capacity of suiting both a large and a small number of participants. Furthermore, the content can be updated at any time and the previous content can remain available. After taking the course, students can have access to the result of their collaborative tasks and teachers can retain information about each student from all past semesters.

Management throughout the course is facilitated not only by the Moodle platform, but also by a considerable number of teachers involved in the project. A great percentage of them are responsible for designing and reviewing activities, most of which are utilized in the course tests. Due to this fact, these teachers are also responsible for responding to students' e-mails related to the tests. This group of teachers is formed by four Master's students, two PhD students, and two visiting professors; all coordinated by Prof. Junia de Carvalho Fideles Braga³ and Prof. Vera Lúcia Menezes de Oliveira e Paiva⁴. The support of a group of undergraduate students who work as mediators in these online courses makes the group expeditious in addressing students' concerns. All students are encouraged from the beginning of the online course to give themselves plenty of time to do the activities, as deadlines are rigorously enforced. Furthermore, the teamwork during the design of each activity enhances the clarity of each piece of instruction provided. At the end of each semester, this group of teachers, together with all IngRede staff, meets in order to reformulate instructions and activities which might have presented any kind of problems. Clearly, the teamwork showcased by each individual throughout the course goes above and beyond the teacher and teamwork characteristics suggested by Gutiérrez & Plana (2009).

In addition to their guidelines as to what makes a good teacher, Gutiérrez and Plana contend that teachers of online courses should have been students of an online course themselves. Due to requirements of the IngRede Teachers' Scholarship, all teachers must take a course, which is predominantly presented online, known as "Higher Education Teacher Formation⁵" (HETF). In this course, a group of teachers have the opportunity to discuss their jobs based on theories presented throughout the course. HETF provides a fruitful opportunity for instructors to share experiences, problems, achievements and suggestions to aid them in becoming better professionals. Furthermore, IngRede teachers find themselves in the position of their students and, in doing so, they gain a better idea of how their actions are seen and taken by their students. HETF is an invaluable tool for IngRede teachers and has helped countless teachers hone their skills in ways they would not have otherwise been able to experience.

³ <http://buscatextual.cnpq.br/buscatextual/visualizacv.do?metodo=apresentar&id=K4778761A2>

⁴ <http://www.veramenezes.com/>

⁵ My translation. Original: Formação em Docência no Ensino Superior

The content of the course is both distributed and online (Jones, 2002; Dikli,2003). For both Instrumental English I and Instrumental English II, students can buy a CD with the content of the entire course. The same content available in the CD can be accessed in the online environment. Students can access this content at any time and as soon as they have completed a task, they receive immediate feedback in regard to their performance. This feedback enables students to focus on specific details they have to develop in order to better their reading skills. As opposed to the activities, the tests cannot be distributed because it would not be possible to keep records related to students' actions and performance during the tests. Since the tests can only be taken in the Moodle platform, IngRede staff has access to information on each test including starting time, ending time and performance in each test. Thus, it is possible to notice students who might have cheated on the test, who might have had access problems, or who might not have finished the test on time. The final test is not taken online due to legal requirements. Students have to go to a classroom on campus, where they are provided with the test packet and have a limited amount of time to complete it. Therefore, the content of both courses is distributed and online, the tests are exclusively online, and the final test is given and taken in person on campus.

Today there are four different activities which are utilized to assess the students in these two IngRede instrumental English online courses: glossary, debate, virtual library and online tests. The procedures of these courses align with the strategies suggested by Brown (2003) and quoted by Paiva et al (2009): customize, delegate, communicate, and collaborate. These strategies, according to Paiva et al (Ibidem), are present due to the design of the IngRede courses, which makes it possible for peers to interact to fulfill the course tasks and solve problems.

One of the assessments of Instrumental English I is the Glossary, illustrated in Figure 1. Students are supposed to work together with the final objective of creating a Glossary with specific terms from each area (“Engineering”, “Humanities, Linguistics, Letters and Arts”, “Heath Sciences and Bioscience”, “Applied Social Science”, “Agrarian, Exact and Earth Sciences”). In order to do so, each student is expected to post a term and its respective meaning. This activity was designed in such a way that repeated terms would not be accepted. Hence, each student must post a new term to the list. Each term is worth one point and students must post ten terms, making the activity worth ten points in total. By doing this activity, students become more familiar with the vocabulary of the field they study and gain a source of information to find vocabulary with which they may not be familiar. After the end of each semester, the Glossary continues to be available to the students and can continue to aid students' performance in their academic life.

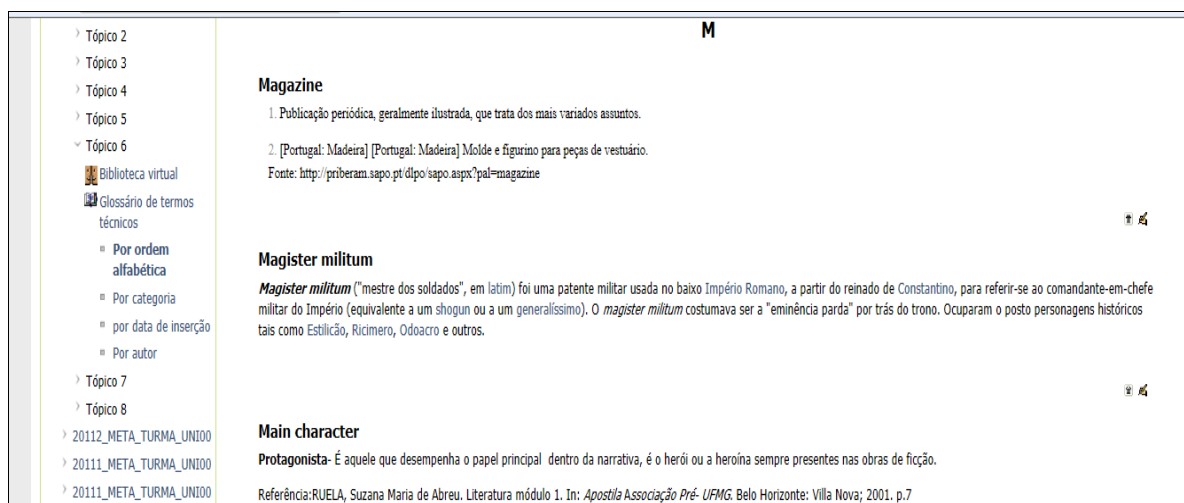


Figure 1 – Part of the Linguistics, Letters and Arts glossary

Students rather frequently e-mail the IngRede team about their opinions on each activity, which has turned out to be invaluable feedback for the course. For example, students provided us with their opinions on the glossary (Anexo A). According to one of the students, Fábio Gonçalves, a glossary of technical terms facilitates the reading of a text from a specific field, since common dictionaries are focused mostly on the general meaning of a term. Moreover, he took a glance at glossaries from fields different from his and realized how useful the glossaries could be for his career as a translator. A student from an exact science field, Gisele Zanone, also mentioned that she had visited more than one glossary and believed she could learn a great number of terms from another field in an objective and smooth manner. Gisele went on to say that the glossary would continue to be very important to her academic life, as she reads a plethora of texts in English. To sum up, students seem to have perceived the importance of being required to create a glossary collaboratively. Instead of doing activities only to be evaluated, in Instrumental English I students are also graded for their participation on a project that has the potential to help them in their academic career even after completing the course.

The 'Debate', illustrated in Figure 2, is utilized to assess students only in the Instrumental English II. This activity aims at developing students' ability to participate and opine in discussions based on different sources of information while, at the same time, sharing different views about a topic related to the students' fields. In this activity, students are instructed to read a mandatory text and vote in a related opinion poll. After that, the participants are supposed to take part on the debate by posting their ideas in a discussion forum basing their opinions on the suggested readings or in any other reading that could be found on the internet. Students are expected to list the bibliography utilized in their post for two reasons: so that other students might access the same information and so that the teachers could assess the students' ability to opine based on sources of information. In the second semester of 2011 there were two topics and two opinion polls for each area. The criteria for the assessment was the following: (i) The answer for each question in the opinion poll was worth one point; (ii) The comment for each topic in the debate was worth four points; (iii) Had the students forgotten to mention the bibliography utilized, they would lose one point for

each comment. At the end of the second semester of 2011, students had taken part in discussion and were provided with texts that increased their knowledge on topics such as transgenic food, suicide, euthanasia, racial quotas, and biofuel.

The image shows a screenshot of an online forum discussion. The title of the thread is 'Suicídio e Desemprego'. The first post is by user 'luis1989' on October 17, 2011, at 22:21. The text of the post discusses the relationship between unemployment and suicide, mentioning that while there are cases where suicide occurs after unemployment, it is often influenced by other factors. It also notes that people often turn to unemployment as an opportunity for personal growth. The second post is a reply by 'luis1989' on the same date at 23:46, which includes a link to a World Economic Forum article and an English translation of an alternative hypothesis: 'According to an alternative hypothesis, an association between unemployment and suicide is a result of the fact that people with risk factors for suicide (eg, because of mental illness) are at higher risk of unemployment. Any association between unemployment and suicide that mainly results from health-related selection would not affect the overall suicide rate.' The third post is another reply by 'luis1989' on November 20, 2011, at 14:38, stating that people with mental illness are less likely to commit suicide, but those with psychological problems and high stress can be influenced by others. It also mentions that statistics show most suicides are committed by people in high positions and not unemployed.

Figure 2 – Part of the Applied Social Science debate.

Students have shown their approval of having an activity in Instrumental English II that gives them the opportunity to be more active and productive in their learning of a receptive skill (Anexo B). It is the contention of the student Jorge Costa that the information posted by others on the debate session enriched his knowledge in different areas of engineering. Another student, Larissa Jansen, asserted that it was very important to her to read in the discussions the opinions of colleagues in relation to transgenic food. The student Gustavo Moreira opined that the chosen topics were very relevant and that the discussions based on texts in English were extremely useful. It looks, therefore, as though the topics and the opportunity to read for a specific purpose were the key to the success of the debate.

The 'Virtual Library', which is utilized in both Instrumental English I and Instrumental English II, has two main goals: maximize students' interaction and collaboration in order to achieve a constructed knowledge and become familiar with a considerable number of useful texts. In this activity, illustrated in figure 3, students are supposed to share in the online course environment two links to academic texts or post the texts themselves. Besides being scientific, these texts have to be written in English and be related to the field to which the students belong. In the second semester of 2011, the criteria for assessment was the following: (1) Each post was worth 5 points; (2) Students would lose two points if they posted a text in Portuguese, or posted a text that was either unrelated to their fields or was not considered academic; (3) If the students posted a text that had two or more of the problems presented in criteria or posted a link that did not open any related page their final grade would be zero; (4)

If students posted nothing or posted a text after the deadline their grades would be also zero. Taking into consideration that most students performed the activity successfully, the Virtual Library gained a massive collection of texts distributed into five different areas: “Engineering”, “Humanities, Linguistics, Letters and Arts”, “Heath Sciences and Bioscience”, “Applied Social Science”, “Agrarian, Exact and Earth Sciences”. Thanks to this assignment, the collection of texts can now be utilized as source of information for students, as well as a source of texts for future activities for teachers.

mensagens deste fórum via email ■ Mostrar assinantes ■ Não monitorar mensagens não lidas > Administração da turma > Mudar papel para... > Minhas configurações de perfil	The contribution of documentation to the quality of early childhood education		L	B	A	S	
	Policy cycle approach: a contribution to the analysis of educational policies		M	B	N	A	
	What is bullying		L	B	d	A	S
	Teachers vote in favour of strike over pensions		M	R	M		
	The great drummer		B	A	F	A	
	The Consumption of Simulacra: Deconstructing Otherness in Katherine Anne Porter's Mexican Conceptual Space		C	M	F	A	
	Child Language Acquisition		M	E	d	S	M
	"Black Sounds": Hemingway And Duende		C	M	F	A	
	Understanding Linguistics: The Science of Language		M	E	d	S	M

Figure 3 – Part of the Linguistics, Letters and Arts virtual library.

Students also presented their feedback towards the virtual library (Anexo C). According to Elisa Medeiros, the virtual library was where she noticed the importance of having the glossary of specific terms. Márcia Carvalho realized that the virtual library put her in contact with different interesting articles, topics and even words. She also said that she had a great connection with the texts that dealt with education and children. Another student, Bruna Souza, presented her enthusiasm toward the updates about the virtual library she received on her e-mail. She said that each article her colleagues posted was seen as a great opportunity to practice the language and deal with important terms that would not be easy to come across if it were not for the Instrumental English Course. To conclude, students showed how much they appreciated each other's collaboration in creating a library which provided them with the opportunity to practice reading with relevant texts in English.

Both Instrumental English I and Instrumental English II have the traditional multiple choice tests. In each of those courses there are two multiple choice tests - Online Test I and Online Test II - whose corrections are given automatically by Moodle. Each test is worth 20 points and it is usually made of two or three texts and 10 questions. Both courses are divided into three modules. In the first module of the course, students take a mock test that aims both at preparing them for the Online Tests and at providing information as to what they will have to study in the course CD. At the end of the second module, students take the Online Test I and, at the end of the third module, they take the Online Test II. By the end of the semester, students are able to form a clear idea of how much they developed throughout the course by comparing their performance on the three tests given.

In order to provide their students with the best online tests possible, the teachers collaborated and created a methodology for building these tests. First, the teachers selected tests that are suitable for each course - Instrumental English I had texts with general topics while Instrumental English II focused on academic texts. Second, the teachers read all texts and selected those which were best suited to the students' abilities and would yield the most probing questions. Third, the teachers created questions for each of the texts – Instrumental English I had questions in Portuguese and Instrumental English II had questions in English. Finally, the teachers gathered together in order to select the group of questions that would be utilized to test the students' reading abilities. The teachers' collaboration and methodology proved successful, as last year's courses ran smoothly and without complaints.

The Multiple Choice paradigm is believed to be the most appropriate manner of assessing students in the two Instrumental English Online courses offered at UFMG. This type traditional test better suits these courses, which have nearly 1500 students each, because they are objective, reliable and valid (TAROUCO & HACK; 2000). If alternative tests were used, on the one hand, they could yield a lot of problems since their assessments are usually dependent on the evaluators' subjectivity and feedback must be provided. Consequently, the assessment might not be fair and it would probably take an excessive amount of time and work. Multiple Choices tests, on the other hand, are corrected fairly, quickly and automatically by Moodle. Furthermore, traditional tests are considered decontextualized, which is usually undesirable. However, taking into consideration the fact that throughout one's academic career and life post-graduation, the context of a text may come from only the text itself, the lack of previous context can actually help students to become better readers.

One of the major problems of the multiple choice paradigm in online courses is the fact that students can easily share the correct answers with each other. In turn, many students will have good scores without even reading the course texts or even the test itself. In the Instrumental English I and Instrumental English II courses, this is even more likely to happen due to the fact that students do not have to take the test at the same time. What caught our attention to the possibility of many students having cheated on the test was the time spent for some of the students who had a maximum grade in the online tests. In the second semester of 2011, for instance, 289 students had 20 (maximum score) as their final grade and 105 students from this group had completed the test in less than 10 minutes, which is considered too quick and, hence, suggests cheating. In order to avoid cheating from happening and clarify how much cheating was occurring in these tests; we suggested that a test bank should be created. In doing so, it would be possible to give students different versions of the same test so cheating would not be so easy. In the first semester of 2012, the test bank was created and, for the first time since the IngRede project started, we had a variety of tests to assess the online test. The results proved that the cheating rate was probably very high and also proved the efficiency of the test bank. After the implementation of the test bank in the first semester of 2012, 247 students had 20 (maximum score) as their final grade, but only 25 were able to complete the test in less than 10 minutes. Therefore, the implementation of the bank test proved to be effective in making multiple choices tests fairer.

In conclusion, the assessment in the IngRede project has been successful for several reasons. First, the team of teachers has been effective at producing well-designed activities and at responding to students' queries. This is a result of their organized teamwork, their experience as online teachers as well as online students, and their orientation received from experts on online teaching. Second, the online courses benefited greatly from utilizing both collaborative and traditional assessment styles. The collaborative tasks (glossary, debate and virtual library), thanks to the participation of a considerable amount of contributors, yielded work that could continue to be very helpful for students in both their academic and professional careers. Perhaps because this work was both produced and utilized by the students themselves, they felt a sense of authorship, which further aligned them with their task (PAIVA et al, 2009). The online tests, were more suitable than any alternative option for these two online courses, since with a course with more than 1,000 students each, the traditional assessment can be fairer, quicker and does not yield as many complaints, due to its objectivity. Third, the flexibility on time and place enables the student to perform all the tasks better than they might have had they been constrained. The students were able to decide the best moment to do each activity within the time given and the students did not have to do the collaborative tasks at the same time as one another. Fourth, students were well-prepared for the tasks - mainly the online tests - with the course CD, the mock tests, and the collaborative tasks, which were all utilized as a support to each other. Finally, the Moodle platform made it easier for students to utilize all the materials provided, to collaborate with classmates, and to perform well in the course as a whole. Therefore, the interaction of different aspects permitted the IngRede courses – Instrumental English I and Instrumental English II – to succeed in their objectives.

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ANEXOS

Anexo A

Original comments on the Glossary:

“Um glossário de termos técnicos de uma área facilita na hora em que se precisa lidar com algum texto daquela área específica, já que dicionários comuns trariam vários significados gerais para uma mesma palavra. Visitei as postagens dos colegas da minha área e achei interessante aprender um pouco mais de palavras, tanto do meu curso, quanto de alguns outros cursos da mesma área. Utilizei a ferramenta do glossário do ambiente virtual mais para conhecimento próprio. Não a havia utilizado anteriormente e gostei de tê-las visto.

Espero poder utilizar essas ferramentas quando necessitar. No caso do glossário, por exemplo, me será útil quando for fazer traduções de textos específicos de determinadas áreas, já que pretendo ser tradutora e tradutores devem ter dicionários/glossários específicos de termos técnicos, por trabalharem com várias áreas do conhecimento.”

Fábio Gonçalves - sexta, 21 outubro 2011, 13:42

“O Glossário de termos técnicos é muito importante para o aumento de vocabulário, sendo este dentro da sua área de estudos ou em qualquer área de seu interesse. Ao longo da minha graduação com certeza aparecerão mais livros e textos acadêmicos em inglês, e um vasto vocabulário me ajudará significativamente. Além do mais, o glossário não trouxe apenas a tradução dos termos técnicos, mas também sua definição, o que facilita ainda mais a compreensão e amplia o interesse por determinado assunto, incentivando os alunos a buscarem informações adicionais em outras fontes de pesquisa. Minha grande área é Exatas, mas como tenho bastante interesse na área de Biológicas, pude conhecer, através do Glossário, diversos assuntos de meu interesse em uma linguagem leve e objetiva. “

Gisele Zanone - terça, 22 novembro 2011, 15:49 – Inglês Instrumental I – 2011/2

Anexo B

Original comments on the Debate

“As informações nos debates postadas pelos outros alunos na seção de Debate, enriqueceram meu conhecimento nas diversas áreas da engenharia, inclusive do meu curso.”

Jorge Ferreira Riquelme Costa - domingo, 13 novembro 2011, 20:29

“Tem sido ótimo este inglês dois, principalmente este segundo tema abordado dos transgênicos, é muito interessante a inserção de discussões sobre o tema e ler a opinião de outras pessoas.

Espero que os próximos temas tragam assuntos interessantes e sem viés esquerdista.”

Larissa Almeida Botelho Jansen - segunda, 17 outubro 2011, 22:00

“Este módulo achei particularmente interessante, porque abordou um tema no debate de importância mundial e que está cada vez mais sendo discutido por pelos principais meios de comunicação, como televisão e internet. Isso se deve ao fato de que o tema exige conhecimento profundo sobre diversas áreas de estudos e exerce influência sobre todas as formas de vida no planeta. Ter a oportunidade de ler e discutir sobre esse assunto em inglês é bastante agregador e atende às minhas expectativas em relação ao curso.”

Gustavo Cesar Moreira - segunda, 17 outubro 2011, 16:02 – Inglês Instrumental II

Anexo C

Original comments on the Virtual Library:

“O glossário de termos técnicos me auxiliou no entendimento de vários termos usados em resumos de textos, com isso apesar de não entender tudo, me possibilitou entender a ideia central dos textos que postei na biblioteca. Não pude ler muitos termos, por falta de tempo, mas os que vi foi de grande ajuda.”

Elisa Rossi Medeiros - sexta, 28 outubro 2011, 19:55 – Inglês Instrumental I – 2011/2

“Com a publicação dos textos na biblioteca virtual pude tomar conhecimento de muitos artigos interessantes, abordar novos temas e conhecer também muitas palavras novas. Os temas que mais me chamaram atenção foram relacionados à educação e ao universo infantil.”

Márcia Lessa Carvalho - quinta, 27 outubro 2011, 21:39 - Inglês Instrumental I – 2011/2

“Tem sido ótimo receber as atualizações da biblioteca em meu email. Cada artigo que os colegas postam significam para mim novas possibilidades de treinar a língua, conhecendo termos que provavelmente jamais entraria em contato, não fosse essa iniciativa.”

Bruna Elias Pinto Lima e Souza - segunda, 17 outubro 2011, 21:51 – Inglês Instrumental II – 2011/2