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**FEEDBACK ON EFL UNDERGRADUATE STUDENTS'
WRITING: AN INVESTIGATION OF THE PERCEPTION
OF STUDENTS FROM THE FOURTH SEMESTER OF AN
ENGLISH LANGUAGES COURSE AT A FEDERAL
UNIVERSITY IN BRAZIL**

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Esta Dissertação foi julgada adequada para obtenção do Título de “Mestre em Letras”, e aprovada em sua forma final pelo Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários.

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RESUMO

Esta pesquisa investiga a percepção de alunos graduandos no curso Letras – inglês da Universidade Federal de Santa Catarina sobre o *feedback* recebido durante as aulas em seus trabalhos escritos. A análise é focada em obter quais tipos de comentários escritos os alunos receberam em seus textos, e quais características desses comentários os alunos acharam mais favoráveis, para então entender a percepção desses alunos. Para então obter esses dados, 24 trabalhos escritos e 12 *grading sheets* foram analisados para catalogar os tipos de comentários produzidos durante o semestre. Para obter a percepção dos alunos, um questionário com 13 perguntas abertas foi aplicado. Os dados são discutidos com embasamento de outras pesquisas, como de Ferris (1995, 1997, 1998, 2006, 2007), Lee (2004, 2008), Ellis, (2004), Arshwell (2000) e outros. Os dados obtidos dos textos analisados mostram que 727 comentários foram feitos, a maioria em forma (69,2%) que consistem em comentários relacionados a gramática e ortografia. Os resultados dos questionários mostram que a percepção dos alunos sobre os comentários feitos pelo professor e quais são considerados mais favoráveis. Os participantes mostraram uma preferência por todos os tipos de comentários (35%) e também por comentários em forma (35%). Ainda, eles ainda mostram mais favoráveis a comentários escritos (59%) que orais (8%). Além disso, 35% dos participantes responderam que acreditam que comentários em conteúdo, ou seja, comentários relacionados ao conteúdo do texto, os ajudam a melhorar seus textos futuros. Os participantes também demonstraram satisfação em relação aos comentários produzidos pelo professor (92%) e eles também reportaram um impacto positivo ao receber *feedback* (100%). E, a maioria considera os comentários claros o suficiente (82%).

Keywords: Feedback, EFL, percepção, escrita.

ABSTRACT

This research aims at investigating the perceptions of EFL undergraduate students from a Brazilian federal university taking a writing course in relation to written feedback received during their classes. The analysis focused on identifying which feedback types students received on their papers, and what feedback characteristics they found more valuable as what types of feedback students prefer to receive and their feelings and beliefs about receiving feedback. To this aim, 24 written papers and 12 grading sheets were analyzed to catalog the feedback types given during the semester. To obtain students' perceptions, a questionnaire with 13 open questions was applied. The data is discussed in the light of research in the field Ferris (1995, 1997, 1998, 2006, 2007), Lee (2004, 2008), Ellis, (2004), Arshwell (2000). According to the results, 727 comments were given by the professor, mostly commenting on form (69,2%). Regarding students' perceptions, they showed a preference for feedback on form and content (35%) and feedback only on form (35%). Also, students demonstrated to be more prone to written feedback (59%) as compared to oral feedback (8%). In addition, 35% of the participants answered they believed that comments on content help them to improve their texts. Also, students demonstrated satisfaction in relation to teacher's feedback (92%) and they also reported a positive impact when receiving feedback (100%). Additionally, most students considered teacher's feedback clear enough (82%).

Keywords: Feedback, written feedback, EFL, perceptions, writing.

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I. INTRODUCTION

1.1 Context of Investigation

As the English language gained the academic lingua franca (Flowerdew, 1999) status in the academic scenario, research on writing in English as a Foreign or as a Second Language (henceforth EFL)¹ received extensive attention from the field of writing studies (Swales, 1990; Matsuda & De Pew, 2002; Silva & Brice, 2004). One line of research that permeates the field focuses the attention on the feedback given by teachers to students' writing (Fathman and Walley, 1990; Conrad and Goldstein, 1999; Ferris, 1995; Dheram, 1995; Fiona Hyland and Ken Hyland, 2001; Lee, 2008).

According to the literature on ESL/EFL writing, one way of improving students' writing is by commenting, in the form of written feedback, on students writing. According to Huot (2002) research on teacher commentary approaches the ways teachers communicate with students to help them move their drafts to the next stage. Research in this field shows that some kinds of feedback are more efficient than others. As reported by Conrad and Goldstein (1999), ESL/EFL students were able to revise their papers and respond to feedback when teachers were precise in their comments, as, for example, when asking them to add some details, facts or examples on their drafts. Feedback, however, tends not to work efficiently if its focus is on form, rather than on content (Dheram, 1995). Apart from that, Ferris (1995) points out to the fact that feedback is only efficient when writers are required to rewrite their texts, otherwise the feedback provided by teachers has no effect at all.

Teachers, in general, probably face some difficulties in responding to their students' writing task. As Ferris affirms (2007: 165), "one of the most challenging aspects of the writing instructor's job, and it certainly the most time-consuming". S Students' reactions about feedback are something that teachers hardly ever know and, "without

¹ Although we understand the differences between foreign and second language learning contexts, these two terms are going to be used interchangeably.

understanding how students feel about and respond to teacher feedback, teachers may run the risk of continually using strategies that are counter-productive.” (Lee, 2008, p.145) The students’ perception of feedback is important in order to understand how this process occurs and also to improve feedback. As Taylor (2011, p.140) points out, “to determine whether the established best practices are actually best, we must examine the effect that teachers’ comments have on student audiences.”

Research on feedback in writing classes may, therefore, help to clarify the perceptions of students about the feedback that they receive, and in turn to help teachers in assessing the efficacy of their feedback practices, as perceived by the students.

1.2 Significance of the Research

Researching about EFL students’ reaction to feedback in writing classes may help understand the students’ perceptions about the feedback they are receiving, what is considered helpful, what can be improved and even if the students are really understanding the comments on the feedback. This information is important to teachers who would know what practices could be effective or not in responding to students.

Although there are studies that investigate how feedback is given by teachers and how students react to them in contexts of EFL writing classes in secondary schools and universities, there is a lack of studies in this field in Brazilian EFL contexts. Brazilian researchers (i.e Figueiredo, 2011; Knech, 2011; Freudemberger & Lima, 2006, etc.) investigated feedback in the Brazilian context in order to understand feedback language purposes such as acquisition, learning and performance. However, it is perceived that there are a small amount of studies contributing to clarify what students perceive from teacher’s feedback, especially in ESL writing classes.

This research focuses on understanding the perception of Brazilian EFL undergraduate writing students from the fourth semester of an English Languages course at a federal university in Brazil to teacher feedback, investigating, first, for methodological purposes, what feedback types they have received through the course. After this, the analysis the perceptions of students are investigated following four categories of analysis: what feedback type they prefer to receive, their feelings towards feedback, what comments they believe help them to

improve their writing and their preference regarding oral and written feedback.

1.3 Objectives

This study aims to investigate the perception of Brazilian EFL undergraduate students from the fourth semester of the *Languages* program from a Brazilian university to teacher feedback in EFL writing classrooms.

1.3.1 Research Questions

Based on the objective stated above, my general research question is: What are the perceptions of Brazilian EFL undergraduate students of the Languages program from a Federal Brazilian university to teachers' feedback on their writing?

The specific questions to be investigated through this research are the following:

1. What kinds of feedback students prefer to receive. Which ones they consider not valid?
2. What kinds of feedback students believe help them to improve their texts?
3. What are students' feelings toward the feedback they received?
4. What are students' preferences regarding oral vs written feedback and clarity of comments?

In order to answer these questions, the study collected the data from a group of ESL students enrolled in the fourth semester of *Letras – Inglês* program. Twelve participants shared their perceptions of teacher feedback through a questionnaire with 13 questions. This questionnaire was developed to obtain the information needed to understand how they perceived feedback they received throughout their fourth semester.

The present study is composed of five chapters. Chapter I introduces the topic of the study along with the problem investigated and the research questions to be pursued. This introductory chapter brings an overview of the methods used to accomplish the study and discusses the relevance of this research.

Chapter II brings a brief review of the literature concerning relevant studies to this present study which approached and investigated

several important topics to support this research, as writing practices and the role of feedback; studies on feedback in L1; the relation between L1 and L2 feedback studies; feedback studies on L2 student writing; feedback effectiveness and its controversies; feedback focus; feedback types; the importance of feedback context; the feedback studies in Brazilian context; students' perception of written feedback; participants in the feedback process; and recent studies on feedback.

Chapter III leads to the methodology used to investigate the students' perception of teacher feedback. It consists in presenting the participants, the context of the study and the criteria for selection. It also brings information about the course where the research was carried out, and the tools and procedures for data collection.

Chapter IV is devoted to data analysis. Firstly, there is the procedures to analyze feedback types, presenting frameworks developed to investigate feedback strategies, comments on form and comments on content occurred on students' papers. It also presents the questionnaire developed to investigate students' perceptions. It also presents the discussion of the results obtained in this study. It presents the results of the types of feedback given through the semester, and the analysis of the questionnaires answered by the participants. This chapter addresses the research questions presented in the introduction.

Finally, chapter V concludes the study presenting the final limitations of the study and its pedagogical implications. It also suggests further research in the area.

2. REVIEW OF LITERATURE

Providing feedback may be considered one of the most difficult tasks that teachers of writing classes have to deal with and “the most time-consuming and challenging part of the job” (Ferris, 2007, p.165). According to Keh (1990), feedback is considered any approach of the teacher to students for revision. As stated by Ferris (1997) feedback is understood as a tool to provide further information, give directions and suggestions to students, helping them revising their texts, and it may come in different ways, as questions, statements, exclamations, general comments that can vary according to its needs.

Since feedback has been seen as an important feature of the writing process, scholars (Cohen & Cavalcanti, 1990; Ferris, 1997; Hedgcock & Leftkowitz, 1994) perceived that feedback needs to cover all aspects of writing as content, organization, style, grammar, etc; and any other aspect that students may require. And its practice needs to be rethought in order to improve writing as a whole. (i.e Ferris, 1999; Fathman & Whalley, 1990; Hyland & Hyland, 2006)

Plenty of discussion around feedback emerged, as did many issues related to this practice such as how teachers approach it, how it is delivered, how it is perceived by students, and if it is effective in helping students improving their writing. This study investigates the perception² of Brazilian EFL undergraduate students of *Languages* course from *Federal University of Santa Catarina* (UFSC) to teacher feedback in EFL writing classes. As such, this section presents an overview of the studies.

First, it starts with writing practices throughout the years and the role of feedback to contextualize writing practices approaches and how feedback is a part of it. After that, there are two sections related to the studies on feedback, the first referring to practices in L1 and, the

² The concept of perception was developed by Silva that defines it as “uma habilidade intelectual e física usada em processos mentais para reconhecer, interpretar e entender eventos, uma cognição intuitiva ou julgamento; uma forma de expressar uma opinião particular ou credo como um resultado de perceber coisas quais podem não ser óbvias; conhecimento, consciência, discernimento, reconhecimento, um conjunto de entendimentos, interpretações e uma forma de saber.” (2003, p. 21)

second, presenting L2 feedback studies. Although the present study investigates feedback in L2 writing classes, studies in L1 writing classes were the first ones to investigate feedback approaches, and they are crucial to support further studies in L2 writing classes.

Following, feedback studies on L2 student writing brings up the main studies related to feedback on L2 writing contexts. This section is divided into three subsections: feedback effectiveness and its controversies, feedback focus and feedback types. This last sub-section also includes another section about Rod Ellis' study on feedback typology, which is a very specific study on feedback types.

Still related to feedback studies on L2 student writing section the importance of feedback context and feedback in Brazilian context are also part of this subsection. Additionally, this review also includes the students' perception of written feedback and the participants of the feedback process. The last section brings up a few recent studies on feedback.

2.1 Writing practices throughout the years and the role of feedback

Writing is considered a notable part of learning a foreign/second language, as it is one of the four language skills that require practice according to more modern approaches to language teaching and learning. However, for a period of time, writing was seen as a controlled process, in which students were encouraged to reproduce models (Silva, 1990). Teacher and textbooks started to approach writing as a final product focusing on organization patterns common in English academic texts, i.e. thesis statement, topic sentence, essay models, in order to achieve the final text. (Reid, 2001)

Yet, the approach to L2 writing started to change along with the needs of ESL writing students in the academic context. Flower and Hayes (1981) developed a cognitive model of writing that helped to understand writing from a different perspective. This model approaches writing as a process and it is divided into three main processes: planning, translating and reviewing.

Thereafter, the studies on writing instruction changed the focus of the writing product to the process in which each writer goes through. Instead of focusing only on writing as a final product, approach started

to incorporate the four main writing stages as planning: drafting (writing), revising (rewriting) and editing (Seow, 2002). There is still a final product, but “by focusing on the writing process, learners come to understand themselves more, and find how to work through the writing.” (Onozawa, 2010, p. 154).

Feedback took a paramount place in process writing studies. By supporting drafts practices in class, teachers could provide feedback and revisions along its process, instead of just justifying a grade. (Elbow, 1973; Garrison, 1974). Additionally, teachers could participate more actively in responding students. Othman & Mohamad (2007) also claim that, unlike writing as a product approach, the process writing gives students the opportunity to rethink their texts, and therefore, teachers are able to provide more feedback. When students have the chance to revise their texts, feedback is one of the sources used to clarify their ideas and doubts. Consequently, responding became an inseparable part of writing, and it presents several challenges for researchers to investigate.

Since feedback became an important part of writing studies, the next section brings some relevant studies on feedback in L1 and their importance to further research on feedback in L2.

2.2 Studies on feedback in L1

Research on teacher response became important in the field of L1 composition studies and one of the first issues discussed is its efficiency. The approach to writing has changed and as a result of this, scholars expressed doubts about how feedback is perceived and whether it helps improving students writing. L1 teachers had shown some frustration about how to respond to students` texts (Sommers, 1982). There are also studies showing that written comments, due to their inadequacies are of poor quality, misinterpreted and ignored by students (Mazano & Arthur, 1977; Searle & Dillon, 1980; Brannon & Knoblauch, 1982; Hayes & Daiker, 1984). On the other hand, there are studies encouraging feedback practices (Straub & Lunsford, 1995; Straub, 1997) which presented that “students read and make use of teacher comments and that well- designed teacher comments can help students develop as writers” (Straub, 1997, p.92)

Seeking for bringing improvement on feedback practices, several scholars offered some suggestions on how to make teacher

response more efficient. Hairston (1986), for instance, argued that feedback can be harmful to both students and teachers if its practice is not analyzed. She mentions that, sometimes, students cannot absorb all the comments on their papers, creating a “cognitive overload” (p. 120). Moreover, according to the author, students may not even read them because of the criticism they may receive, and if they do, they seem to not know how to use these comments on further papers. In order to improve response practices, Hairston (1986, p.122 – 123) gives some suggestions to teachers such as reading the text fully before marking any error and set errors priorities instead of marking every mistake.

Along with the advent of the process approach, researchers started to investigate the characteristics of teacher’s feedback (Beason, 1993; Sperling, 1994, Straub & Lunsford, 1995). To investigate the writing process of a non-composition course, Beason (1993) for example, identified different feedback patterns in 20 written papers. He created two frameworks (p. 405 - 406) focusing on analyzing the aims of comments and the criteria of feedback. The study found out the aim of most teachers’ comments were related to advising, editing and praise. The criteria of teachers’ feedback were mostly related to development and support, expression and organization of the texts.

Beason’ study gave support to other research in the field of L1 writing response. Based on the previous frameworks, Straub (1997) investigated college student writers about their reaction to different categories of comments. The study found out that students did not mind if teacher feedback pointed out to problems on their text, as long as there was explanation along with those comments. Moreover, students welcomed comments that are not negative and authoritarian, and they “preferred comments that offered some direction for improvement” (p.112).

2.2.1 The relation between L1 and L2 feedback studies

Research on response in L1 writing classes based many studies in L2 contexts (Conrad & Goldstein, 1999; Ferris, 1997; Reid, 1994; Hyland, 2003). Although studies on response in ESL/EFL contexts are getting more extensive and varied, research on L1 feedback is still important to support them. Scholars from the area of L1 and L2 response studies (i.e Zamel, 1985; Sommers, 1982) agree in some important aspects such as that teachers need to request multiple drafts either in L1 and L2 classes and they should provide students feedback

during this process, saving form-based comments to the final version, and encourage peer –feedback among students. They also agree on error correction³, which should be limited in both contexts (Krashen, 1984; Sommers, 1982; Zamel, 1985).

Besides all the importance of response studies in L1 context for ESL context, there are some divergences. Silva (1988) argues that ESL students should be viewed separately from L1 ones, “although there is a certainly much to be learned from developments in L1 composition theory, research and practice, it seems wise to interpret these lessons very carefully into L2 writing contexts” (p. 517). Other scholars (Raimes, 1985; Spack, 1988) claim that every practice researched on L1 contexts should be revised before applying them to L2 students.

According to some researchers, (Eskey, 1983; Horowitz, 1986; Johns, 1995) ESL students have different linguistic needs. For instance, ESL writers accept feedback in form and content better, as ESL students have more linguistic problems in dealing with writing in a second language (Fathman & Whalley, 1990; Ferris, 1997). In addition, it is suggested that ESL students are more open to receiving teachers ‘criticism on their writing than L1 students (Conrad & Goldstein, 1999; Ferris, 1997).

It is noticeable through both research lines that there are differences between L1 and L2 students, but as Ferris (2007) mentions, “L1 composition research is several decades ahead of L2 research base, and we have much to learn from the strengths, weakness, successes, and missteps of our L1 composition colleagues.” (p.65).

In the next section are approached important feedback studies on L2 students writing. Firstly, there is a brief review of the discussion on feedback effectiveness and how it became controversial on feedback studies. After that, I bring up the topic of feedback focus, and feedback types. On feedback types, there is a subsection dedicated to a study of Rod Ellis, *A typology of written corrective feedback types* (2009).

³ Error correction, according to Truscott (1996) is “correction of grammatical errors for the purpose of improving a student’s ability to write accurately.” (p. 329). However, feedback is considered any approach of the teacher to students for revision. (Keh, 1990).

Later, there is a section on feedback context, presenting research on different contexts, and there is a sub-section dedicated to studies on Brazilian context since this present research occurs in Brazil. Finally, there are two sections on research about students' perceptions of written feedback, and the participants of the feedback process.

2.3 Feedback studies on L2 student writing

After many studies on feedback in L1 writing classes, scholars started to pay attention to L2 student writing independently. As mentioned in the previous section, L2 students request different needs, creating different challenges to researchers from this field. Studies on ESL feedback developed along different directions such as feedback focus, comments types, its context and effectiveness, students' perception on feedback, and others. Those empirical studies are essential to base this present study since they bring up for discussion some important aspects related to feedback.

2.3.1 Feedback effectiveness and its controversies

Similar to L1 feedback studies, scholars have some divergence about feedback efficiency in L2 context too. For instance, Leki (1990) claims that no matter how feedback is approached, there is no prove about how it helps students to improve their writing. Following this same vein, Truscott (1996) argues issues on a specific point of feedback, grammar correction in L2 writing classes. He claims "My thesis is that grammar correction has no place in writing courses and should be abandoned." (p. 328) and there are four reasons why Truscott affirms that research evidence shows that grammar correction is ineffective. This lack of effectiveness is exactly what should be expected, given the nature of the correction process and the nature of language learning. In addition, grammar correction has significant harmful effects; and the various arguments offered for continuing it all lack merit. (p. 328 - 329)

As a response to Truscott's article, Ferris (1999) opposes his claims. She claims that "his argument does not hold up at some key points and his conclusion ... is premature and overly strong." (p. 2). She, therefore, presented three major problems on Truscott's paper which are "the subjects in the various studies are not comparable; the research paradigms and teaching strategies vary widely across the studies; and that Truscott overstates negative evidence while disregarding research results

that contradicts his thesis” (p. 4). Besides, they agree about some points as not only one form of correction is effective for all grammatical aspects of writing, and teachers and students limitations may fail correction efficiency.

Switching to a wider view of feedback efficiency, there is research showing how teacher response improves students writing. Fathman and Whaley (1990) and later Russikoff and Kogan (1996), for instance, conducted two studies based on four different feedback treatments in class. The participants were divided into groups of: a) no feedback; b) feedback on content only; c) feedback on form only; and d) feedback on both content and form. It was carried out on a multiple-draft class, and results presented statistically improvement in the four groups, however, groups b and d presented significantly better results on writing improvement in both studies. There is also a study conducted by Bitchener, Young and Cameron (2005) which presents positive results on feedback effectiveness. Bitchener et al. investigated whether the types of feedback provided to 53 students on three types of errors resulted in improvement of written texts. The results found a significant effect for the combination of feedback types on accuracy in new pieces of writing.

Nevertheless, it is difficult to reach conclusive results when talking about feedback effectiveness, because there are many factors related to different contexts where feedback is applied. As Hyland and Hyland (2006) explain, “the fact that participants respond differently to these factors means that the effectiveness of feedback is difficult to pin down” (p. 10)

2.3.2 Feedback focus

There is an important aspect of feedback that has been currently investigated which is its focus. Feedback given by teachers on students' writing can focus on a micro perspective, such as correcting grammatical mistakes, or on a more macro perspective, focusing on the organization and/or the content of a text. According to Fathman and Whalley's (1990) view on feedback, it may consist of i) content, which is the feedback focusing on organization, ideas and details of a text, and ii) form, which includes comments on grammar, mechanics and structure.

In the earlier studies on response in ESL writing classes, it was found out that teachers would focus more on form than content on students' papers (e.g Zamel, 1985). As Zamel (1987) points out, L2 writing teachers focused their comments on a micro level, paying more attention to language errors, and not viewing the text as a whole unit. It is coherent to relate these results to the context of writing classes of that time, mainly because of the lack of multiple- drafts approach in class, resulting on feedback only for grade justification, and the lack of a specific tutors` training to teach writing classes, resulting in language teachers instead of writing teachers (Krashen, 1984; Reid, 1993)

However, research carried out in the last 2 decades pictures a different scenario. Studies by Ferris (1997) and Conrad and Goldstein (1999) on comments provided by teachers on ESL university classes showed that most comments are focused on content instead of form. Additionally, there are other studies showing that teachers were starting to provide feedback in a more embracing way (e.g Hedgcock & Lefkowitz, 1994; Saito, 1994; Ferris, 1995). Still, teachers `comments should be according to students` needs, focusing on their most critical difficulties, turning feedback coherent according to each context (Conrad & Goldstein, 1999; Ferris, 1997; Reid, 1994).

2.3.3 Feedback types

An issue that may emerge when scholars investigate feedback is the different types of comments teachers use to give feedback (Ferris & Hedgcock, 1998; Bitchener, Young & Cameron, 2005; Hyland & Hyland, 2006). In order to investigate issues related to responding, it is crucial to understand what kinds of comments are approached in class, "it is misleading to focus on formal characteristics of the feedback without incorporating discussion of the types of revision that is being requested" (Conrad & Goldstein, 1999, p. 157).

There are different forms that feedback can take and it is related to some aspects such as teachers' preferences, types of writing tasks, feedback focus and students' proficiency level, and as a result of different aspects, different feedback types are used to provide assessment, correction, evaluation, among others (Hyland & Hyland, 2003).

An aspect that is related to response is its main focus. Hyland and Hyland (2006) categorized feedback in formative and summative comments. Summative feedback has the main focus on evaluating

writing as the final product, while formative is to assist students in developing his/her text. Depending on its main purpose, feedback can be direct or indirect. Direct feedback is when the teacher identifies an error and corrects it right away, while indirect feedback the teacher indicates that an error has been made, and as a response, he/she gives suggestions on the text without correcting it (Bitchener et al, 2005).

Many techniques have been applied to provide feedback, and different types of feedback such as written commentaries and correction codes, are used for different purposes. One of the most common forms of feedback is written commentaries (Hyland, 2003). These written commentaries are usually made by the margins or at the end of a text, and they are used as summative feedback, pointing out the strengths and weakness of the student's work (Goldstein, 2004). Teachers can also use correction codes to provide feedback as minimal marking, which is a type of response that consists in symbols to indicate error without providing correction, stimulating students to identify their mistakes (Hyland, 2003). One of the drawbacks of this technique is that learners who are not used to this type of comments might find the codes difficult to understand.

Plenty of studies investigated the types of feedback used in the exchange of getting information about feedback effectiveness, feedback context, students' perception and others (Lee, 2004, 2008; Ashwell, 2000; Bitchener et al., 2005; Magno & Armales, 2011). Ashwell (2000) for instance, investigated four different feedback patterns applied to 50 ESL students producing drafts and a final version of a written text. A pattern of content – focused feedback was applied during the first draft, while form – focused feedback was applied during the second draft production. Those patterns were compared with a third one which a mixed both content and form feedback. This comparison was made in order to understand if content followed by form feedback adds improvement in student writing comparing with other feedback patterns. Ashwell cataloged the main types of errors addressed in form and content feedback. The results of the study showed that there was no significant outcome among the patterns comparing content – focused feedback and form – focused feedback with a mixed feedback.

Although the literature presents types and purposes of feedback, there is a consensus that it still lacks a clearer classification. The next subsection presents the framework introduced by Rod Ellis.

2.3.3.1 The typology of written feedback by Ellis

In order to clarify feedback types and help researchers and teachers examining the various options to respond written work, Rod Ellis in the study *A typology of written corrective feedback types* (2009) presents different types of feedback based on teacher handbooks and published studies of written feedback (i.e. Robb, Ross, and Shortreed 1986; Chandler 2003; Ferris 2006).

The types of feedback that he presents are focused on linguistic errors only, and they are divided into direct, indirect, metalinguistic, focused, unfocused, electronic and reformulation feedback types. Direct feedback is when the teacher shows the correct form straightaway, and this can be done by crossing a wrong word out, inserting a new one or writing the right form. According to him, it provides the explicit information and guidance in how to correct it, and it is suggested to low-proficiency ESL students, as they may not know how to correct the errors. The opposite occurs in indirect feedback, which the error is not explicitly shown, but the teacher just indicates that there is something wrong.

Metalinguistic feedback is when the teacher provides a tip about the error related to its nature or explanation. There are two ways to provide it as using codes in the margin of the text (i.e. ww for wrong word or art for article) and it is normally related to grammar, spelling, vocabulary, and others, and the student needs to elaborate the correction. Another way to use metalinguistic feedback is to number the errors in the text and writes an explanation for them in the bottom, but it is not frequently used since it takes too much time comparing to the correction codes.

Ellis also classifies feedback in unfocused and focused, and they refer to the teacher correction to all or most-all errors (unfocused) or to only one specific group of errors (focused). He claims that processing corrections may be more difficult in unfocused feedback considering that the student needs to attend a variety of errors. On the contrary, focused feedback may be more helpful whereas the student can reflect more about one specific error.

The other two feedback types presented by Ellis to analyze feedback are electronic and reformulation feedback. Electronic feedback refers to selecting and indicating an appropriate and helpful online link with examples for a specific error. It may be positive for students as it promotes students' independence towards the error correction. Moreover, reformulation feedback consists in the teacher rewriting the entire text to make it seem like a native-speaker has written it while keeping the main idea of the student's original text. Then, the student needs to identify what was modified in his/her text.

2.3.4 The importance of feedback context

There is another aspect to pay attention to when researching about feedback that is the context where it occurs. Reid (1994) noticed that feedback without contextualization might appear problematic, modifying research results. According to Lee (2008), "feedback occurs between teachers and students in particular cultural, institutional, and interpersonal contexts, and student responses are affected by different aspects of the context." (p.145). The context in which feedback occurs implies many factors such as the institution and its demands, teachers' own beliefs and classroom aspects, it is "a combination of factors related to the institution and writing program as well as factors that teachers and students bring to the interaction." (Hyland & Hyland, 2006, p. 214).

To better understand how feedback occurs in class, it is important to consider some aspects as Ferris (2006) shows that might be considered during research. These aspects are: a) if it is required multiple-drafts; b) if the revision strategies are taught to students or they can understand them by their own; c) if teachers provide instruction about writing process; d) if these feedback procedures are clear to students; e) if students are encouraged to question teacher's feedback; f) if students are responsible for considering feedback during revision, and g) if what is said in class is consistent considering feedback practices. In order to obtain the information about the context which feedback occurs, it is important to triangulate data collection using class observation, interviews, field notes, video recordings to understand how feedback is approached in class (Conrad & Goldstein, 1999; Paulus, 1999).

2.3.4.1 Feedback studies in Brazilian contexts

In Brazil, to my knowledge, there are few studies in the area of feedback in ESL/EFL context (Menti, 2003; Knecht, 2011; Figueiredo, 2001; Freudenberger & Lima, 2006). Researchers from the field aimed to investigate feedback for different purposes such as for language acquisition, language performance, etc. and some of these studies are going to be presented below.

One topic of interest of some researchers in Brazil is peer-correction. Figueiredo (2001) and Knecht (2011) focused on peer-correction in order to investigate its influence on language learning. Figueiredo (2001) on his doctoral thesis investigated peer-correction influence on language learning process and students' perception about their participation in this kind of correction. The participants of the study were 10 undergraduate students in *Letras – Inglês* course of the *Federal University of Goiás*. Through the data analysis, Figueiredo found out that peer-correction is not only beneficial to writing improvement, but it also helps students to become more motivated and confident while assisting each other, and this is possible when they realize that correction is a tool used for learning and not for punishment.

Knecht (2011) also analyzes peer-correction in L2 context. Her master dissertation aimed to investigate if peer-correction helps students on developing their writing skills in L2. The participants were 13 English students of a language school in Porto Alegre. These students were divided into two groups, one group gave and received peer-correction, and the other just received it. According to the results, the general results presented a better improvement on the first group of the study as compared to the second one.

Freudenberger & Lima (2006) analyzed the role of feedback in the interaction between teacher and students in an ESL class. In addition, the study investigated how feedback can co-construct language knowledge. The research was conducted with 21 participants from an English class from the 6th semester of *Letras – Inglês* teacher course. The analyzes showed positive results involving the relation of feedback, teacher and students, and co-construction of language knowledge in class.

2.3.5 Students' perception of written feedback

Previous studies on feedback also focused attention on students' perception on the feedback they have received on their work (Carless, 2006; Hyland & Hyland, 2006; Weaver, 2006; Lee, 2008; Shehadeh,

2011). Although some scholars have argued that feedback does not seem to be helpful to students (i.e. Swales, 1988; Truscott, 1996), there are also studies showing that students believe that feedback is helpful to improve writing (Ferris, 1995; Hyland & Hyland, 1998).

Understanding more about how students perceive written comments on their papers may help teachers clarify some possible problems in producing these comments, and there is a noticeable importance in considering the students' reaction about the feedback they have received. As Hyland & Hyland (2006) affirm, "the substantial comments that many teachers write on student papers therefore do more than simply justify a grade. They provide a reader reaction and offer targeted instruction." (p. 206) These students' reactions about comments on their papers may affect how students produce further texts, "the ways teachers choose to express their feedback can affect both students' reactions to it and the extent to which they use it in their revisions and may have a significant impact on writing development." (p.207).

Feedback may affect students positively or negatively depending on how it is approached, Stake (1982) found out that positive feedback has been a way to improve mood and satisfaction ratings in undergraduate students. On the other hand, negative feedback may affect students differently, "can be threatening to a student's self-perception." (Carless, 2006, p. 223)

Another finding involving students' perception of feedback is that sometimes students do not even understand the comments. Higgins (2000) argues that "many students are simply unable to understand feedback comments and interpret them correctly" (p. 1). Some studies about students' perceptions of feedback (Carless, 2006; Hyland & Hyland, 2006; Bailey, 2009) showed that students faced some difficulties in understanding what the teacher meant with their comments. Aspects of handwriting and lack of precise information in comments are some issues that students have faced when trying to understand what is stated by their teachers.

Additionally, students could have some bad time to understand the criteria chosen to provide comments. Gibbs & Simpson (2004) highlight that "students need to understand criteria in order to orient themselves appropriately to the assignment asked." (p.22), sometimes students do not know exactly what the teachers demand and what they are mainly considering providing feedback.

Investigating students' perceptions of feedback also helped to clarify the number of comments requested by them. Lee (2008) investigated the reactions of students in two Hong Kong secondary classrooms. The data from checklists, protocols, and questionnaires applied to students were triangulated with also data from the teacher interview, classroom observation and feedback analysis in order to understand students' perceptions towards teacher's feedback. The results showed that independently of students proficiency levels, they requested more written comments from the teacher. Additionally, students of lower proficiency levels were less interested in correction of errors compared to students of higher proficiency levels, and some students did not understand teacher feedback.

2.3.6 Participants in the feedback process

Literature in the field of feedback relates teachers and students as participants of the feedback process. These participants can be direct or indirect agents depending on how feedback is approached in class, and these approaches can be teacher feedback, peer-review and self-correction (Saito, 1994; Berg, 1999; Rollinson, 2005; Wanchid, 2013). Unlike some researchers (i.e Leki, 1990; Krashen, 1992; Truscott, 1999) who claim that teachers should take a "correction – free" approach in class, most studies consider teacher correction an important practice in EFL/ESL contexts and they have showed its efficiency. Teacher correction is considered important to students' improvement on their grammatical errors, and they may prefer teacher's feedback to peer-feedback or self-correction (Zhang, 1985; Saito, 1994; Sengupta, 1998). Moreover, teachers are conscious about the importance of their correction on students 'papers to their self - development. As Hyland and Hyland (2006) affirm, "teachers are now very conscious of the potential feedback has for helping to create a supportive teaching environment, for conveying and modelling ideas about good writing, for developing the ways students talk about cultural and social worlds and their growing familiarity with new literacy practices."(p. 15)

Besides teachers 'feedback, students can take an active part in the process as well. For instance, there is peer – correction that consists of students providing comments on classmates' writing papers, which students can be part of the feedback process actively. This approach is considered for some scholars emotionally, cognitively and linguistically

beneficial to students' writing development (Berg, 1999; Hu, 2005; Rollinson, 2005). Witbeck (1976) claims that peer-correction leads to "greater concern for achieving accuracy in written expression in individual students and creates better atmosphere for teaching the correctional aspects of composition." (p. 365). However, the effects on using peer-correction in ESL/EFL writing classrooms is still not very clear. Peer-correction effectiveness may vary according to proficiency levels and cultural influences. For example, students may abstain from giving an accurate correction in order to keep a friendly relationship with classmates (Wanchid, 2013).

Another way that students can actively participate in the correction process is self-correction. Wanchid (2013) defines it as "a strategy according to which students read, analyze, correct, and evaluate their own writing by using guided questions or checklists, both form-focused and meaning focused". (p.158). Some of the advantages of this practice are the increase of students' independence from the teacher, their awareness of their own learning process, and the time-saving factor, which helps teachers that normally are overloaded with paper correction. (Yang, 2010).

The next section is dedicated to recent studies on feedback and their findings, as for instance students' perception on different contexts, feedback focus and its effects on students writing and teachers' preferences towards feedback types.

2.4 Recent studies on feedback

Nowadays, feedback is still a topic of interest among scholars and there are many questions related to it such as the perception of the students about the feedback they received in class, the effects of feedback types on students' writing, the types of feedback used in class, teachers preference for a specific type of feedback, etc.

Researchers are investigating students' perception on different contexts, as Ghazal et. al (2014) whose study aimed to analyze students' perception on teacher's written feedback in a private university in Pakistan. The research also aimed to appraise feedback quality provided in the course. The data of the study was collected through interview with 15 students of graduation programs and from teacher's comments on students' papers. The comments were coded and categorized to understand the patterns of feedback used, and this catalog showed that

feedback types varied, although most comments were focused on content, there were also comments on form either. With some exceptions, students' perception correlated to teacher's feedback, but feedback practices need to be enhanced.

Another topic investigated recently is the effects of teacher written direct and indirect feedback on students' writing. Jamalinesari et. al (2014) analyzed the effectiveness and efficacy of teacher's direct and indirect feedback on students' papers in a private English language learning institute in Dubai. The participants were 20 female students and they received direct and indirect feedback during 10 classes. The data analysis revealed that indirect feedback showed better improvement comparing to direct feedback.

Students are not the only focus of researchers on feedback, EFL teachers are also the participants of some studies, as for instance, Motlagh (2014) who investigated the teachers' preference for corrective feedback types such as implicit and explicit. The study investigated oral feedback types chosen by the teachers related to some specific errors as phonological, grammatical and lexical errors. Motlagh wanted to investigate whether teachers choose different types of feedback for each error, or they use the same feedback type for all of them. Also, the study investigated if teachers allowed peer and self-correction in class and whether feedback changed according to teacher's feedback or not. To do so, a questionnaire was applied with 62 EFL Iranian teachers, and the results showed that 43 teachers used the same feedback type for all kinds of errors and they prefer implicit types to explicit ones. The data analysis also showed that 13 teachers believed peer and self-correction are not beneficial to students, and 5 teachers thought that different proficiency levels do not require different feedback types.

Feedback studies have been enriched through the years. Writing approach changed along the way, and consequently, feedback approach too. There are many aspects about feedback which research helped to clarify as for instance its effectiveness in helping students to improve writing, what feedback is focused on, which types of feedback teachers use in class, the context where feedback is applied, the students' perception of feedback, the participants in the feedback process, and there are still lots of research going on this topic.

After this overview of relevant studies on feedback to this present study which intends to shed some light on how Brazilian ESL/EFL students perceive teachers feedback, the next chapter will lay out the methodological procedures followed in the choice of the corpus, the criteria used in the data collection and the data analysis path.

3. METHOD

In order to investigate the perception of EFL students to teacher feedback in EFL writing, this qualitative research was carried out in a writing course of *Letras - Inglês* program, twelve students who shared their perceptions of the feedback received throughout the semester.

To obtain students 'perception to teacher feedback, there was a questionnaire presenting open questions concerning students 'perceptions on writing in English and their perception about the feedback they have received during the semester.

To analyze the data obtained from the participants, this present study initially cataloged all feedback types produced during the semester on students 'papers in order to understand what types of comments they have received. After that, the information obtained from the questionnaires was analyzed to understand students 'perceptions to feedback received.

Finally, an interview with the professor of the course was conducted in order to obtain some additional information about the course plan, the techniques used to provide feedback to students, deadlines for the assignments, and any other detail that could help the present study to achieve its objective.

3.1 Context and Participants

The present study was conducted at UFSC (*Federal University of Santa Catarina*) more precisely at a writing classroom part of the *Languages* program called *Letras – Inglês*. The program is face-to-face and its curriculum has courses to develop students 'proficiency in English including the four skills, speaking, listening, reading and writing from first to the eighth semester. The program also includes courses that focus on applied linguistics, linguistics and literary studies, teaching and translation.

The participants of this study are the professor of the course and its students. The professor of the course, who kindly accepted to participate and contribute to this research is a very experienced professor, who has a degree in *Letras - Inglês* at *Universidade Federal do Rio Grande do Sul* (1998), a master degree in English and literature at *Universidade Federal de Santa Catarina* (2001) and a doctoral degree in literature at University of Alberta (2008). She has been teaching writing classes for at least 10 years. Twelve undergraduate students of the fourth semester of Language program were also the participants of this research. They were taking the course *Compreensão e Produção Escrita IV* that consists of developing students' skills on reading and writing academic and professional texts. This course took place twice a week from August 1st, 2016 to December 17th, 2016.

3.1.1 The course

The main goal of this course according to its professor is helping students develop linguistic, communicative and discursive skills required for written communication. This development occurs through written comprehension and production of argumentative essays about a variety of topics in English. This course also aimed to develop reflexive practices about writing such writing as process. Additionally, the course creates a collaborative and creative place for writing production.

The syllabus, given to students in the first day of class, presented the content to be developed during the semester. Concerning written abilities, it mentioned: 1) Comprehension and production of argumentative essays involving rhetorical organization of cause-effect, comparison – contrast, pros-cons; 2) Comprehension and production of creative short texts involving the discursive abilities present in fictional texts; and 3) Development of written aspects such as introduction, development, conclusion, paragraph, phrasal topic. It also provides linguistic support such as: Parts of speech, sentence structure, run – on sentences, wordiness, cohesive ties, transition of words and sentences, punctuation, nominal and verbal harmony, and parallelism. Additionally, it also emphasizes support such as intensive practice of freewriting for creation of ideas and knowledge; content planning and rhetoric organization of the text; preparation of drafts; peer- review, and preparation of the final paper.

Writing production during the course consisted of writing practices performed by students in class as inksheddings, non – mandatory drafts and the midterm and final papers. During the semester, students gathered their inksheddings produced in class and created a writing portfolio, so the professor could evaluate their writing process, which is part of the final evaluation. Besides the portfolio, the teacher evaluated the students through two paper assignments. The midterm paper consisted in writing a 500 to 600 words text about how students perceive writing. The final paper assignment was also a 500 to 600 words text, and it consisted of an essay about students' opinion about a book.

Both papers were produced individually, and received written feedback, but the first essay was evaluated following a grading sheet. This grading sheet approached students' papers in many aspects as content, detail, organization/structure, language, mechanics, process and overall. There were also comments on students' writing, things students should keep on their texts and should work on, and finally the grade.

3.1.2 Criteria for selecting the course and students

Concerning criteria of selection, the fourth semester was chosen because students had been studying English for at least 2 years and they were supposed to have an upper intermediate level of English being able to produce a proficient text in English. Additionally, this course was chosen because it is a course focused on writing in academic context which means that students would produce many written texts during the course, and consequently, they would receive a lot of feedback from the professor.

3.2 Data Collection

In order to investigate the perception of EFL students about the feedback they received in their text production, the present study made use of different tools to collect data. Firstly, a questionnaire was applied to students in the last day of the course. Secondly, an analysis of teacher's feedback on students' papers was performed after students have received their papers revised. Finally, an interview with the professor was conducted in the end of the semester in order to obtain any additional information about the course and the feedback process.

For the first part, the questionnaire, the researcher invited students to participate in this research and they all agreed. Therefore, at the end of the semester, the researcher applied the questionnaire to students. For the second part, the researcher was assisted by the professor who gave the researcher all the texts produced by the students during the year. The texts were photocopied and returned to the professor.

A total of 24 texts and 12 grading sheets were collected by the researcher. The texts were the result of the final version of the midterm and final papers assignments. The first writing production was an essay which students could choose among two topics. The first topic was on their thoughts and concerns about writing, their personal experience with writing, their difficulties, etc.; The second topic, students should write a text about the connection between language and identity.

The second writing production was a cause and effect text. Students also could choose among two topics. The first topic, students should write about an artistic work (a movie, a book, a poem, etc.) or a personal piece of writing for instance, a letter, and discuss its impact on their lives. The second topic, students should write about a person, document or campaign and its impact in history.

The 24 papers analyzed to this present study were the final version of the assignments, since they are their final version, it could avoid repetition of errors on form and content. Also, the drafts produced were not mandatory, thus some students did not produce these drafts, and this missing data could compromise the results of this present study. There were also twelve grading sheets provided by the professor on the midterm paper assignment which are also part of the data collected.

An interview with the professor was also conducted in the end of the semester to obtain extra information about the feedback process and to solve some possible doubts about the papers and the data collected. Basically, the questions were aimed to understand more about the professor's professional background and the feedback practices.

3.3 Data Analysis

The analysis of this study refers to 24 written assignments, 12 grading sheets from the course *compreensão e produção escrita IV* and eight answered questionnaires, in order to investigate what types of written feedback the teacher used during the course and what is the perception of the students about these comments. The research pattern in this study is mostly qualitative. However, some quantitative data analysis is used to find out more about comments frequency throughout the course, which should contribute for a better understanding of students 'views on teacher`s feedback.

There are two parts of data analysis in this present study. The first one, carried out for methodological reasons, consists on the investigation of feedback types on students 'essays along the course. In order to do that, all comments given by the professor during the course were identified and categorized. That procedure allowed the researcher to have picture of the professor`s feedback practices, in order to better comment on students 'perception. Therefore, comments on the two main assignments produced by students during the semester, to the midterm and for the final paper, were identified.

After that, as commented before, these comments were categorized into firstly, feedback strategies used by the professor to provide feedback to students and finally, feedback types as comments on form and content. Comments on form are related basically to feedback on grammar, mechanics and punctuation and comments on content are feedback on organization of idea, development of content, clarity of ideas and other aspects related to the content of the text.

The second and main part of the data analysis comprehends the students' answers to the questionnaire with thirteen open questions aiming to investigate students' perception. To achieve it, the questionnaire approaches questions related to students' background such as English proficiency and previous experience with academic writing, their feedback preferences for instance, if students prefer comments on form, content, oral or written feedback, etc.; students' beliefs related to what comments helps them to improve their texts and students' feelings when receiving feedback from the professor.

3.3.1 Analyzing feedback types

The first part of the analysis consisted in identifying what feedback types were used to comment on students' essays, and to achieve that, two frameworks were developed in order to obtain feedback types in a broader view which consist in feedback strategies and feedback types.

The first framework based on Ellis (2009) consists in analyzing what strategies the teacher used to provide feedback to students, and it aims to find out if feedback is direct, indirect, focused, or unfocused. According to Ellis (2009), direct feedback is when the teacher comments what needs to be correct and provides the correct form directly, and indirect feedback is when the correct form is not explicitly shown, the teacher only provides a mark pointing there is something that should be revised. Also, there are focused and unfocused feedback which focused means when feedback is only produced on one specific aspect of the text for instance on grammar or content. In oppose, unfocused feedback is when the teacher does not focus on only one aspect of texts but provides feedback on many different aspects.

In addition, the framework seeks to find out if reformulation feedback which basically the teacher rewrites the entire text, metalinguistic feedback that consists in the teacher using codes to indicate errors on the text, and electronic feedback that is briefly using online links to help students to revise their texts, were used for correction. The table 1 below shows these types.

The second framework was based on research developed by Fathman & Whalley, 1990; Moritz, 1999; Hyland & Hyland, 2006, and aimed to find feedback types. The analysis of the feedback followed four major types of comments on a) form (grammar, punctuation and mechanics), b) content (the content of the text), and c) markings (underlines, interrogation marks, exclamation marks, etc), which can also be considered as indirect feedback. There are also sub-categories for each specific type of comment as demonstrated in the table that follows.

Providing Feedback Strategies	
1. Indirect feedback	
2. Direct feedback	
3. Focused feedback	
4. Unfocused feedback	
5. Reformulation	
6. Metalinguistic feedback	
7. Electronic feedback	

Table 1. Feedback Strategies

Feedback types
1. Form
2. Content
3. Markings

Table 2. Feedback Types

Comments on Form	
1. Punctuation	9. Spacing

2. Capitalization	10. Subject – verb agreement
3. Word order	11. Verb tense
4. Word choice	12. Preposition
5. Word addition	13. Article
6. Word elimination	14. Number
7. Spelling	15. Subject pronoun
8. Sentence Structure	16. Contraction
	17. Word repetition

Table 3. Feedback types. Comments on form.

As can be seen, comments on form are focused on mechanics as punctuation, capitalization, spacing, spelling, contraction, conjunctions, and grammar as word order, word choice, word addition, word elimination, word repetition, sentence structure, subject – verb agreement, article, preposition, verb tense, number.

Comments on content refer to the text as a meaningful unit. There are comments types focused on organization of the text, clarity of ideas, connection of ideas, development of ideas, transition, repetition, support of ideas and language voice and tone as follows

Comments on content

1. Organization of the text
 2. Clarity of ideas
 3. Connection of ideas
-

-
4. Development of ideas
 5. Transition
 6. Repetition
 7. Support of ideas
 8. Language voice and tone
-

Table 4. Feedback types. Comments on content.

3.3.2 Analyzing students' perceptions

After understanding the types of feedback used in the course, a questionnaire was applied to the students. The questionnaire included thirteen discursive questions, so students could openly write their perceptions on feedback.

The questions focused on different aspects of writing and feedback. Questions number one, two and three were focused on students' background, to obtain information on English proficiency level, their previous knowledge related to academic writing, and if they were used to produce drafts, inksheddings, and any other practice for writing preparation. After that, questions number four, five, six and seven were dedicated to obtain information about students' preferences towards feedback, for instance, what comments they liked to receive, and what they considered not valid.

Questions number eight and nine focused on feedback effectiveness, for instance feedback impact on students, and what comments they believed that helped to improve their writing. There are also questions focused on students' feelings towards feedback. Question number ten was developed to understand how students felt when received feedback. Questions number eleven, twelve and thirteen were created to understand more students' perception related to written and oral comments, and if they were clear enough. The participants answered the questionnaire anonymously, avoiding any possible discomfort and/or embarrassment.

After explaining the method details for the research, next section presents the results and discussion of the data. The results are

divided in sections. The first one is dedicated to present the results on feedback types used by the professor. Then, there is a subsection focused on feedback strategies and feedback types produced. Feedback types is presented as comments on form and comments on content. Afterwards, there is a section on the results obtained from the questionnaire applied. This section is divided according to the main objective which the questions aimed to achieve. There are subsections focused on students' background, students' preferences, students' view on feedback effectiveness, students' feelings and students' perception on feedback approaches.

4. RESULTS AND DISCUSSION

This present study aimed at investigating the perception of Brazilian EFL/ESL undergraduate students to teacher`s feedback on their writing. In order to achieve this result, twelve students were invited to answer a questionnaire to identify their perception about feedback received along the course. To map the types of feedback the 30 texts, produced by these students and commented by the professor were analyzed. This section presents results on categories of feedback and then, on the answers of students` questionnaire. The first sub-section presents results on the systematization of the types of feedback gave by the professor during the semester. The second part exposes the answers of the twelve questionnaires answered by students.

4.1 Types of feedback given by the professor

This present section approaches the types of feedback used by the teacher to give feedback to students in order to help to understand students` perceptions about the feedback received during the semester. The first part comes to identify feedback strategies which consists in identifying what strategies the teacher used to provide feedback to students which is important to understand how feedback is approached in class.

Next, there is a table presenting the feedback types produced on students` papers. This table sums up the total number of comments produced on form, content, markings and comments that could not be identified and categorized. Comments on form refers to feedback on grammatical and mechanics aspects of the text, and comments on content are related to feedback produced about the meaning of the text. Markings consist in any type of markings used as feedback such as interrogation marks, underlined words, etc. Comments that could not be interpret were part of the illegible comments.

This section is divided into three subsections, providing feedback strategies, feedback on form and feedback on content.

4.1.1 Providing feedback strategies

A framework based on Ellis (2009) was used to understand feedback types in a macro perspective, and it is divided into seven

strategies, indirect feedback, direct feedback, focused feedback, unfocused feedback, reformulation, metalinguistic feedback and electronic feedback. Examples are given in order to illustrate the analysis.

Strategies for providing feedback	used	Strategies	Number
1. Indirect feedback	✓		57 – 8%
2. Direct feedback	✓		670- 92%
3. Focused feedback	-		-
4. Unfocused feedback	✓		727 – 100%
5. Reformulation	-		-
6. Metalinguistic feedback	-		-
7. Electronic feedback	-		-

Table 5. Strategies used for providing feedback and their total number of usage. Results.

According to the data, there were three strategies used for providing feedback which consist in direct, indirect and unfocused feedback. The professor used both direct and indirect feedback to show students what needed to be changed in their texts. The majority of comments produced was direct feedback, consisting of six hundred and seventy comments, ninety - two percent of total occurrences. She provided direct feedback through comments on form and content, showing straightaway the correct form needed. As can be seen below, the teacher corrects the lack of an article before “second world war” directly, by adding it to the text.

Excerpt of direct feedback

Student’s version: “The book talks about Second World War.”

Teacher’s feedback: “The book talks about **the** Second World War.”

There was also indirect feedback, and it consisted of fifty – seven marks produced on papers. Indirect feedback includes underlining or marking words or sentences that required revision, without providing any correction, and also these markings can be in a sense of evaluation, for instance, adding an exclamation mark for a strong or impressive part of a text. On the excerpt below, there is an example of an indirect feedback which the teacher underlined a part of student’s sentence, and added an interrogation mark, but she did not clearly indicate what needed to be revised. This excerpt can also be considered as a marking feedback type, since it consists in comments in form of underlines, interrogation marks, etc.

Excerpt of indirect feedback

Student’s version: “This is one of the problems that most and mainly translators have.”

Teacher’s feedback: “This is one of the problems that most and mainly ? translators have.”

In all assignments, the teacher provided feedback through an unfocused perspective, which means that feedback was not focused only in one group of errors. Instead, the teacher gave feedback in different aspects such as form, content, etc. This means that the total amount of comments produced during the semester equals the total number of unfocused feedback that is seven hundred and thirty-six comments. This number consists in the total number of comments produced on students’ midterm and final paper assignments, and also the grading sheets delivered by the professor to evaluate students’ writing.

Besides feedback through comments on students’ papers, there is also another approach which the professor provided unfocused feedback. During the semester, the professor provided feedback through a grading sheet. This grading sheet presented below is part of the feedback given on the midterm paper assignment. The grading sheet comprised revisions of different aspects from the texts such as content, detail, organization/structure, language, mechanics, process, and overall.

This grading sheet showed that feedback was not focused in one specific feedback type, but it embraces a variety of aspects.

An example of a grading sheet model used by the teacher to give feedback through the semester can be seen as follows. The first part includes feedback in aspects as content, detail, organization/structure, language, mechanics, process and overall and these items were evaluated as strong, good, ok or week. After that, the professor used to make some general comments, three things the student should keep and three things to work on.

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
X				Language: wording, voice, tone, concision
X	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading.
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (Note: this is not a sum of the other categories)

Figure 1. Feedback grading sheet.

<p>Comments: The essay "Put your text in the oven" is a very good essay, which successfully achieves its main goal (a discussion about the writing practice in the context of the author's life). It is, in general, well organized, with a strong and clear line of discussion, and which also presents many good and solid examples to clarify its main points. The main issues that could be improved are the introduction and conclusion, and the reason for that is related to the connection between writing and "learning about yourself". This idea is presented in a subtle way – through mentioning that, if the author did not write, she would explode. But there is no development on that. Also, at the end of the text, this idea comes back, when the author mentions that the kitchen and the keyboard are places to know herself. So, the main suggestion for further revision would be connected to making this point between writing/cooking/getting to know oneself stronger. There are also a few issues in terms of punctuation, mainly connected to the use of commas. However, overall, the text is very well written and it was a pleasure to read!</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Good presentation of main line of discussion • Tone and voice • Overall essay organization <p>Two things to work on:</p> <ul style="list-style-type: none"> • Introduction and conclusion • Punctuation (run on sentences) <p>Grade: 9 Participation in writing workshop: (+)</p>
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Figure 2. Feedback grading sheet.

To sum up, the professor used direct and indirect strategies to provide feedback to students, and all comments produced on students' papers and through the grading sheet was provided in an unfocused approach.

4.2 Feedback types

Twenty – four written papers and twelve grading sheets were analyzed to categorize feedback types used during the course. The data obtained is from two major assignments, which the teacher commented in different aspects. The assignments included a first version and a final version –. Both versions received feedback from the teacher, although not all students have presented a first draft. Apart from the comments written in the margins of students' texts, the first assignment of the also brought a grading sheet in form of a table including some aspects of writing where the teacher commented and graded the students' essays.

After analyzing twenty-four final papers and twelve grading sheets, the amount of comments the teacher produced totalized seven hundred thirty-six comments on students' papers. These comments were categorized here into four main categories based on Ashwell (2000), Moritz (1999) and Lee (2008) i.e., form, content, marking and illegible comments.

Feedback types	Number of comments
1. Form	510 – 69,3%
2. Content	160 – 22%
3. Markings	57 – 8,7%
Total number of comments	727

Table 6. Total number of comments produced.

As can be seen in the table presented, most comments produced are on form, consisting in five hundred and ten (69,3%) focusing on grammar, mechanics, etc. Feedback on content added up to one hundred and sixty comments on the total number of comments produced (22%). There are also markings (8,7%) on the texts that refer to underlined words, interrogation marks, and other types of markings that could not be related to previous categories, and they added up to fifty-seven comments.

Here are some examples of each feedback type identified in the texts:

1. Feedback on form

Excerpt 1

Student's version: "... that was written by the Irish Samuel Beckett and he wrote ..."

Teacher's feedback: "... that was written by the Irish Samuel Beckett, and he wrote ..."

As can be seen in the example above, feedback on form can be for instance, comments related to punctuation. The teacher added a comma before the word "and" in order to provide feedback on punctuation.

2. Feedback on content

Excerpt 2

Student's version: "'Joe Paterno said, 'the will to win is important. But the will to prepare is vital.'"

Teacher's feedback: "'Joe Paterno said, 'the will to win is important. But the will to prepare is vital.'- **Who is he? Maybe you can tell that to the reader.**"

Feedback on content consists in analyzing everything that is related to the content of the text. On excerpt 2, there is an example of feedback on content. It can be noticed a comment asking for more clarity about the content of the text.

3. Markings

Excerpt 3

Student's version: "This practice is really important for the writer improve their skills."

Teacher’s feedback: “This practice is really important for the writer improve their skills.”

Here there is an example of markings on student’ texts. The teacher underlined a part of the sentence, but she did not provide any correction or evaluation of it. It is not clear whether the teacher was pointing out to form or content. Again, marking comments are also indirect comments, since the teacher only marks what needs to be revised but does not provide what needs to be fixed directly.

Following the analysis previously presented, the next three sub-sections bring about a detailed analysis on the categories of types of feedback presented above. The first one details feedback given on form and the second sub-sections describes the types of feedback on content.

4.2.1 Comments on form

Table 7 displays results concerning each comment produced on form in the assignments analyzed in this study and it is based on frameworks of Moritz (1999), Ashwell (2000) and Lee (2008). It shows the total number of comments on form, which consists of comments related to grammar and mechanics of the text.

Comments on Form		Number	Comments on Form		Number
1.	Punctuation	135 – 26%	9.	Spacing	9 – 2%
2.	Capitalization	20 – 4%	10.	Subject – verb agreement	20 – 4%
3.	Word order	11 – 2%	11.	Verb tense	42 – 8%
4.	Word choice	48 – 9%	12.	Preposition	82 – 16%
5.	Word addition	50 – 10%	13.	Article	20 – 4%

6. Word elimination	25 – 5%	14. Number	10 – 2%
7. Spelling	14 – 3%	15. Subject pronoun	2 – 0,4%
8. Sentence Structure	19 – 4%	16. Contraction	1 – 0,2%
		17. Word repetition	2 – 0,4%
Total number of comments on form	510		

Table 7. Types of comments on form. Results.

As can be seen in **table 7**, most comments on form were made on punctuation (26%), preposition (16%), word addition (10%) and word choice (9%). There were just a few comments on spacing (2%), contraction (0,2%), word repetition (5%) and subject pronoun (0,4%). The results of this analysis are comparable with Ashwell (2000) findings. A great amount of comments on Ashwell' study was also produced on word choice, word addition, punctuation and preposition.

Some examples of feedback on form produced by the teacher are displayed below:

1. Punctuation

Excerpt 1

Student's version: "The first time I was very impressed with the war scenes, the second time I read what attracted me my attention ..."

Teacher's feedback: "The first time, I was very impressed with the war scenes; the second time I read, what attracted me my attention ..."

2. Capitalization

Excerpt 2

Student's version: "I was feeling because it was scary. **at** that moment ..."

Teacher's feedback: I was feeling because it was scary. **At** that moment ..."

3. Word order

Excerpt 3

Student's version: "in the way that they made me be a **human** more compassionate ..."

Teacher's feedback: "in the way that they made me be a more compassionate **human** ..."

4. Word addition

Excerpt 4

Student's version: "Words are superheroes. They can save you coming from inside."

Teacher's feedback: "Words are superheroes. They can save you **when** coming from inside."

5. Word elimination

Excerpt 5

Student's version: "You have to think positively even if you do not have all **what** you want."

Teacher's feedback: "You have to think positively even if you do not have all ~~what~~ you want."

6. Spelling

Excerpt 6

Student's version: "I loved Sylvia Plath's **technic**, I ..."

Teacher's feedback: "I loved Sylvia Plath's **technique**, I ..."

7. Sentence structure

Excerpt 7

Student's version: "... black people fight for equality, a movement to have the same rights of a white people."

Teacher's feedback: "... black people to fight for equality, **and to participate in** a movement to have the same rights of a white people."

8. Spacing

Excerpt 8

Student's version: "I know that **KhaledHosseini** is ..."

Teacher's feedback: I know that **Khaled Hosseini** is ..."

9. Subject – verb agreement

Excerpt 9

Student's version: "... because of the affection that the writer **create** between something closer ..."

Teacher's feedback: "... because of the affection that the writer **creates** between something closer ..."

10. Verb tense

Excerpt 10

Student's version: "... gradually, she lost everyone she loves..."

Teacher's feedback: "... gradually, she ~~lost~~ **loses** everyone she loves..."

11. Preposition

Excerpt 11

Student's version: "... the law of attraction seemed **for** me ..."

Teacher's feedback: "... the law of attraction seemed ~~for~~ to me ..."

12. Article

Excerpt 12

Student's version: "An beautiful old Russian book ..."

Teacher's feedback: "~~An~~ a beautiful old Russian book ..."

13. Number

Excerpt 12

Student's version: "... even the violence that is made to **woman** by the ..."

Teacher's feedback: "... even the violence that is made to ~~woman~~ **women** by the ..."

14. Subject pronoun

Excerpt 13

Student's version: "I fell in love with the books because all my friends were reading."

Teacher's feedback: "I fell in love with the books because all my friends were reading **them**."

15. Contraction

Excerpt 14

Student's version: "... but when the words **aren't** enough ..."

Teacher's feedback: "... but when the words ~~aren't~~ - **Avoid contractions!** enough ..."

16. Word repetition

Excerpt 15

Student's version: “Already in high school, my writing was already...”

Teacher's feedback: “Already in high school, my writing was **already** - **Repetition**”

There are plenty of comments on form present on students' papers, and some of them are on mechanics aspects. In excerpt 1, there is an example of feedback on punctuation. The teacher replaced a comma to a semicolon, and added a comma where there was not any. In excerpt 2, the teacher corrects the use of capitalization, changing to capital letter after a dot. There is also comments related to spelling and spacing. In excerpt 6, the teacher commented on the spelling of the word “technique” which the student wrote “technic”. After, in excerpt 8, there is a problem of spacing which the teacher indicated the problem and corrected it.

Feedback related to words is current on students' papers. There are a few examples on excerpts 3,4,5 and 16. In excerpt 3, there is an example of word order; the teacher changed the order of the word “human”. In excerpt 4, the teacher added the word “when” on the sentence, and eliminated the word “what” on excerpt 5. There is also comments on word repetition, as can be seen in excerpt 16 which the teacher indicated and eliminated the word “already” from the sentence.

Feedback on grammar is also much present. There are comments on sentence structure as for instance on excerpt 7, the teacher elaborated the student's sentence in a different way. There are also comments related to verbs, as in excerpts 9 and 10. In excerpt 9, the teacher indicated a problem of subject – verb agreement, changing the conjugation from “create” to “creates” agreeing with the third person. In excerpt 10, there is also a comment on conjugation, but indicating the correct verb tense for that sentence, changing “lost” to “loses”.

There are also comments on preposition, article, number, subject pronoun and contraction. In excerpt 11, the teacher replaced the preposition “for” to “to”. The teacher also replaced the article “an” to “a” in excerpt 12. Another comment is about number, the teacher replaced “woman” to “women” in excerpt 13. In excerpt 14, there is an example of feedback on subject pronoun. The teacher added the subject pronoun “them” in the end of the sentence. The last one is comments on

contraction. Excerpt 15 displays an example of the use of contraction. The teacher eliminated the contraction “aren’t” and wrote, “avoid contractions!” on the student’s text.

4.2.3 Comments on content

Table 6 presents results concerning the comments produced on content. This table is based on Ashwell’s (2000) framework and it shows the total number of feedback produced on content related to organization of the text, clarity of ideas, connection of ideas, development of content, transition, repetition, support of ideas, and language voice and tone.

Comments on content	Number
1. Organization of the text	12 – 9%
2. Clarity of ideas	25 – 19%
3. Connection of ideas	15 – 12%
4. Development of ideas	18 – 14%
5. Transition	12 – 9%
6. Repetition	13 – 10%
7. Support of ideas	12 – 9%
8. Language voice and tone	24 – 18%
Total	160

Table 8. Types of comments on content. Results.

Most comments on content are related to clarity of ideas, language voice and tone, development of content and structure. According to the table, 19% of the comments of form was produced on clarity of ideas. Also, 14% were comments on development of ideas, 12% on connection of ideas and 9% on support of ideas. A good amount of the comments were on language voice and tone (18%), and there are

also comments on repetition (10%), transition (9%) and organization of the text (9%).

Examples of each comment on content are presented below:

1. Organization of the text

Excerpt 1

Teacher’s comment on student’s grading sheet: “The main issue that would need revision in the essay is in relation to the organization of paragraphs, which directly affects the overall essay structure and the presentation of a main line of discussion.”

2. Clarity of ideas

Excerpt 2

Student’s version: “... have one meaning, and in your second language that same word has a meaning complete different”

Teacher’s feedback: “... have one meaning, and in your second language that same word has a meaning complete different – Clarity, work a bit on your meaning here.”

3. Connection of ideas

Excerpt 3

Teacher’s comment on student’s grading sheet: “One of the aspects that needs revision in the essay is the connection of ideas inside paragraphs, creating smooth transitions between different elements presented in the text.”

4. Development of ideas

Excerpt 4

Student’s version: “After the moment when you ...”

Teacher’s feedback: “After the moment when you – You could develop it a bit more.”

5. Transition

Excerpt 5

Student's version: "Besides, writing in English ..."

Teacher's feedback: "Besides, writing in English— Think of a stronger transition."

6. Repetition

Excerpt 6

Teacher's comment on student's grading sheet: "There was a bit of repetition in the text in terms of ideas (the argument did not seem to progress)"

7. Support of ideas

Excerpt 7

Teacher's comment on student's grading sheet: "It is a well-written and fluid text, which has a strong line of discussion and offers clear and concrete evidence (examples) to support its main arguments."

8. Language voice and tone

Excerpt 8

Student's version: "... if it is about a polemic theme that claims ..."

Teacher's feedback: "... if it is about a polemic theme that claims— Too strong, maybe ask for."

In the first excerpt, there is an example of a comment on the organization of the text. The teacher comments by the end of the text that the student needs to organize better the ideas. After, there is an example of feedback on clarity of ideas. In excerpt 2, the teacher underlined a specific part of the text and indicated that it lacks clarity of meaning.

The teacher also commented on connection, support and development of ideas. In excerpt 3, there is an example of connection of ideas, which the teacher explained a lack of connection between the

topics in the text. In excerpt 7, there is a comment from the grading sheet evaluating the support of ideas on the student's text.

It can be seen comments on transition, repetition and language voice and tone. In excerpt 5, the teacher underlined "besides" and commented that there should be a stronger transition. In excerpt 6, it is displayed an example of comments on repetition which the teacher indicated repetition of ideas on the student's text. The last one is on language voice and tone. In excerpt 8, the word "claims" is underlined and the teacher suggested that it is too strong, and maybe "ask for" would be a better option.

After this previous analysis of feedback types used by the teacher when giving students feedback. The next section is on investigating students' perceptions of teacher's feedback. This section is divided in five subsections. They comprehend in students' background, students' preferences towards feedback, students' views on feedback effectiveness, students' feelings towards feedback, and students' perceptions of feedback.

4.3 Student's perception of teacher's feedback – questionnaire

This section addresses to the other four research question, set at the beginning of this study which are:

1. What kinds of feedback students prefer to receive. Which ones they consider not valid?
2. What kinds of feedback students believe help them to improve their texts?
3. What are students' feelings toward the feedback they received?
4. What are students' preferences regarding oral vs written feedback and clarity of comments?

The results come from the questionnaire applied to the students. The students answered 13 questions about the feedback received during the course "*Compreensão e produção escrita IV*".

The questionnaire aimed to find out students' background, students' preferences towards feedback, feedback effectiveness,

students' feelings towards feedback and students' perception related to written and oral comments.

The results are divided in sub-sessions of each question from the questionnaire and they are present below.

4.3.1 Students' background

To investigate students' background, the questionnaire presented three questions concerning their experience with the English language and the process of producing academic texts in English. The results can be seen below:

Q1. Por quanto tempo você tem estudado inglês?

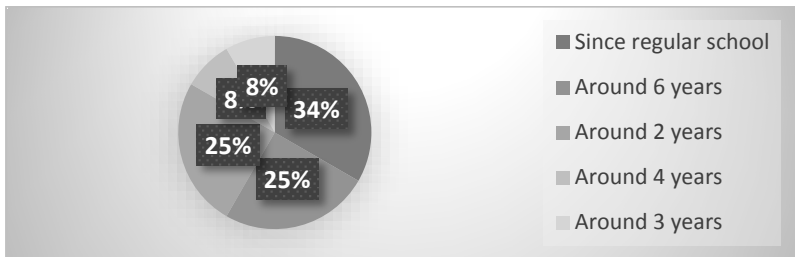


Figure 3: Responses to the question, “Por quanto tempo você tem estudado inglês?”.

According to students' answers related to how long they have been studying English, 34 % answered that they have been studying English since regular school. Some of them have studied English since middle school, others started in high school, and some did not specify in what school year they have started studying English. Some students have started studying English at the age of 6 years ago (25%) and some around 2 years ago (25%). The other participants answered that they have started studying English around 4 years ago (8%), for 4 years in college and for some months in a language school. 8% of the students started to study English around 3 years ago, 2 years in college and 1 year in a language school.

Excerpt 1

Student 1's answer: "Acredito que durante toda a minha vida eu tive algum contato com a língua, mas estudar propriamente, somente no ensino regular."

As the excerpt 1 shows, a great number of students have started studying English at school.

Q2. Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing etc.)

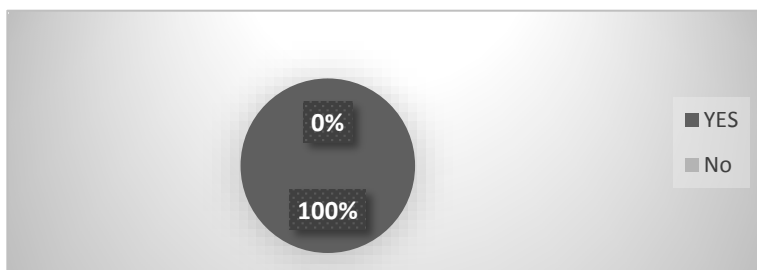


Figure 4: Responses to the question, "Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing etc.)".

All the participants answered yes in the first part of the second question from the questionnaire. Some students mentioned that they only produce texts in English in college, but mostly did not specify much about the text production. In the next graphic, it can be seen what strategies they use to plan their texts.

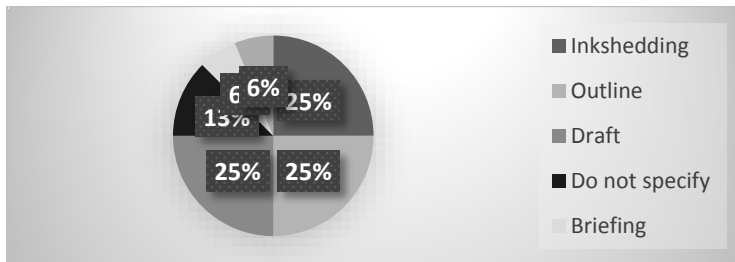


Figure 5: Responses to the question, “Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing etc.)”.

Most participants reported that they use inkshedding (25%), outlines (25%) and drafts (25%) to plan their texts. Some students did not specify what strategies they use for planning (13%), others have mentioned briefing (6%) and free writing (6%) as means to plan their writing. It seems that most of these strategies were introduced to students at college. Some examples of students’ answers are displayed as follows.

Excerpt 2

Student 2’s answer: “Sim, antes eu fazia outlines, mas agora prefiro fazer rascunhos e inksheddings.”

During the classes, the teacher encouraged the practice of outlines, inksheddings and drafts, and according to students’ answers, they enjoyed them.

Excerpt 3

Student 3’s answer: “Sim, apenas para as aulas mesmo. Sim, depois de algumas aulas eu aprendi a planejar melhor os textos.”

Some did not specify what strategies he/she normally uses to plan a text.

Excerpt 4

Student 4’s answer: “Sim, mas para a faculdade. Utilizo drafts e briefings para organizar minhas ideias e depois desenvolve-las.”

Briefings are also mentioned as a current planning practice.

Excerpt 5

Student 5's answer: "Antes de ter aulas com a professor Magali eu não fazia, ou apenas planejava na minha cabeça. Nesse semestre, eu fiz diversos free writing que me ajudaram bastante."

A participant mentioned free writing as a planning practice, which is interesting since it was not mentioned before.

Next questions introduced was:

Q3. Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

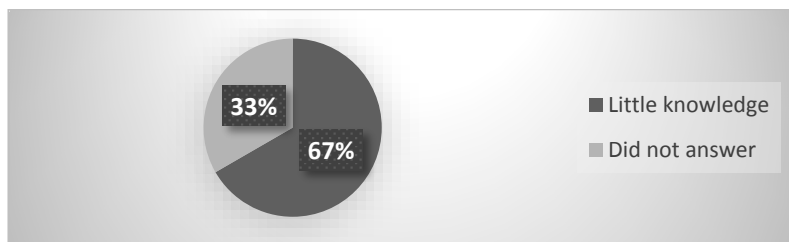


Figure 6: Responses to the question, "Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?".

Most students answered that they have little knowledge about academic writing (67%). Some of them mentioned the influence of the course to learn more about academic writing, and that they have learnt academic writing through readings books and other contents from the writing course. The other participants did not answer this first part of the question (33%), but they did answer about their experience in writing academic texts which is present in the next graphic.

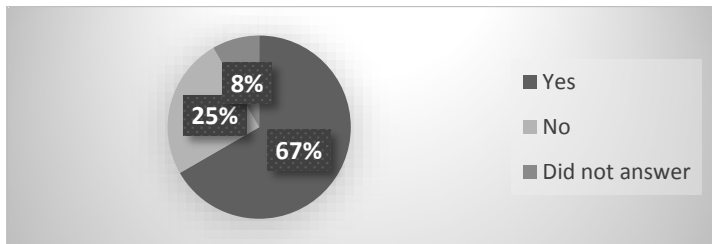


Figure 7: Responses to the question, “Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?”.

As can be seen above, most students have produced an academic text previously (67%). Some participants mentioned that most of the academic texts produced before were in Portuguese. There is also a mention to academic texts produced for literature and writing courses. There are some participants who have not produced an academic text before (25%), and some of them (8%) did not answer this part of the question. It is interesting to see that what the understanding about academic writing of these students is. They are in their fourth semester and they say they have never produced an academic text before. Examples are displayed below.

Excerpt 6

Student 6’s answer: “Nos dois primeiros semestres trabalhamos um pouco com escrita acadêmica, então tenho alguma noção, porem apenas no quarto semestre eu escrevi textos com uma linguagem um pouca mais acadêmica.”

This excerpt on academic writing is interesting since he/she started academic writing only during the fourth semester of the course.

Excerpt 7

Student 7’s answer: Não, eu nunca escrevi, mas já tive algumas aulas sobre o respectivo assunto.

There is a student who claimed that have never produced an academic text before. It seems that this student does not have clear what an academic text is.

4.3.2 Students' preferences towards feedback

A part of the questionnaire was focused on investigating the preferences of students towards feedback they receive. The questions sought to investigate what kind of comments students like to receive, what types they do not think is valid, if they have some preference for written or oral feedback and if there is a specific type of feedback they would like to receive. Below, there is each question presented through graphics explaining the results.

Q4. Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

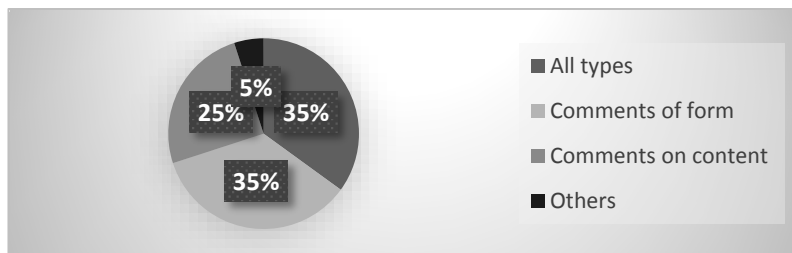


Figure 8: Responses to the question, “Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)”.

The majority of participants expressed preference for all types of comments (35%) and comments on form (35%). They have shown preference for comments on punctuation, vocabulary and grammar correction, some of them reported their difficulties with these aspects of writing a text, and this is a reason for the preference for these types of comments. Comments on content (25%) were also pointed out by students, they have shown a preference for comments focusing on structure, organization of ideas, cohesion and coherence, and writing style. There is also a small percentage (5%) requesting for other types of

feedback, such as correction based on a general framework of errors. Some examples of students answers are presented.

Excerpt 8

Student 8's answer: "Acredito que todo tipo de feedback é bem-vindo, uma vez que bem repassado."

It is also interesting to mention that most participants related this question with feedback efficiency. Many of them reported that any type of feedback is welcome because it helps to improve their writing.

Excerpt 9

Student 9's answer: "Gosto muito das dicas referentes a gramática e a pontuação do texto, pois é onde sinto que tenho mais dificuldade."

Comments on form are highly requested by the students, especially on punctuation.

Excerpt 10

Student 10's answer: "Críticas e elogios. Gosto quando o professor aponta meus erros de forma clara e objetiva e que me elogie nos pontos fortes do texto. Estrutura, vocabulário, organização das ideias, coesão e coerência."

Some students have mentioned a preference for comments on content as structure, organization of ideas etc.

Excerpt 11

Student 11's answer: Eu gostaria de receber uma correção com uma base geral dos erros, pois assim, eu melhoraria o meu desenvolvimento.

There are also participants who requested different feedback approaches. On the excerpt 11, the student requested some feedback with a general base of mistakes, however, the teacher uses a feedback grading sheet which is very similar to what the student requested.

Q5. E quais tipos de comentários você acha que não são validos?

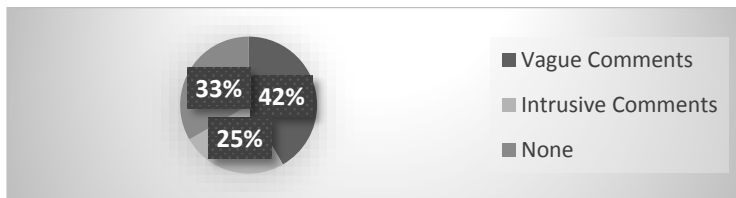


Figure 9: Responses to the question, “Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?”.

Vague comments (42%) are the less preferable type of feedback according to the students. They reported that comments such as “good” or “need improvement” are considered not helpful because it does not explain what needs to be changed, or it seems like an opinion. Another type of comment that is not welcome to students is intrusive comments (25%). The participants claimed that they do not like when the teacher somehow interferes with the student’s idea, or with the content of the text. Besides, some students (33%) demonstrated that all types of comments are valid. Examples are displayed as follows.

Excerpt 12

Participant’s answer: Comentários vagos que não expliquem o que está sendo corrigido.

According to this participant, vague comments which do not apply directly to what needs to be correct are not valid.

Excerpt 13

Participant’s answer: Acho que comentários que mudam a minha ideia, opinião naquele contexto não são validos.

Intrusive comments are not valid according to this participant.

Excerpt 14

Participant’s answer: Todos são validos.

This one affirmed that all comments are valid.

Q6. Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

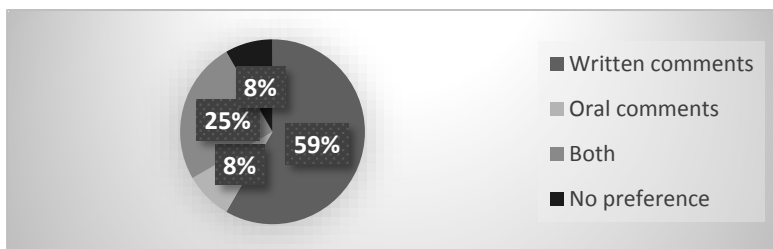


Figure 10: Responses to the question, “Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?”.

According to the results, most students preferred written comments (59%) and the reason for this answer is that written comments are easier to check and revisit them for the next papers, and, also, they mentioned that these comments are more comfortable to students. However, 25% of the answers showed a preference for both, written and oral comments, claiming that both are useful because written comments are easier for later checking, but oral feedback can be more explanatory. Only a small part (8%) prefers oral feedback, with no explanation for that preference, and 8% did not have a specific preference.

Excerpt 15

Participant’s answer: (Comentários) escritos para futuras consultas.

In excerpt 15, there is an example of a participant who preferred written comments for further analysis.

Excerpt 16

Participant’s answer: Gosto mais de comentários orais, mas quando esses são feitos de uma maneira positiva e construtiva.

This participant preferred oral comments instead of written comments. But these oral comments, according to her/him need to be performed in a positive and constructive way.

Excerpt 17

Participant's answer: Acho que cada um tem sua importância. O escrito porque posso voltar a ele, e o oral por ser mais explicativo e abrir possibilidades de conversar.

In excerpt 7, there is a preference for both types of comments.

Excerpt 18

Participant's answer: Não tenho preferência, mas comentários escritos são mais seguros porque não corro o risco de esquecer a sugestão.

This participant did not present a preference for a specific type of feedback, but, he/she also mentioned that written comments are easier to remember.

Question number 7 asked for useful comments not made by the current professor:

Q7. Há algum tipo de comentário que você acha útil e que seu professor (a) não faz? Justifique.

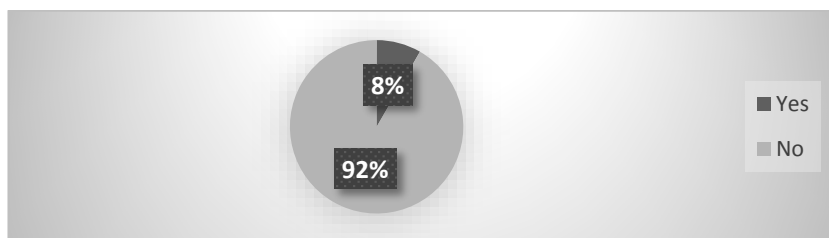


Figure 11: Responses to the question, “Há algum tipo de comentário que você acha útil e que seu professor (a) não faz? Justifique.”.

Almost all participants did not present any other useful comment that the teacher did not provide (92%). Only 8% requested for a type of comment, which is related to grammar correction as can be seen as follows.

Excerpt 19

Participant's answer: Não, estou satisfeito com esses comentários.

In excerpt 19, the participant presented satisfied about the teacher's comments.

Excerpt 20

Participant's answer: Gostaria de mais correções gramaticais.

In this excerpt, the participant preferred more correction on grammatical points.

4.3.3 Student's view on feedback effectiveness

The questionnaire also aimed to investigate the students' view on feedback effectiveness. Two questions were developed to understand what the impact of the feedback on students is and if students take feedback into consideration when writing other texts. The second question aimed at finding out what feedback types students believe are more helpful to improve their writing.

Q8. Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

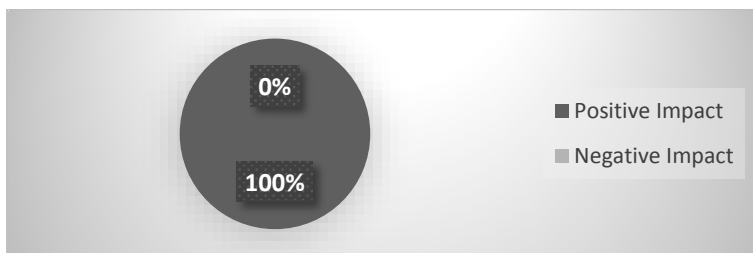


Figure 12: Responses to the question, “Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.”.

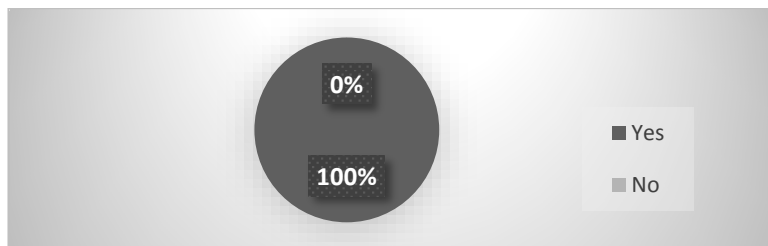


Figure 13: Responses to the question, “Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.”.

All students answered yes (100%) about taking into consideration the feedback they have received. Considering the impact of feedback they have received, all participants reported that comments provided by the teacher are helpful to learn more about writing, and they are effective to improve their texts.

Excerpt 21

Participant’s answer: Todos os comentários que recebi me ajudaram em outros textos pois consegui observar melhor onde estavam os meus erros.

In excerpt 21, the participant had a positive impact related to the comments he/she had received, and he/she took the comments in to consideration when producing further texts.

Q9. Quais tipos de comentários o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

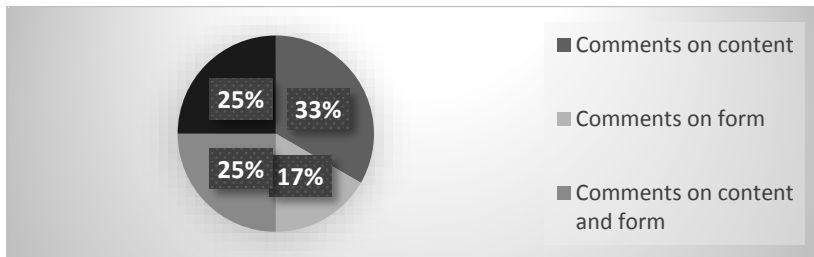


Figure 14: Responses to the question, “Quais tipos de comentários o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.”.

Most participants believe that comments on content are better to improve their written texts (33%). Students mentioned comments on organization, connection of ideas, clarity of ideas and development of ideas. Only 17% of the students mentioned that comments on form help to improve writing as grammar correction, sentence structure and punctuation. Some students mentioned comments on form and content help them to improve their texts (25%), and some did not specify it (25%).

Excerpt 22

Participant’s answer: Organização do texto, como conectar melhor as ideias e ser mais clara.

In excerpt 22, this participant believes that comments on content are better to improve his/her writing.

Excerpt 23

Participant’s answer: Gosto de comentários sobre gramática e pontuação pois são meus pontos fracos então consigo ver onde devo melhorar.

This participant believes that comments on form are better because it is considered his/her weakness.

Excerpt 24

Participant’s answer: Com relação a gramática, reposicionamento das sentenças, completude do texto, coesão e coerência, desenvolvimento de ideias.

In excerpt 24, it is showed that comments on form and content are better for the participant's improvement.

Excerpt 25

Participant's answer: Quando o professor sublinha ou circula meu erro no texto e diz pode ser de outro jeito e *tals*. Ou quando comenta como leitor e não como um professor o texto é muito bom e me ajuda a melhorar.

The participant's answer in this excerpt is very interesting since it mentioned the way which the professor applied the comments, but not the focus of the comments (form, content).

4.3.4 Students' feelings towards feedback

Another aspect investigated by the questionnaire is students' feelings towards feedback. One question was aimed to investigate how students feel about receiving feedback from the teacher.

Q10. Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

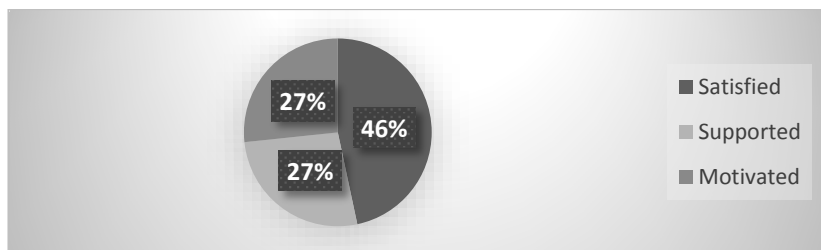


Figure 15: Responses to the question, “Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.”

Students felt positive towards teacher feedback. Most students mentioned they felt satisfied (46%) in relation to the comments they

received. They also mentioned they felt supported (27%) and motivated (27%) towards the feedback on their written texts.

Excerpt 26

Participant's answer: Me sinto satisfeito com toda certeza, eu aprendi bastante com todos eles.

In this excerpt, the participant answered that he/she felt satisfied with the comments provided by the professor.

Excerpt 27

Participant's answer: Depende dos comentários, mas na maioria das vezes eu me sinto auxiliado.

This participant felt supported when receiving feedback.

Excerpt 28

Participant's answer: Sempre me senti motivada depois dos feedbacks dados pela professora ---, é uma pena que nem todos os professores buscam ser como ela.

This participant felt motivation towards the professor's feedback.

4.3.5 Students' perceptions on oral vs written feedback and clarity of comments

The last topic investigated by the questionnaire is students' perception in relation to teacher's feedback. There were three questions focusing on what the perception of students is about oral comments, written comments, and if they could understand what the teacher commented on their texts.

Q11. Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

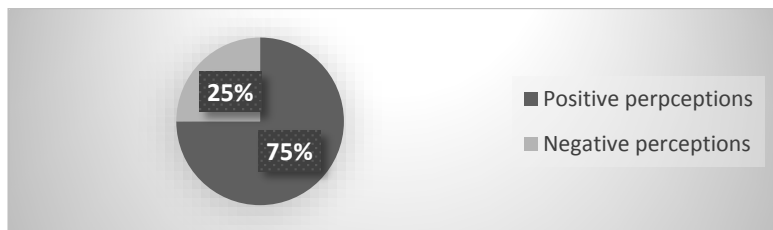


Figure 16: Responses to the question, “Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.”.

The majority of participants reported positive perceptions about oral feedback (75%). Students mentioned that the teacher seemed very clear, straight to the point, and motivated students when giving oral feedback. In addition, according to the answers, oral feedback can be very interesting to students for development of ideas instead of correction. However, some participants demonstrated negative perceptions related to oral feedback (25%). Some of them believe that oral comments are too general, consequently, they are not very helpful. Also, they reported oral feedback are unnecessary, and students could feel awkward depending on the comment type.

Excerpt 29

Participant’s answer: Positiva. Sugestão de quais temas devem ser aprofundados mais foram bem-vindos.

In excerpt 29, the participant had a positive perception on oral feedback.

Excerpt 30

Participant’s answer: Eu acho que são desnecessários, pois dependendo do comentário, o aluno pode ficar sem jeito, ou até mesmo sem reações futuras.

This participant had answered a negative perception on oral feedback, since it can be unnecessary, and somehow it can embarrass the student.

Q12. Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

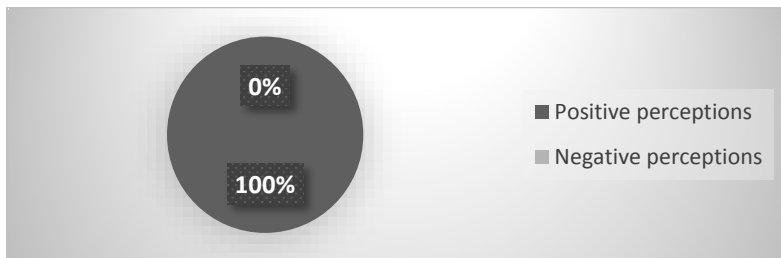


Figure 17: Responses to the question, “Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.”.

Unanimously, all students presented positive perceptions towards written feedback (100%). According to them, written comments are very helpful to clarify some aspects of writing, being helpful to improve their writing. The students also mentioned that written comments are easier to check afterwards and come of them prefer written comments instead of other types.

Excerpt 31

Participant’s answer: São mais diretos e me ajudam nos futuros textos pois não me esqueço do que o professor comentou. E um jeito muito bom de chamar atenção do aluno de modo delicado.

In excerpt 31, the student answered a positive perception on written feedback.

Q13. Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justifique.

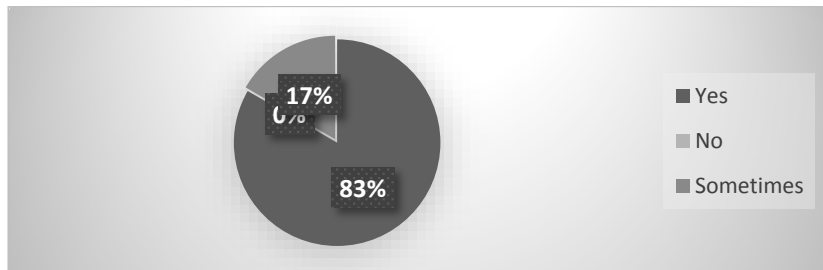


Figure 18: Responses to the question, “Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justifique.”.

Most participants considered the comments produced by the teacher clear and they can understand it (83%). They mentioned that the teacher was very clear when providing feedback, helping them to correct and improve their writing. Also, they reported about the feedback grading sheet the teacher used to give feedback, being very helpful to clarify the comments and to understand what the teacher was analyzing. However, sometimes students presented difficulty to understand the comments because of handwriting (17%), but according to them, this was not something frequent.

Excerpt 32

Participant’s answer: Sim, pois ela sempre especificava no que havíamos falhado.

This student considered the feedback clear and understandable since the professor pointed out what needed to be changed.

Excerpt 33

Participant’s answer: Sim, depende da letra do professor. Meu professor foi claro quanto aos comentários. Ele organizou uma tabela e foi muito fácil e prático entender o que ele queria.

In excerpt 20, the participant affirmed that he/she could understand feedback but it depends on the professor’s handwriting.

The questionnaire applied to the participants was crucial to understand students' perceptions to feedback received during *Compreensão e Produção Escrita IV* course. The results obtained present a series of important information related to students' background on English proficiency, writing planning and academic writing, students' –preferences when receiving feedback, what they think about feedback effectiveness, their feelings when receiving feedback and their perceptions to feedback approaches.

Concerning students' background, the questionnaires showed that 34% of the participants have studied English since regular school, and all students have already produced texts in English. Students reported different techniques to prepare their assignments in English such as ink shedding, outlines, drafts etc. This result is coherent with the methodology of the course as the professor requests drafts and ink sheddings as part of students' portfolio. Moreover, 67% of the participants considered having little knowledge in academic writing, 25% answered not having any knowledge in academic writing, which is odd considering that those students are in the fourth semester of *Letras – Inglês* course.

Results on students' preferences demonstrate that 35% of students preferred to receive all types of comments on their texts and 35% answered there is a preference for feedback on form. This result matches the data collected on what feedback types the professor provided in class. According to the data obtained from students' papers, the professor provided 670 comments on form and content, but when dividing this number, 510 comments were on form, and 160 comments on content. 25% of the participants prefer comments on content and 5% mentioned other types of comments.

Still related to students' preferences, the participants have showed that vague comments (42%) and intrusive comments (25%) are not welcome when receiving feedback. Results on how comments are provided, 59% prefer written comments, 8% oral comments and 25% would like to receive oral and written feedback. Additionally, 92% answered that satisfaction with the comments produced by the professor, but 8% requested for more comments on form.

On feedback effectiveness, all participants answered that feedback received caused a positive impact on their texts. Also, 35%

believe that comments on content help them to improve their texts, which contrasts with 35% of participants who answered that preferred to receive comments on form on a previous question. Otherwise 33% answered comments on form as helpful to improve their further papers, and 25% answered comments on both. Also, students' feelings towards feedback was also investigated through the questionnaire applied. 46% of participants felt satisfied, 27% supported and 27% mentioned they felt motivated when receiving professor's feedback on their papers.

Students' perceptions on feedback approaches was also a topic of some questions. Concerning oral comments, most students (75%) have a negative perception. Students claimed that it can be unnecessary or embarrassing. On the other hand, all participants had positive perceptions on written feedback. Most students also considered the professor's feedback clear enough (83%). Some (17%) mentioned that sometimes it is clear, as it depends on professor's handwriting.

After presenting de results and analysis of this research, next chapter presents de final remarks, along with limitations, pedagogical implications and suggestions for further research.

5. FINAL REMARKS

This chapter aims at presenting the general conclusions of this present study, whose the main objective was to investigate the perceptions of Brazilian EFL undergraduate students to teacher's feedback on their writing. To achieve it, twenty-four papers and twelve grading sheets were analyzed from twelve students from *Letras - Inglês* course enrolled in *Compreensão e Produção Escrita IV*. Texts were analyzed, and students answered a questionnaire with thirteen questions on their perceptions.

As previously mentioned, the specific objectives of this analysis are students feedback types preferences, what types they believe that help them to improve their texts, and their feelings when receiving feedback. In order to reach the general and the specific objectives, four research questions were raised to establish the basis of this study:

1. What kinds of feedback students prefer to receive. Which ones they consider not valid?
2. What kinds of feedback students believe help them to improve their texts?
3. What are students' feelings toward the feedback they received?
4. What are students' preferences regarding oral vs written feedback and clarity of comments?

The following text presents the conclusions achieved after the analysis of the data obtained from the papers, the grading sheets, and the questionnaires applied to the participants.

5.1 Answering the specific questions

A questionnaire with thirteen open questions was answered by students at the end of the semester. Questions investigated students' background, students' preferences towards feedback, feedback effectiveness, students' feelings towards feedback and students' perception related to written and oral comments.

Students showed a preference in receiving feedback of all types (35%) and feedback on form (35%), which makes sense according to the feedback types collected from students' papers. Most of the comments were produced on form (69,5%), pleasing students' preferences. Also, students presented that they are more prone to written feedback (59%) than oral feedback (8%). Vague comments (42%) and intrusive comments (25%) are considered not valid feedback. Vague comments can be interpreted also as markings, which are indirect comments that do not explicitly show what the teacher means, and they consist in 8,7% of all comments types produced during the semester. Fortunately, markings are a small part of the comments produced by the professor. Concluding, most students considered teacher's feedback clear enough (82%), answering the first and the fourth specific questions of the study.

In relation to the second specific question, 35% of the students answered they believed that comments on content help them to improve their further texts. Comments on content are 22% of all comments types provided on students' papers. When comes to students' feelings towards feedback, students demonstrated a positive impact when receiving feedback (100%). Students reported they felt satisfied (46%), supported (27%) and motivated (27%) when receiving feedback from the professor.

After answering the specific questions presented in this study, we are able to state that the results show the perception of a class of Brazilian EFL undergraduate students to teacher feedback in a writing class, the main objective of this research. Next sub-sections we present some limitations of the present work, suggestions for further research and pedagogical implications.

5.2 Limitations, pedagogical implications and suggestions for further research

As a mean to avoid linguistic competence to interfere the results of this study, this present research obtained data only from students of the fourth semester of the *Language Course*. However, the total number of participants, 12 students, was far from expected to answer the questionnaire, and obtain students' perceptions.

Another limitation involving the number of participants is number of papers. This present research obtained data from 24 papers

and 12 grading sheets to analyze feedback types. Yet, there were written productions such as drafts, inksheddings that could not be included in the corpus of this study, because not all students produced these papers and handed in to the professor. Besides, the data from this study cannot be applied to a broader spectrum, since it is focused on one specific context.

Although, the main theoretical contribution of the study is that investigate feedback in different contexts is important (Ferris, 2004; Young & Cameron, 2005; Bitchener et. al, 2005). Feedback practices in classroom sometimes cannot be effective, in this, it is important to investigate feedback since it can help teachers to improve their practices in classroom, clarifying what students perceive from feedback provided. Moreover, there is a lack of studies investigating feedback in Brazilian contexts. Brazilians context is different comparing to EFL/ESL writing courses investigated by other researchers (Lee, 2008; Ferris, 2006, Ghazel et. al, 2014). Therefore, it is interesting to investigate feedback issues in Brazil.

Further research on feedback is crucial to clarify students' perceptions and optimize feedback practices in classroom. It could explore in greater depth how the teacher and student factors influence feedback practices and how these two factors impact teachers' comments and students' ability to learn from it. Although it is important to categorize feedback types in form and content, so this information could clarify what specific comments students take into consideration on their further productions.

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APPENDICES

Appendix A – Questionnaire

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

4 – Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

5 – E quais tipos de comentários você acha que **não** são válidos?

6 – Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

7 – Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

8- Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

9- Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justique sua resposta.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

11 – Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

12 – Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

13 – Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Muito obrigada pela sua participação!

Appendix B – Termo de Consentimento

UNIVERSIDADE FEDERAL DE SANTA CATARINA

Centro de Comunicação e Expressão

Departamento de Língua e Literatura Estrangeiras

Programa de Pós-Graduação em Inglês: Estudos Linguísticos e Literários

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado (a) a participar de uma pesquisa sobre a percepção dos alunos de segunda Língua a respeito dos comentários feitos em seus textos intitulada *A percepção dos alunos de L2 sobre comentários escritos*. Este estudo está sob a responsabilidade da pesquisadora e orientadora Maria Ester Wollstein Moritz (Professora do Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina) e de sua pesquisadora assistente Karina Rodrigues Lacerda (aluna do Mestrado em Inglês: Estudos Linguísticos e Literários vinculado ao Programa de Pós-graduação em Inglês da Universidade Federal de Santa Catarina).

O objetivo deste estudo é investigar a percepção de alunos brasileiros do curso de Letras Inglês sobre os comentários feitos pelo professor em seus textos escritos em inglês em duas disciplinas de escrita em inglês. Apesar de haver estudos investigando sobre a percepção dos alunos em contextos diferentes (Ferris, 1995; Lee, 2008; Taylor, 2011), há uma falta de estudos em um contexto brasileiro. Pesquisar sobre comentários em trabalhos escritos pode ajudar a esclarecer sobre as percepções dos alunos brasileiros sobre os comentários que recebem em seus textos. Além disso, esta pesquisa na área de escrita em L2 pode esclarecer a importância de compreender a escrita como um processo orientado e contínuo.

Ao final da pesquisa, pretende-se melhor entender qual é a percepção dos alunos brasileiros em L2 sobre os comentários feitos pelo professor em seus textos, e tendo também como objetivo final, uma avaliação do professor sobre suas práticas de correção e sua eficácia.

Para a realização deste trabalho, você será solicitado a participar das seguintes tarefas:

(1) responder a um questionário escrito aplicado pela pesquisadora assistente.

(2) permitir a presença da pesquisadora assistente durante a aplicação do questionário.

(3) Caso necessário, responder a uma entrevista escrita com a pesquisadora assistente.

Os procedimentos serão realizados em sala de aula no horário de estudo; ou seja, você não precisará deslocar-se para outro local a fim de participar desta pesquisa.

Os riscos de participar dessa pesquisa são mínimos, e podem incluir desconforto, constrangimento ou alguma outra questão de ordem pessoal que você venha a sentir por participar das atividades dessa pesquisa de pequena escala. É importante esclarecer que você não será avaliado pelo seu desempenho individual nas atividades e que a sua participação na pesquisa será completamente anônima.

Os questionários e entrevistas respondidos serão utilizadas apenas para fins de coleta de dados. Além disso, nenhuma informação será divulgada por quaisquer outros meios e para quaisquer outros fins além da pesquisa em si. O acesso aos dados coletados será confiado somente à pesquisadora e orientadora deste trabalho. Os resultados da pesquisa poderão ser apresentados em encontros ou revistas científicas, entretanto, eles mostrarão apenas os resultados obtidos como um todo, sem revelar seu nome ou qualquer informação relacionada à sua privacidade.

A legislação brasileira não permite que você tenha qualquer compensação financeira pela sua participação em pesquisa. Porém, você terá os seguintes direitos assegurados: a garantia de esclarecimento e resposta a qualquer pergunta; a liberdade de abandonar a pesquisa a qualquer momento sem prejuízo para si; a garantia de que, em caso haja algum dano a sua pessoa, os prejuízos serão assumidos pelos pesquisadores, isto é, você terá direito à indenização nas formas da lei.

Em caso de gastos adicionais, os mesmos serão ressarcidos pelos pesquisadores.

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

Após a coleta de dados, a pesquisadora assistente escreverá um relatório de pesquisa que constitui a avaliação final do Programa de Mestrado em Inglês. Depois da defesa perante a banca de avaliação, a pesquisadora assistente enviará via e-mail a versão final da dissertação para todos os participantes, como forma de retorno sobre a pesquisa.

A sua participação nesta pesquisa é de grande valor. Através dela buscaremos entender a visão dos alunos brasileiros de L2 de um específico contexto sobre os comentários feitos pelo professor nos textos e assim, permitir uma avaliação de práticas utilizadas pelo professor na correção desses textos. Entretanto, a decisão de participar desse estudo é somente sua!

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Maria Ester Wollstein Moritz (nicamoritz@yahoo.com) ou Karina Rodrigues Lacerda (karina.r.l@hotmail.com – (48) 9927-5671) na Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão (CCE), Bloco B, sala 107.

Você pode também entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos (CEPSH) da Universidade Federal de Santa Catarina pelo telefone (48) 3721-6094 ou nas instalações localizadas no Prédio Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis.

Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa.

Muito obrigada!

Consentimento Livre e Esclarecido

Eu,

RG _____ li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, ____/____/____.

Assinatura do Participante

Appendix C – Questionnaire: Participants' answers

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

EU ESTUDO A LÍNGUA INGLÊS DESDE O ENSINO MÉDIO

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

SIM, EU SEMPRE FAÇO UMA OUTLINE ANTES, VOIS COM ESSE ESPAÇO, EU CONSIGO FORMULAR IDEIAS E MELHORAR A ESTRUTURA.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

NÃO, EU NUNCA ESCREVI, MAS JÁ TIVE ALGUMAS AULAS SOBRE O RESPECTIVO ASSUNTO.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

EU GOSTARIA DE RECEBER UMA CORREÇÃO COM UMA DICA GERAL DOS ERROS, VOIS ASSIM, EU MELHORARIA O MEU DESEMPENHO.

5- E quais tipos de comentários você acha que **não** são válidos?

TODAS AS CORREÇÕES SÃO BEM VINDAS AO MEU VER.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

NUNCA TIVE PROBLEMA COM ISSO, POIS EU
 NUNCA ENCONTREI BOM PROFESSOR -
 RES.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

EU ACHO QUE SÃO DESNECESSÁRIOS, POIS
 DEPENDENDO DO COMENTÁRIO, O ALUNO PODE
 FICAR SEM JEITO, OU ATÉ MESMO SEM REA-
 ÇÕES FUTURAS.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

SÃO NECESSÁRIOS, POIS ELAS TE AJUDAM
 A CRESCER ACADÊMICAMENTE.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

DEPENDE DOS COMENTÁRIOS, MAS NA MAIORIA
 DAS VEZES EU ME SINTO AUXILIADO.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

ESCRITOS, POIS AS ANOTAÇÕES PODEM SER
 PENSADAS COM MAIS TEMPO, SEM A
 PRESSÃO DE TER QUE LEMBRAR ALGO
 RELEVANTE.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

SIM, EU PROCURO PENSAR EM ALGO MELHOR,
 ALGO QUE ME ESTIMULE A CRESCER.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

SOBRE ESTRUTURA DO TEXTO, REVER
 PARÁGRAFOS E REFORÇAR AS IDEIAS.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

EU ACHO QUE TODOS OS COMENTÁRIOS SÃO BEM
ESTRUTURADOS, DIFÍCIL VERBA EM OUTRO QUE
NÃO SEJA.

Muito obrigada pela sua participação!

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita VI. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

Três anos na universidade e anteriormente 8
três anos de cultura inglesa

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim. Sim.

3 - Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Conhecimento enquanto leitor. Não.

4 - Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Todos os citados. Pontuação particularmente mais
pois comete erros ao pontuar mesmo no LI.

5 - E quais tipos de comentários você acha que não são válidos?

Nenhum.

6 - Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Sem com o respeito técnico e exemplos oferecidos a compreensão e fidelidade.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.
 Positivo. Sugestão de quais temas ~~de~~ devem ser aprofundados mais foram bem vindas.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.
 Positiva foram bem detalhados.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justique sua resposta.
 Satisfeita motivada. O diálogo foi proveitoso e trabalhado de forma descontruída.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?
 Escritos p/ futuras consultas.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.
 Embora seja do nos comentários pude melhorar meus textos esmiuçando melhor os pontos que a prof. Magali sugere.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.
 Item 11.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não

Muito obrigada pela sua participação!

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção de alunos (as) acerca do professor (a), e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, basta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

2 anos completos

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Antes de ter aulas com o professor Marcelo eu não fazia os planos, planejara na minha cabeça. Mas agora eu fiz algumas fluxos estruturais que me ajudam bastante.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Desde o 5º semestre eu participo de um projeto acadêmico onde escrevo a escrita acadêmica. Conheço que escrita não tem que ser muito totalmente acadêmica, mas sim que ela

4 - Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Tudo. Cada comentário recebido do professor é importante e ajuda muito a saber onde eu vou certo agora ou não que vou precisar melhorar.

5- E quais tipos de comentários você acha que não são válidos?

Quando o professor não te dá muitas alternativas durante os textos e sempre o corrigido do texto de maneira muito seca e sem ajudar de nada. E o aluno não tem necessidade por ele ser corrigido.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justifique sua resposta.

compreço que os textos tinham problemas para entender a letra, mas quando lido, as comentários não me dão ideias muito boas.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

O professor sempre lê em voz alta, mas não me dá ideias que não sejam apenas de melhorar. Ele sempre fez isso de modo a deixar claro que ele não estava tentando me ajudar no caso do texto.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Elas foram muitas melhorias e eu me tranquei logo quando eu não sabia mais o que escrever, eu me fiz para entender porque eu tinha que sentir ou resumir tal coisa.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

me sinto satisfeito com toda certeza, agora eu aprendi bastante com todos eles.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

escritos, porque normalmente eu tenho vergonha de falar com o professor.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Sim, sempre. É claro que eu tento receber aqueles que servem para mim ou não, mas tento ler e em caso de dúvida sempre que eu posso.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

comentários como: esta parte está muito boa ou esta parte tem um forte argumento. Esses comentários te incentivam a escrever melhor.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não, os comentários do mesmo professor não sempre úteis.

Muito obrigada pela sua participação!

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, basta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

Eu tenho estudado inglês desde a quarta série até a terceira média, dez anos de curso presencial em uma escola de idiomas.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, faço um brief de ideias.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Sei escrever dois artigos por semestre em inglês em outras disciplinas de outras universidades, artigos em português, etc.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Gosto de receber a máxima de comentários possíveis para poder melhorar em meus textos no próximo vez.

5- E quais tipos de comentários você acha que não são válidos?

Acho que comentários que mudam a minha ideia, opinião naquele contexto não são válidos.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justifique sua resposta.

Bom, eu vi-se um pouco de dificuldade em relação a caligrafia da professora, mas se comi-tava-se um si, usam muito pluma.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

Acho que quando são comentários construtivos e que servem para a turma melhorar eles podem contribuir, porém se for algo pessoal, acho melhor que seja escrito mesmo.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Eu particularmente prefiro comentários escritos, pois além de eu algo que me dá um a possibilidade de aluno, do mesmo modo constrói-se na hora da escrita (um questionário de um aluno e que deve melhorar)

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Em relação a professora Magali eu me sinto muito satisfeito.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Eu prefiro os escritos, pois são mais confortáveis para os alunos.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Sim, eu tento levar em consideração de-
dos as dicas para melhorar os meus textos
em todos os outros disciplinas.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Os comentários em relação a gramática, orto-
grafia, pontuação e etc. Pois dá uma maneira
prática mais valiosa antes de fazer quan-
do usualmente escrevemos os textos.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não.

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

Acredito que durante toda a minha vida eu tive algum contato com a língua, mas estudar, prepara-me somente no ensino superior.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Tento escrever desde os 15 anos, fui uma das primeiras que utilizei para aprender a língua. Meus planejamentos são sempre mais detalhados.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

De início a escrita acadêmica há mais ou menos 2 anos, mas não, me considero boa na matéria, sei que há muito para melhorar.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Acredito que todo tipo de feedback é bem vindo, uma vez que bem superado.

5- E quais tipos de comentários você acha que não são válidos?

Uma crítica sem indicações de que pode ser melhorada.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Sim, a professora foi sempre muito clara e justa nos feedbacks que ela passou, sempre obtendo melhorias.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.
 Tanto faz uma fala clara, seja direta e não desmotivadora e humilha.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.
 Nos comentários escritos notei ainda mais objetividade, e que me ajudou a trabalhar muitas questões a melhorar meus textos.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.
 Me sinto auxiliada e motivada, com os comentários recebidos sinto que sempre pude voltar e melhorar meus trabalhos.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?
 Gosto da ideia de receber os dois juntos, para que eu possa tirar muitas dúvidas no momento e os recursos também podem voltar a dar os comentários no futuro.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.
 Tanto, nunca sempre é possível, mas procuro sempre tentar aplicar em comentários e não cometer os mesmos erros.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.
 Desapropriação do texto, como conectar melhor algumas ideias e ser mais clara.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.
 Gostaria de mais correção gramatical.

Muito obrigada pela sua participação!

QUESTIONÁRIO

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1 - Por quanto tempo você tem estudado inglês?

Tenho estudado inglês desde 2011.2, quando comecei no curso de Secretariado Executivo Bilingue na UFSC.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, quando preciso fazer para as aulas. Normalmente faço um texto base com os dados principais e vou desenvolvendo um pouco de cada, aprofundando.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Conheço um pouco sobre o conteúdo de algumas partes de texto formal, ABNT. Já escrevi mas para coisas mais normais e sempre pererei.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Gosto de todo tipo de comentário e correção porque sei que tudo que vier para acrescentar me ajuda a melhorar e me dar novas ideias.

5- E quais tipos de comentários você acha que não são válidos?

Comentários tipo "sim", "legal" e mais nada, pois não me ajuda e não é nada construtivo, fica mais como só como opinião.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Sim, sempre. Os comentários e comentários são sempre muito claros e pertinentes.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

É um pouco mais informal, mas acho ok. É questão de variar. Como acho natural ler um questionário na faculdade, um pouco difícil, talvez acho muito interessantes.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Acho muito válidos para melhorar a sua performance, tanto a nível de escrita quanto a nível de conteúdo.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Muito satisfeito. O professor sempre é muito claro, educado, sério, aberto a questionamentos e é muito gentil com os comentários. Isso para mim é muito bom, porque eu acho que isso ajuda a melhorar a minha escrita e a minha compreensão.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Acho que cada um tem sua importância. O escrito porque tenho a ele, e oral porque é mais rápido e direto. Mas acho que os dois são importantes para melhorar a minha escrita.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

São extremamente importantes para mim e para outros alunos. Isso ajuda a melhorar a minha escrita e a minha compreensão.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Aqueles que dão sugestões e novas ideias para melhorar a minha escrita e a minha compreensão. Isso ajuda a melhorar a minha escrita e a minha compreensão.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não consigo pensar em um comentário que não seja útil.

Muito obrigada pela sua participação!

QUESTIONÁRIO

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1 - Por quanto tempo você tem estudado inglês?

Tecnicamente desde o ensino fundamental, mas apenas na faculdade que o estudo ficou em importância.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, apenas para as aulas mesmo. Sim, depois de algumas aulas eu aprendi a planejar melhor os textos.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

~~Sim, já escrevi um texto acadêmico antes.~~ Sim, aquilo que é mencionado no curso, antes disso.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Tudo, tudo aquilo que vier como correção no texto é bom vindo, ajuda a melhorar muito mais o texto e aprender sobre aquilo também.

5- E quais tipos de comentários você acha que não são válidos?

|| Todos não válidos

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Sim, algumas vezes é explicado o comentário.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

Bom, pois ideias para melhorar já podem surgir.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Ótimo, podemos analisá-los muitas vezes dentro do curso, que fica melhor parte no texto.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Não sempre satisfeito, pois eu sei que algumas coisas que foram bem chatas, então sei que vi o algum comentário.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Escritos, pois posso analisar inúmeras vezes além de estar se referindo a pequenos pontos do texto.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Sim, todo comentário é importante para poder melhorar cada vez mais em qualquer tipo de escrita.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

De que mostra que sua ideia é boa mas falta alguma coisa para ficar ótima. Pois assim eu mantenho feliz com a ideia, até quando começa tudo de novo.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Sinceramente não sei, porque o professor é muito bom nisso, atividade que eu então todos os comentários são eternos, tudo que vem de mim para você. Não consigo pensar em um comentário não dado que fez falta, pois todos que foram dados foram ótimos.

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QUESTIONÁRIO

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1 - Por quanto tempo você tem estudado inglês?

Estudei inglês durante 1 ano em um curso particular e na faculdade estudei inglês por 2 anos. Não gosto muito o período que estive no ensino fundamental e médio porque estudei em escolas públicas, na minha escola o professor de inglês falava mais inglês do que os alunos.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, ^{Quanto} a questão de planejar ou não depende da demanda feita pelo professor. Nas aulas da professora Níquel a gente escreve trabalhos em inglês e que acaba na minha mão na maioria das vezes, então quando escrevo eu tento pensar mais sobre o assunto.

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Acredito que o meu conhecimento sobre escrita acadêmica ainda é pouco, mas aprendi que devo evitar o uso de algumas palavras que usamos muito em nossos diálogos, pois a escrita acadêmica é muito formal.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Gosto muito das dicas referentes a gramática e a pontuação do texto, pois é onde sinto que tenho mais dificuldade.

5- E quais tipos de comentários você acha que não são válidos?

Acho que todos os dicas são válidas. O professor não deve encorajar a melhor memória de ter um comentário em uma crítica construtiva e não depreciativa. Se todos os professores dessem seu ponto de vista como o professor Níquel.

6- Você considera os comentários do professor (a) claros? Você conseguiu compreender o que o professor (a) comentou? Justique sua resposta.

acredito que muitos alunos sentiram-se mais valorizados.

~~Sempre, pois ela sempre escreve para~~
~~me que não tenho falado.~~

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

Achei que durante as aulas os comentários
 mais feitos por ela eram muito positivos, pois
 ela sempre demonstra-se alegre com a participação
 dos alunos.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Achei que foram excelentes.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Sempre me sinto motivada depois dos feedbacks
 dados pela professora Inagali, é uma pena que
 não todos os professores tenham a mesma atitude.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Eu prefiro mais os comentários orais, mas quando
 estes são feitos de uma maneira positiva
 e construtiva.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Sim, sempre levo em consideração. Os comentários
 são importantes para que possamos melhorar a
 nossa escrita a partir de nós mesmos, sempre
 considero as observações.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Os comentários referentes a gramática com
 uma explicação sobre as regras.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

No momento não lembro, mas acredito que
 não pois me senti bem satisfeita e motivada
 com os comentários que recebi da professora
 Inagali.

Muito obrigada pela sua participação!

QUESTIONÁRIO

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1 - Por quanto tempo você tem estudado inglês?

Com termo de seis anos

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Depende do tipo de texto que eu preciso escrever. Para trials? com uma característica mais nichada (como contratos e concessões) eu utilizo o outline. Também preciso estar falando em "intubedding" como ferramenta para desenvolver muitos ideias

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Com português eu já escrevi muito um trabalho acadêmico em inglês tem poucos oportunidades, mas já escrevi também.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Eu acho muito válido receber qualquer tipo de comentário sobre meus textos. Correção gramatical e dicas para eu lidar a estrutura textual adequada nos alguns exemplos

5- E quais tipos de comentários você acha que não são válidos?

Alguns comentários que tenham o tom de crítica a todo, sem nunca ou mesmo sugerir opções para me melhorar.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justifique sua resposta.

Sim, são claros. A professora também sempre se oferece para resolver qualquer dúvida referente ao comentário / sugestão dela.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

Interpretamos estes comentários como intervenções para dar posições sustentadas de como melhorar nosso texto, mas no sentido de fornecer ideias de que surgiu algo

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Os comentários escritos geralmente me ajudam a visualizar meu texto e que estou fazendo que pode ser melhorado

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Motivada auxiliada. A professora sempre faz comentários pertinentes sobre os textos. Sendo preciso, trazem a atenção focal nos que a gente melhorou muito

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Das tenho preferência. Mas os comentários escritos são mais seguros porque não causa o risco de esquecer a sugestão.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Os comentários que recebe são usados para todos os outros textos, principalmente quando geramos ideias que tendo não repetiu depois.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Com atenção a gramática, repositivamente das sentenças, completude do texto, coesão, coerência, desenvolvimento de ideias

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não

Muito obrigada pela sua participação!

QUESTIONÁRIO

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1 - Por quanto tempo você tem estudado inglês?

Por 4 anos na faculdade e alguns cursos de alguns meses ~~para~~ em escolas de inglês.

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, mas para a faculdade. Utilizo briefs ~~and~~ e briefing ~~to~~ para organizar minhas ideias e depois desenvolvê-las.

3 - Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Conhecimento básico que estou aprofundando na curso de escrita II. Escrevo essays para as matérias de literatura e escrita.

4 - Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Criticas e elogios. Gosto quando o professor aponta meus erros de forma clara e objetiva e que me ~~potencia~~ elogia nos pontos fortes do texto. Estrutura, vocabulário, organização das ideias, coesão e coerência.

5 - E quais tipos de comentários você acha que não são válidos?

Quando fala para se esforçar mais, ou que foi bom mas pode melhorar e não diz o que tem que melhorar ou fazer.

6 - Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Sim, depende da letra do professor. Meu professor foi claro quanto aos comentários e os organizou em uma tabela e foi muito fácil e prático entender o que ele queria.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

É um gesto, nenhum professor me intimidou ou falou de modo grosseiro. O contato com ele ajuda a não ter medo e na hora de fazer os textos não me fica tão nervoso p/ saber a nota depois de conversar.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

São mais diretos e me ajudam nos futuros textos pois não me esqueço de que o professor comentou. É um gesto muito bom de chamar a atenção do aluno de modo delicado.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Satisfeito as vezes frustrado, mas sempre com um olhar positivo pois sei que o comentário bem e ruim foi feito p/ que eu melhore na minha escrita.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Os dois. Oralmente pois é bom ouvir do professor suas ideias sobre seu texto e de forma escrita pois p/ mim é útil p/ futuros textos como um guia p/ não errar de novo.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

São afetivos, funcionam. Sim, eu os uso como dicas e é um passo a passo mostrando especificamente como devo prosseguir.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Quando o professor sublinha ou circula meu erro no texto e diz pode ser de outro jeito e tal, ou quando comenta como leitor e não como um professor o texto é muito bom e me ajuda a melhorar.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não adoro o método de topicar o que ele vai analisar e marcar o que "acertei" e "errei" durante o texto.

Muito obrigada pela sua participação!

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

2 anos completos

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, antes eu fazia outlines mas agora prefiro fazer vocabulário e introduções

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

Nas duas primeiras semestres trabalhei com uma pesquisa com escrita acadêmica, então tenho alguma noção, porém apenas no 4º semestre eu escrevi textos com uma linguagem um pouco mais acadêmica.

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

Eu tenho alguns problemas com pontuação e gramática, então gosto de receber essas correções e dicas para melhorar, tanto a formatação quanto o conteúdo.

5- E quais tipos de comentários você acha que não são válidos?

Comentários vagos que não explicam o que está sendo corrigido.

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

Gosto de comentários que recebi em meus textos pois os comentários foram claros e me ajudaram a melhorar o meu texto escrito.

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

Não gosto muito de comentários feitos oralmente, mas se depender do tipo de comentário. Se ele realmente tiver uma explicação a mais por algum outro tipo de problema.

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Prefiro comentários escritos, principalmente os que estão no texto eles ajudam a ver onde está o problema e o que está bom.

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

Eu me sinto satisfeito e motivado pois os comentários me ajudaram a melhorar os meus textos.

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

Eu prefiro os comentários escritos principalmente os que estão nos textos pois ajudam a ver melhor o que está bom e o que precisa ser trabalhado mais.

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Todos os comentários que recebi me ajudaram em outros textos pois consegui observar melhor onde estavam os meus erros.

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Gosto dos comentários sobre a gramática e a pontuação pois são as mais importantes coisas entre outras coisas onde devo melhorar.

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

Não, estou satisfeito com esses comentários.

Muito obrigada pela sua participação!

QUESTIONÁRIO

O presente questionário é parte integrante de uma pesquisa. Os dados obtidos deverão ser divulgados em publicações e reuniões científicas. O sigilo de sua identidade será assegurado. Sua participação neste trabalho, respondendo as questões a seguir, é voluntária e importantíssima para a compreensão da percepção do aluno (a) acerca do professor (a) e dos comentários fornecidos por ele (a) como feedback em trabalhos escritos durante a disciplina de Compreensão e Produção Escrita IV. Não há resposta correta ou errada, sinta-se à vontade em dividir a sua percepção. Obrigada.

1 - Por quanto tempo você tem estudado inglês?

Desde criança

2 - Você produz textos em inglês? Se sim, você faz previamente algum planejamento do texto? (Outlines, briefing, etc.)

Sim, algumas vezes faço outlines, na maioria das vezes faço um draft e depois organizo o texto antes de escrevê-lo

3- Qual é o seu conhecimento sobre escrita acadêmica? Já escreveu algum texto acadêmico antes?

tenho pouco conhecimento sobre escrita acadêmica, algumas vezes tenho produções para outras disciplinas porém não escrevi em português

4- Quando você é corrigido em um trabalho acadêmico escrito em inglês, quais tipos de comentários você gosta de receber? (Correção de erros gramaticais, dicas para melhorar o texto, correção da organização do texto, pontuação, etc.)

correção de erros gramaticais, pontuação, etc.

5- E quais tipos de comentários você acha que não são válidos?

nao gosto de alguns comentários que tentam mudar meu texto com o intuito de mudar o texto sem me explicar a razão de uma dica para mudar algo que eu gostei não é legal

6- Você considera os comentários do professor (a) claros? Você consegue compreender o que o professor (a) comentou? Justique sua resposta.

com, acho que não tem uma maneira correta e
permanente

7 - Qual é a sua percepção a respeito de comentários feitos oralmente? Comente sua resposta.

normalmente nos comentários orais não acho muito agradável
e pouco específicos, acho que não ajudam muito

8 - Qual é a sua percepção a respeito de comentários escritos? Comente sua resposta.

Muitas vezes são detalhadas, auxiliam na melhora do
texto, quando se tratam de gramática e estrutura

9 - Como você se sente a partir dos comentários do professor (a)? (Satisfeito, insatisfeito, frustrado, humilhado, motivado, auxiliado, etc.) Justifique sua resposta.

auxiliado, muitas vezes são coisas que eu não consigo
ver sozinho

10 - Você prefere receber comentários orais ou escritos? E qual seria a razão da sua preferência?

escritos, são mais específicos e fazem eu lembrar na
hora de escrever

11 - Qual o impacto dos comentários que você recebe? Você os leva em consideração em sua escrita de outros textos? Justifique.

Quando são comentários são como se fosse um
exemplar de um trabalho que podem nos dar "modelos" de
como fazer

12 - Quais tipos de comentários que o professor (a) faz que você acredita que ajudam a melhorar o seu texto? Justifique.

Organização textual, tanto na geral, como dentro
das parágrafos/sentenças, por isso acho que me
ajudam

13 - Há algum tipo de comentário que você acha útil e que seu professor não faz? Justifique.

não, acho suficiente

Muito obrigada pela sua participação!

Appendix D – Termos de consentimento assinados

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

Após a coleta de dados, a pesquisadora assistente escreverá um relatório de pesquisa que constitui a avaliação final do Programa de Mestrado em Inglês. Depois da defesa perante a banca de avaliação, a pesquisadora assistente enviará via e-mail a versão final da dissertação para todos os participantes, como forma de retorno sobre a pesquisa.

A sua participação nesta pesquisa é de grande valor. Através dela buscaremos entender a visão dos alunos brasileiros de L2 de um específico contexto sobre os comentários feitos pelo professor nos textos e assim, permitir uma avaliação de práticas utilizadas pelo professor na correção desses textos. Entretanto, a decisão de participar desse estudo é somente sua!

Em caso de dúvidas e esclarecimentos, você deve procurar as pesquisadoras Maria Ester Wollstein Moritz (nicamoritz@yahoo.com) ou Karina Rodrigues Lacerda (karina.r.l@hotmail.com – (48) 9927-5671) na Universidade Federal de Santa Catarina, Centro de Comunicação e Expressão (CCE), Bloco B, sala 107.

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Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa.

Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Jessica Katerine Molgosa De Rós, RG 3.745.889 li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 08 / 12 / 16.

Jessica K. M. de Rós
Assinatura do Participante

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Thamyres Müller, RG 6.660.435, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 08 / 12 / 16.

Thamyres Müller
Assinatura do Participante

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Gabriel Muris Pinheiro, RG 6681322, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 08/12/16.

Gabriel Muris Pinheiro
Assinatura do Participante

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Bianca Kelma Uersin, RG 0714.142, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 08/12/16.

Bianca Kelma Uersin
Assinatura do Participante

O pesquisador responsável, que também assina este documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa.

Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Isabel Tomaxelli Borbo, RG 5 137 255, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, ___/___/___.

Isabel F. Borbo
Assinatura do Participante

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 310 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa.

Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Ricardo Gonçalves Wagner, RG 56689747 li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 08/12/2016

Ricardo Gonçalves Wagner
Assinatura do Participante

comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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A sua participação nesta pesquisa é de grande valor. Através dela buscaremos entender a visão dos alunos brasileiros de L2 de um específico contexto sobre os comentários feitos pelo professor nos textos e assim, permitir uma avaliação de práticas utilizadas pelo professor na correção desses textos. Entretanto, a decisão de participar desse estudo é somente sua!

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Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Natália Pinheiro, RG 33742542-5, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 31/03/17.

Natália Pinheiro
Assinatura do Participante

O pesquisador responsável, que também assina este documento, e a pesquisadora assistente comprometeram-se a conduzir a pesquisa de acordo com o que prescrevem a Resolução 510 da ANVISA/2006, que trata das pesquisas éticas e da proteção aos participantes da pesquisa com seres humanos.

Após a coleta de dados, a pesquisadora assistente escreverá um relatório da pesquisa que consistirá a avaliação final do Programa de Mestrado em Inglês. Depois da defesa perante a banca de avaliação, a pesquisadora assistente enviará via e-mail a versão final da dissertação para todos os participantes, como forma de retorno sobre a pesquisa.

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Assinando o consentimento pós-informação, você estará consentindo com o uso dos dados coletados para a pesquisa.

Muito obrigada!

Consentimento Livre e Esclarecido

Eu, Beatrix Inmich Atambach, RG 5.274.434, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 31/03/17.

Beatrix Inmich Atambach
Assinatura do Participante

O pesquisador responsável, que também assina esse documento, e a pesquisadora assistente comprometem-se a conduzir a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos preceitos éticos e da proteção aos participantes de pesquisa com seres humanos.

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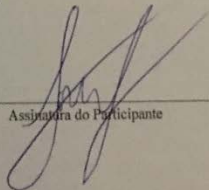
Muito obrigada!

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Eu, EMERSON FERREIRA, RG 5.425.500, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 31/03/2017

Assinatura do Participante



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Eu, Nicole da Cruz Kobello, RG 6526360, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 31/03/17.

Nicole Kobello

Assinatura do Participante

humanos.

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Eu, Nicoli Frison RG 6105416661, li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis, 31/03/2017

Nicoli Frison
Assinatura do Participante

O pesquisador responsável, que também assina este documento, e a pesquisadora assistente comprometem-se a combater a pesquisa de acordo com o que preconiza a Resolução 510 de 07/04/2016, que trata dos aspectos éticos e da proteção aos participantes de pesquisa com seres humanos.

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Muito obrigada!

Consentimento Livre e Esclarecido

Eu,

5310168

Thiago Soares Augusto

RG

li este documento, e após ter recebido todos os esclarecimentos através dos pesquisadores e ciente dos meus direitos, concordo, por livre e espontânea vontade, em participar desta pesquisa, bem como autorizo a divulgação e a publicação de toda informação por mim transmitida. Desta forma, assino este termo, juntamente com o pesquisador, em duas vias de igual teor, ficando uma via sob meu poder e outra em poder dos pesquisadores.

Florianópolis,

06.12.2016

Thiago Soares Augusto
Assinatura do Participante

Appendix E – Grading Sheets

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
X				Language: wording, voice, tone, concision
X	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (<u>Note:</u> this is not a sum of the other categories)
<p>Comments: The essay “Put your text in the oven” is a very good essay, which successfully achieves its main goal (a discussion about the writing practice in the context of the author’s life). It is, in general, well organized, with a strong and clear line of discussion, and which also presents many good and solid examples to clarify its main points. The main issues that could be improved are the introduction and conclusion, and the reason for that is related to the connection between writing and ‘learning about yourself’. This idea is presented in a subtle way – through mentioning that, if the author did not write, she would explode. But there is no development on that. Also, at the end of the text, this idea comes back, when the author mentions that the kitchen and the keyboard are places to know herself. So, the main suggestion for further revision would be connected to making this point between writing/cooking/getting to know oneself stronger. There are also a few issues in terms of punctuation, mainly connected to the use of commas. However, overall, the text is very well written and it was a pleasure to read!</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Good presentation of main line of discussion • Tone and voice • Overall essay organization <p>Two things to work on:</p> <ul style="list-style-type: none"> • Introduction and conclusion 				

<ul style="list-style-type: none"> Punctuation (run on sentences)
<p>Grade: 9 Participation in writing workshop: (+)</p>

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
X				Language: wording, voice, tone, concision
X	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (<u>Note:</u> this is not a sum of the other categories)
<p>Comments: The essay “Communicating in a foreign language: an eye-opening experience” is a very good and effective text, which successfully reached the main objectives of the assignment. It is a well-written and fluid text, which has a strong line of discussion and offers clear and concrete evidence (examples) to support its main arguments. It was very good to see that the author took into account the feedback received to the first draft of the essay and worked on it. The only suggestion I would give is regarding the conclusion, which I think could be further elaborated on, mainly reinforcing the connection between learning a new culture and writing. There are also some passages in the text that could be revised in terms of mechanics. However, overall, the text is well-written, flows well and it was a pleasure to read.</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> Presentation of strong and clear line of discussion Overall essay organization Good use of example <p>Three things to work on:</p> <ul style="list-style-type: none"> Concluding remarks 				

- Use of preposition

Grade: 9.5

Writing workshop: (-)

Strong	Good	OK	Weak	
	X	X		Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
		X		Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
	X			Language: wording, voice, tone, concision
		X		Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
	X			Overall: energy, originality, style (Note: this is not a sum of the other categories)
<p>Comments: The essay “The run for a good writing” does accomplish the objectives of the assignment as it develops a good comparison between writing and running. It provides a main line of argumentation, and the overall structure is good, since the essay is divided in paragraphs that deal with specific elements in the comparison between the two activities. However, although the structure is good, some of the ideas could have been further developed as a way to create more effective links between writing and running. One example of this is that the idea of the difficult in starting a text is repeated in the introduction, in the second paragraph and also in the third paragraph. Other elements between writing and running could have been brought in the text. The essay also presents some problems in the mechanics of writing, mainly in terms of sentence structure, repetition of words, and clarity of ideas in some sentences. Overall, the essay has a lot of potential, since it creates an important comparison between writing and running, but it still needs a bit more work on the elaboration of elements of comparison and on sentence structure.</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Good presentation of main line of discussion • Good use of transitions 				

- Overall essay structure

Three things to work on:

- Elaboration of examples given / evidence to support main idea
- Point of view (avoiding changes from you to they to we)
- Punctuation and repetition of words

Grade: 7.5

Writing Workshop (+)

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong <u>introduction and conclusion</u> .
	X	X		Language: <u>wording</u> , voice, tone, concision
		X		Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, <u>genuine revision</u>
	X			Overall: energy, originality, style (<u>Note:</u> this is not a sum of the other categories)
<p>Comments: The essay “It is hard but it is possible – the process of writing in English” achieves the main purposes of the assignment as it elaborates on what is involved in the writing process from the perspective of a writer giving advice to readers. The overall structure of the essay is good, as it is organized according to the different pieces of advice the writer presents to the reader. The use of evidence and examples is also good. However, although the essay does present good images in its introductory and concluding paragraphs, both of these paragraphs would need revision in order to establish, in a more solid way, the main line of discussion of the essay: the process of writing in English. The first paragraph focuses on writing in general instead of writing in English. And the conclusion does not necessarily “wrap up” the main ideas of the essay, but brings a new element: audience. The essay also presents a few issues in terms of</p>				

language (mainly the wording of ideas) and mechanics (mainly punctuation). Overall, the essay has a good line of discussion, but still needs attention to some of its elements.

Three things to keep:

- Overall essay structure
- Voice
- Examples / support to ideas

Three things to work on:

- Introduction and conclusion
- Wording of ideas connected to sentence structure (see comments on the essay itself)
- Punctuation

Grade: 8

Writing Workshop: (+)

Strong	Good	OK	Weak	
X	X			Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
	X			Organization/Structure: clear structuring of ideas (paragraph organization), logical progression of argument, clear transitions, strong introduction and conclusion.
	X			Language: wording, voice, tone, concision
	X	X		Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
	X			Overall: energy, originality, style (Note: this is not a sum of the other categories)
Comments: The essay “Do not let fear of failure stop you from trying” successfully accomplishes the main objectives of the assignment, as it presents an important reflection about the writing process. The main example explored in the essay is the story of a particular writing event in the writer’s life, which ‘colors’ the essay and makes it more vivid. There is also good use of images in the essay, helping the				

reader in following the main suggestions being made. The main issue that would need revision in the essay is in relation to the organization of paragraphs, which directly affects the overall essay structure and the presentation of a main line of discussion. Although the introduction does present the idea that “if you do your best, you can write wonderful things”, the presentation of ideas goes from the importance of reading, to a comparison between writing and riding a bike, to the telling of a specific writing event. My main suggestion is that these two introductory ideas (the importance of reading and the comparison with bike riding) are used in a second paragraph (after the introduction – which could elaborate more on the idea of accepting the challenge). Then, a third and fourth paragraphs could be dedicated to the telling of the writing event. In terms of language use, there are some moments in the text in which language or the mechanics of writing could be revised (see comments on the text itself). Overall, this is a good essay, with a very perceptive take on writing and perseverance.

Three things to keep:

- Good use of illustrative examples
- Tone
- Fluidity of language

Three things to work on:

- Overall essay organization structure (paragraph organization)
- Wording (see some examples of sentences that would need revision in the text)
- Punctuation

Grade: 8.5

Writing Workshop: +

Strong	Good	OK	Weak	
X	X			Content: <u>clear statement of main idea</u> , presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X	X			Detail: relevant evidence/support for main idea, handling of evidence, <u>clear use of examples</u>
	X			Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, <u>introduction</u> and conclusion.
	X			Language: wording, voice, tone, concision
	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (<u>Note:</u> this is not a sum of the other categories)
<p>Comments: The essay “Painting with letters” is good and accomplishes the main objectives of the assignment as it presents an honest reflection about the writer’s view of writing and its importance in her life. The essay also presents good use of language, and good examples to illustrate its main points. It also creates a powerful metaphor between writing and painting oneself, which works well in the essay. However, one of the things that could still be revised in the essay is a stronger presentation of a main line of discussion, which is something that could be done in the introduction. For example, instead of focusing only on the idea that “everything depends on what you are writing”, the introductory paragraph could also add the idea of “how the writer faces the challenges of writing”. Then, the author’s own experiences would be used as examples of taking different positions in the text (mentioning first the difficulties, then the discovering of inkshedding, then talking about the importance of writing in English). In relation to language use, although the essay does present a few moments in which sentence structure or punctuation would need revision, ideas in the essay flow well.</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Engaging tone • Good use of examples and images • Overall essay structure 				

Three things to work on:

- Introduction – presenting a clearer main line of discussion
- Punctuation (mainly comma use)
- Transitions between paragraphs

Grade: 8.5**Writing Workshop (-)**

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X				Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
	X			Language: wording, voice, tone, concision
	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (Note: this is not a sum of the other categories)
<p>Comments: The essay “A better vision of the process of writing” is very good and successfully accomplishes the objectives of the assignment as it presents a clear and engaging reflection about the writing process. The essay is well structure and presents a main line of discussion, which focuses mainly on the difficulties of organizing ideas in a composition. Another strong characteristic of this essay is the good use of images (such as the image of washing socks or the image of the crooked house). One suggestion I would give would be to work on the transitions between paragraphs, and on the use of the second person (you). In relation to language use and mechanics, there are some moments in the text in which the</p>				

wording of ideas or punctuation could be revised. Overall, this is an engaging essay, which was a pleasure to read!

Three things to keep:

- Engaging opening
- Good use of images
- Overall essay structure

Three things to work on:

- Avoiding the repetition of the same word or idea too many times
- Transitions
- Punctuation / wording of ideas

Grade: 9

Writing Workshop: (+)

Strong	Good	OK	Weak	
	X	X		Content: clear statement of main idea, <u>presentation of main line of discussion</u> , insights, <u>depth of topic treatment</u> , innovative ideas
	X			Detail: relevant evidence/support for main idea, <u>handling of evidence</u> , clear use of examples
	X	X		Organization/Structure: clear structuring of ideas, <u>logical progression of argument</u> , clear <u>transitions</u> , strong introduction and conclusion.
	X			Language: <u>wording</u> , voice, tone, concision
	X	X		Mechanics: spelling, vocabulary and key terms, <u>grammar</u> , <u>punctuation</u> , usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
	X			Overall: energy, originality, style (Note: this is not a sum of the other categories)

Comments: The essay “Writing and Learning” does accomplish the objectives of the assignment as it presents a discussion about the importance of writing in our society. However, although the general organization of the essay works well, one of the aspects that needs revision in the essay is the connection of ideas inside paragraphs, creating smooth transitions between different elements presented in the text. One example of this is the introduction, in which the information about handwriting, technology and the role of writing in our contemporary world would need to be better connected so that the introductory paragraph becomes stronger. There are also some moments in the text in which the wording (presentation) of ideas in the text are not very clear to the reader due to the structure used in the text (please see hard copy for example). The mechanics of language also needs some revision in some parts of the text. Overall, the essay is coherent and has a good structure. But it could still be revised in terms of clarity and connection of ideas.

Three things to keep:

- Overall essay structure
- Good use of examples
- Engagement with topic

Three things to work on:

- Transitions between ideas
- Sentence structure (wording of ideas)
- Punctuation

Grade: 7.5

Writing Workshop: (+)

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X	X			Organization/Structure: clear structuring of ideas, logical <u>progression of argument</u> , clear transitions, strong introduction and <u>conclusion</u> .

X				Language: wording, voice, tone, concision
	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (Note: this is not a sum of the other categories)
<p>Comments: The essay “When fear knocks on your door” is very good, well-developed and presents a main line of discussion, which clearly addresses the objectives of the assignment. It’s overall structure is good, and it presents very good use of examples and clear transitions. My only recommendations in terms of content and structure would be: 1) to work a bit more on the conclusion, separating the final comments from the paragraph on writing in English; 2) work a bit more on the idea of fear (which appears in the title) – by this I mean that the issue of fear could also become a bit more explicit in the third and fourth paragraphs of the essay. In terms of language use and mechanics, the essay presents some passages that could be revised for clarity or for wording of ideas (see printed copy of essay). Yet, overall, this is a well-written essay, which as a pleasure to read.</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Overall essay structure • Tone of voice and engagement with subject • Good use of examples <p>Three things to work on:</p> <ul style="list-style-type: none"> • Concluding remarks • Verbs and prepositions <p>Grade: 9.5 Writing Workshop: +</p>				

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X				Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.

X				Language: wording, voice, tone, concision
	X			Mechanics: spelling, vocabulary and key terms, grammar, punctuation, usage, proofreading.
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (Note: this is not a sum of the other categories)
<p>Comments: The essay “A letter bigger than life” is very engaging, well written, and it presents a clear line of discussion that permeates the whole piece. One of the strengths of the essay is that, through a moment of reflection about a personal experience, the author was able to construct an argument about the writing process in itself. The essay also presents clear and concrete details about this experience, which helps the reader to follow the main images being created. There is one passage in the text that could be revised in terms of transition and of paragraph articulation. Regarding language use, there are only a few moments in the text in which the mechanics of language could be revised. Overall, the essay is well written and it successfully engages the reader in the discoveries it is making. It was a pleasure to read it!</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Very good use of details and examples • Engaging tone keeping a balance between the personal experience and the reflections about this experience • Fluidity of language. <p>One thing to work on:</p> <ul style="list-style-type: none"> • Proofreading – checking for spelling mistakes; singular/plural agreement, subject/verb agreement <p>Grade: 9.5 Writing Workshop: (+)</p>				

Strong	Good	OK	Weak	
X				Content: clear statement of main idea, presentation of main line of discussion, insights, depth of topic treatment, innovative ideas
X				Detail: relevant evidence/support for main idea, handling of evidence, clear use of examples
X				Organization/Structure: clear structuring of ideas, logical progression of argument, clear transitions, strong introduction and conclusion.
X	X			Language: <u>wording</u> , voice, tone, concision
X	X			Mechanics: <u>spelling</u> , vocabulary and key terms, grammar, <u>punctuation</u> , <u>usage</u> , <u>proofreading</u> ,
X				Process: invention, exploratory writing, multiple drafts, genuine revision
X				Overall: energy, originality, style (Note: this is not a sum of the other categories)
<p>Comments: The essay “Writing without rhythm, dancing with words” is very good and effective, and it successfully accomplishes the main objectives of the assignment, especially as it creates a very strong and solid comparison between writing and dancing. One of the strongest aspects of the essay is that it really develops the comparison between the two activities, elaborating on their similarities in ways that are not necessarily so obvious or cliché. The essay also presents good transitions, and good introductory and concluding paragraphs. It is also attentive to language use and mechanics, although there are a few passages that can be revised (see the hard copy of the text). I’d also recommend that, in future pieces, the use of “he” to substitute dancer or writer be avoided as a way to make the text gender neutral. For that, the author could either use he/she (as a paired expression), or use the plural (writers and dancers) instead of the singular, so that the pronoun “they” instead of “he” could be used. Overall, this is a very good and engaging essay, which was a pleasure to read!</p> <p>Three things to keep:</p> <ul style="list-style-type: none"> • Overall essay structure • Clear presentation of main line of discussion • Very good use of examples <p>Two things to work on:</p> <ul style="list-style-type: none"> • Punctuation • Use of verbs and gerunds/infinitives <p>Grade: 9.5 Writing Workshop (+)</p>				

Appendix F – Midterm papers

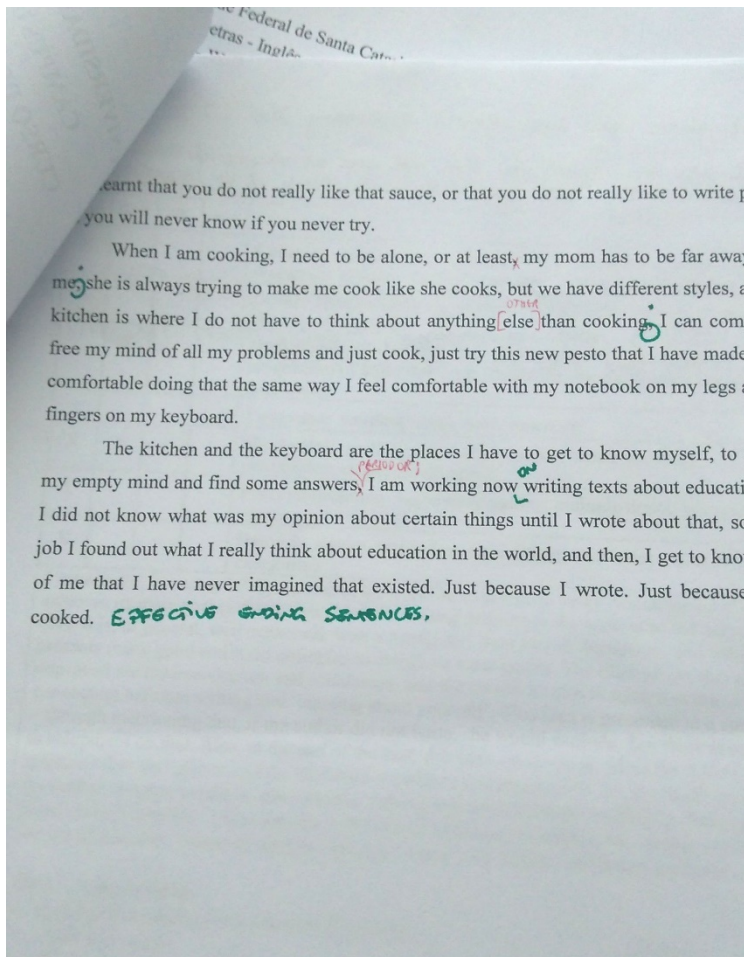
UNIVERSIDADE FEDERAL DE SANTA CATARINA – UFSC
 CAMPUS UNIVERSITÁRIO DE FLORIANÓPOLIS
 CURSO DE GRADUAÇÃO EM LETRAS ESTRANGEIRAS -
 INGLÊS
 DISCIPLINA COMPREENSÃO E PRODUÇÃO DE INGLÊS
 ESCRITO IV
 PROFESSORA MAGALI SPERLING
 ACADÊMICA: LUIZA R. F. DA COSTA.

PUT YOUR TEXT IN THE OVEN *good title!*

Writing is nothing less than organizing your thoughts. I could sit here all day and talk ^{of} about this activity - that I cannot say ^{of} makes me happy, but, I could say, I would explode if I did not write. Writing is practice, like any other activity in the world. Obviously, there are some people who have this enormous gift, people who can use metaphors extremely well and express themselves in an easy way, but in general, you can learn how to write in the same way you can learn how to read, or cook, or surf. *Juanma*

So, to show you how it is possible, let's compare writing to cooking. First of all, cooking and writing are about confidence. When I was 15 years old, I loved cooking and baking, but I was not always confident about baking, and my cakes "felt" that ^{idea} and then, they did not grow; when I was 18 years old, I started my graduation in Gastronomy, and I really felt that I did know what I was doing in my kitchen, even ^{of} that I had only two or three classes (I definitely did not learn anything in two classes), I was confident, and loving what I was doing, so my cakes and lasagnas started to taste really good. Cooking and writing are art and your art can say how you were feeling when you made it. Were you happy? Were you trying to calm down? Food can feel, words can feel, so treat them well, they can be your runway to an away. *of*

EXPERIMENT! It is your art, your food, your text, if you do not try anything new, you will not move! So try this new sauce with your pasta, maybe you will like it, maybe this will be your trademark. And if you hate it, you do not need to show ^{of} to anyone, and you will



Universidade Federal de Santa Catarina – UFSC
 Curso de Letras - Inglês
 Inglês IV – Written and Reading Comprehension
 Professor Dra. Magali Sperling Beck
 Student: Karen Heloysse Lopes de Paulo

Communicating in a foreign language: an eye-opening experience

Once I read a text that said: "Language is a window into the mind, language expresses who we are", and with this in mind I started thinking ^{about} what we would do without language. For example, in the last 6 years, many Haitians began arriving in Brazil knowing nothing about the language. ^(from now on) They needed to survive not only ~~of~~ the chaos that was happening to their country, but also ~~of~~ the difficulties of learning a new language in an unfamiliar place. Thinking about it, I realized the importance of language. Language is the tool we need to survive and to show everyone our personality and what we bring inside our minds.

Spouse Intro!

Communicating in a foreign language is always difficult in the beginning. You try to say something but words are missing, and in this way you may be misunderstood almost all the time. But once you start learning more, it is like your eyes are opening and you start seeing ^{specificity} different, because you are not only learning a new language, you are also learning about that specific culture. Bill Zart wrote a sentence in his blog that called my attention: "Learning a language without the cultural framework in which it exists is like cooking ethnic food without the spices of the region". In the moment you start studying more about one language, you cannot avoid learning about the culture, because they are inseparable _{↳ of course} components. When you make an effort to learn about the culture, you show the real

✓

appreciation for the history, the past and the habits of the people who speak the language. It is an eye-opening experience, you start opening your eyes and your mind for that different culture and moving out of the bubble that you were. ✓

After this eye-opening experience, the writing and the communication processes become easier. Of course, you may not be fluent in the language, but once you accept that every language has different rules and every culture is different from yours, you realize that everyone is unique and they have different ways to express themselves. And thus, you start overcoming the thought that your second language is similar to your first language.

Besides speaking and thinking in a different language, writing is hard too. If writing in your first language and expressing your feelings and thoughts are difficult actions, consequently it is the same for your second language. The good point is: every word that you put on the paper is describing yourself, because those same words are coming from inside of your soul and your entire body. Writing, in every language, is not a mechanical action, as Virginia Woolf wrote: "we write not only with our fingers, but with our whole person". Thus, when you speak or write no matter in which language, people will be able to see what is inside of you because you are putting your personality in that. ✓

The challenging part about writing in a foreign language is translating the cultural meaning of the words. This is one of the problems that most and mainly translators have. It is really difficult when you have a word or a regional expression in mind and you do not know how to describe it on the paper in a way you can be understood. For instance, Eva Hoffman, in her text *Lost in Translation: A Life in a New Language*, wrote "The words I learn now don't stand for things in the same unquestioned way they did in my native

tongue. "River" in Polish was a vital sound, energized with the essence of riverhood, of my rivers, of my being immersed in rivers. "River" in English is cold - a word without an aura" (Hoffman, 1989). As she describes, "river" in Polish has a meaning completely different of the word river in English, and it let her frustrated because she could not express that feeling of energy when she wanted to say 'river' in English. Another fact is that some words which are really common for us can be totally offensive in other country. These cultural differences are facts that we need to pay attention when we are writing in our second language to avoid a misunderstanding.

Learning, communicating and writing in a foreign language is an eye-opening for the world. We stop thinking only in our culture and start seeing the other's culture. We give ourselves the opportunity of thinking as they think and, in this way, we not only improve our writing and speaking skills, but it also helps us to grow up as a person and find the balance of our identity between the languages we are experiencing.

Fernand Venissom

UNIVERSIDADE FEDERAL DO ESTADO DE SANTA CATARINA

Professor: Magali Sperling Beck

Name: Eduardo Ilton Flor

Date: 09/23/2016

The run for a good writing

Good title!

Many people never think to ^{of} compare running with writing, because everyone thinks that there is nothing in common between them, but not in my point of view. What I want to explain here is the similarities in these two activities. For me the beginning of a text is really hard, and a good start in what you're writing is essential if the text is good. I can say the same of a runner, because the start of a race is also essential, and crucial for the race. Now you started to ask yourself, what similarities can you find? You can find a lot of similarities because ^{these} ^{things} ^{are} ^{similar} ^{to} ^{each} other. ^{These} ^{two} ^{things} ^{need} ^{to} ^{practice} ^{to} ^{get} ^{better} ^{and} ^{better}. So, let's start running with this comparative writing?

Belongs this with the same or you know

Good transitional sentences

According to McConell, "All beginnings are hard." I fully agree with that. ^E every beginning is difficult, as one of the hardest things is the beginning of a text. ^{The} ^{entire} ^{process} ^{so} ^{that} ^{you} ^{can} ^{find} ^a ^{good} ^{idea} ^{to} ^{start} ^{or} ^{even} ^{getting} ^{blocked} ^{that} ^{idea} ^{because} ^{the} ^{words} ^{did} ^{not} ^{come} ^{to} ^{be} ^{put} ^{on} ^{paper}. This ^{is} ^{no} ^{doubt} ^{is} ^{one} ^{of} ^{the} ^{worst} ^{things} ^{that} ^{can} ^{happen}, the lack of the right word to your text. But when the idea is good and the words appear, the beginning of your text will be great. As the writer may have a difficult start to a text, the runner may also have trouble at the start which ^{can} ^{disrupt} ^{enough} ^{during} ^{the} ^{race}. That way, ^{we} ^{need} ^{to} ^{study} ^{the} ^{best} ^{way} ^{to} ^{start}, and practice more and more so you can master this tactic.

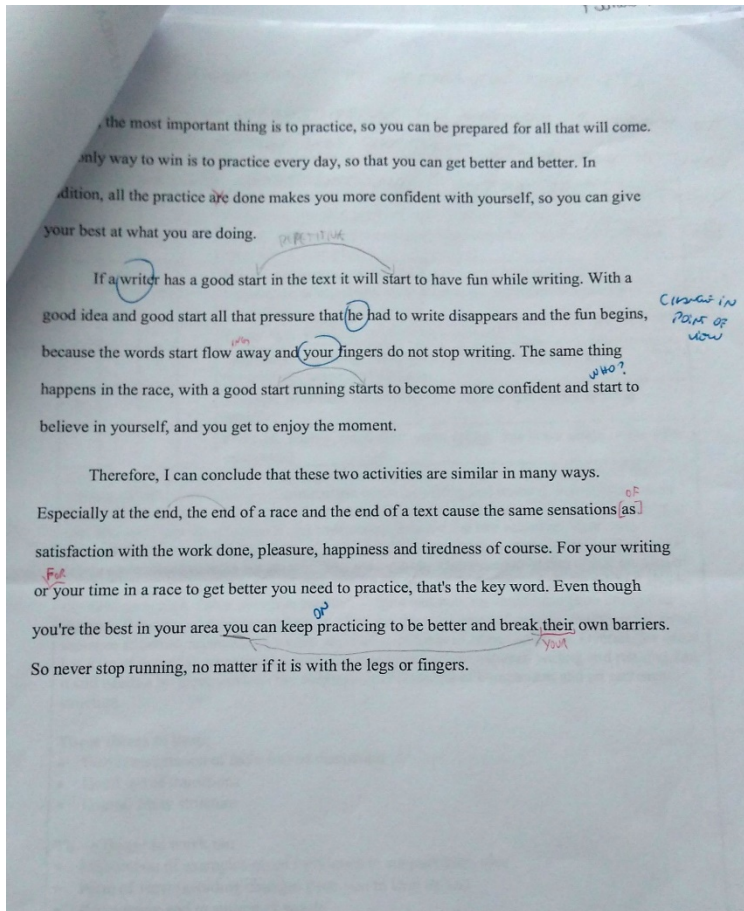
change

WINNING

BOTH HAVE TO BE THE SAME

Joe Paterno, was an American college football player, and later athletic director and coach, ^{he} ^{said}, "The will to win is important. But the will to prepare is vital." According to

who



...the good start running starts to become more confident and start to believe in
self. After that all that happens to be fun.

Very good ideas and you developed
well the comparison between
units + writing. But you
still need to work on the
structure (sentence structure)
and the conclusion

Final Version

It is Hard but It is Possible – The Process of Writing in English

I know that trying to put ideas in an essay involves a hard working process because essays are not like our market's lists that ^{are} not demand much reflection of our minds. Essays must be guided by a purpose, but sometimes the purpose is not clear for writers. Due to this, our problems with the writing process begin to emerge. So, we writers should have to a good perception to pay attention for what reasons we choose certain words instead of others and who will receive our essay, because our audience can ^{badly} interpreted us. But happily, writers are avoiding disasters spending hours thinking "HOW CAN I START?" before to write an essay, because it is not easy to establish a purpose in an essay, but dear reader, it is more difficult for me. Believe me!

the language addressing the reader

In the first place, I write essays in English but I am from Brazil, so I speak Portuguese, and I always say that I speak just a little bit English, because for me I have a lot to learn about this ^{idiom} yet, ^{Mainly}, in speaking and writing. But, I was thinking about my writing experiences and I realized that I learned many important things that could help you students with your future essays:

Firstly, if you are not fluent in English like me, You always have to check dictionaries during your work. It is very important, because when we are not fluent yet, we always have the feeling that annoy us that something is wrong or something is lacking. So, to help you I recommend online dictionaries because you could open them everywhere you go.

Secondly, through my experience too, I realized that to do a brainstorming is the most effective way to start an essay, because it gives confidence for the writer to start to write. In my case, for example, when I write free words in a paper, I stayed surprised thinking that I know more than I could imagine.

continue comma use
from
good enough
TO
meanings causing

continue comma use

TO START WITH

STAY OR NOT

Thirdly, after ~~did~~ ^{the} brainstorming we can enjoy some words that we wrote to create topics for each paragraph, and try to systematize them in order. ^{THAT OF THIS} For that way, we can show coherence for our readers ^{TO} can understand the message that we want bring to them. ✓

Another important thing is to think about our position in relation to the main topic. ^{THIS IS SO} ^{TO BE CLEAR} Mainly, if it is about a polemic theme that asks for a position or a solution. Because, ^{WE CAN} the writers have to destroy the distance ^{THAT EXISTS} [existent] between them ^{AND} with the readers, saying what they really want read- true opinions!

Finally, if you want ^{TO} be a good writer you should revise your work in details, doing the modifications that are necessary to express the idea that you really want ^{TO} share with your audience. Because without a review, your essay could stay poorly done with many mistakes and it is not ^{WHAT} you want, I know. Then, go ahead, dear colleague, try to apply these steps when you will write your essay. I give you my word ^{BY} that following these steps you will ^{TO} feel more confident with your production.

(I MAKE YOU) NO USE

We can realize that these steps can minimize our problems with the process of writing, but we have to have the view^{ing} that it is only possible because we have an audience. The audience will guide us to the right path, ^{IT} it is thanks to them that we find the purposes that make ^{VS} [we] want ^{TO} write. Without them nothing happens, the audience guides all write's ^{LIKE AS} like as the purposes guide our essays.

LIKE OR AS

SUCH A BEAUTIFUL

Universidade Federal de Santa Catarina
 LLE7494: Compreensão e Produção Escrita em Língua Inglesa IV
 Professor: Magali Sperling Beck
 Student: Bárbara Conti Viggânico

Do not let fear of failure stop you from trying

Writing something may seem very difficult for most people. It is a challenge with yourself. However, sometimes, if you accept this challenge and (dedicate) your best to "win it", you can write wonderful things. Reading also helps a lot. If you read many books, articles, magazines or even newspapers, you will see many different words and ways to use these words, which can help you when writing. As a kid, I always liked books, even when I (still) could not read. My mother took me (to) a "Book Fair" in downtown every year. I was fascinated with so many books, and she always gave me a gift book. I believe my mother was the most important influence on my "love" (for) reading.

For me, writing is like riding a bicycle; if you do not practice, you forget and sometimes may even fall. Nevertheless, these falls are important, since you do not give up the first time that this happens, because seeing your mistakes and correcting them, you will have more experience and success to write. This happened (with) me and after so much (many) attempts, I have a good experience (to) writing. In 2010, my school participated of a national event called "Olimpiadas de Língua Portuguesa". I was in the eighth grade of elementary school; I was insecure about my writing, literary genre for my class was chronicle. I had never written it, and was not too excited to participate in (this) event. However, my Portuguese teacher insisted (to) my class for to participate, and showed us that we were able to (get) write a chronicle. She helped us a lot and what seemed more difficult was picking of "what" I would write. I really did not know what to write, until one day I was waiting for the bus and began to observe a homeless man who was (nearby) The way he walked looking for something that seemed to be more than food caught my attention. Then came my inspiration and (I) made my chronicle of the homeless and their search for what is not found in trashcans or the gates of houses. My teacher found my subject very interesting, because this homeless man "lives" in my neighborhood, and (chronic) theme had to have a social relationship with the place where we lived. Then she helped me to start writing, which really was not easy, but every time I received a compliment for it, more excited I became. I spent a few sleepless nights, I wrote everything I thought of, little pieces of paper and added in my chronicle.

On the day it was ready, I was very proud and happy, as my teacher. There were three steps to that event; the first was (to) be chronic chosen the classroom, after the whole school and then the city of Florianópolis. In addition, my chronic passed through these three stages. It was really rewarding for me to participate in the prize-giving event for "the best chronicle of the public schools in Florianópolis." Unfortunately, I could not go to the other steps. However, having gotten to where I arrived already was reason enough

CHRONICLE
 CHRONICLE
 NEARBY
 OR
 NEARBY ME
 THE CHRONICLE'S

ONE WAY OF HOW IS:
 TO CHOOSE THE BEST CHRONICLE OF THE CLASSROOM,
 THEN THE BEST OF THE SCHOOL AND THEN THE
 BEST OF FLORIANÓPOLIS.

to be proud of the teacher, the school and the person who is my number one fan, my mother. ♡

Today I do not feel as insecure as I felt at that time, ^{maybe you can say: or least not in Portuguese} not in Portuguese, because writing in English this is my newest challenge. But, even though it's hard, I will not give up, because I know that if I dedicate myself as I dedicate myself in the Portuguese * language, one day I'll have the result I want. In addition, for you readers, who think writing is impossible (follows) the sentence that motivates me more every day: "Nothing is impossible if you believe and do the possible."

↳ I CHANGE HERE

* DEDICATE YOURSELF IS A KIND OF "MOTIVATION" FROM PORTUGUESE - YOU CAN SAY, IN ENGLISH, APPLY YOURSELF? OR DO YOUR BEST.

Natália Pinheiro.

SUCH A BEAUTIFUL TEXT! ♥

A letter bigger ^{than} words.

It wasn't the diapers, the toys, or even the baby clothes: the present I liked the most in my baby shower was an album. A hardcover green baby album for me to document the early years of my son. Our first picture, his handprint, his birth certificate and a letter. In one of the last pages, there was a space in where I should write a letter for my son.

Nothing ever felt right. What was I supposed to say to him? How could I say anything when the words seemed so small, so much smaller than us? Therefore, I postponed. Eight months had passed after our birth when I finally set down, picked up a pen and stared at the empty paper.

"My son will someday read ^{these} words", I thought. "In years from now, when I won't be the same person I am now, when this baby that now sleeps next to me becomes a boy, he'll read this letter and touch the ^{past}."

Beautiful & meaningful

As I imagined my son reading that letter, the line that separates the present from the future became as flexible as a simple rope. I was able to play with it, to close my eyes and watch my son sitting in a chair with that hardcover green baby album on his lap. I could imagine his questions and ^{I can} answer them years before they actually existed. Words had become something bigger than time. A print of permanency that would remain untouched, protected from the inevitable vanishing of things. To write that letter was to ^{break} the ^{lays} of time and space. In a hardcover green baby album, I was going to speak to the future.

From all the texts I have ^{written} already wrote, the school's essays, the love letters, the political article that gave me a quote in a famous Brazilian paper, my book, it isn't difficult to ^{was not}

pick the ^{most} significant one. It is, and I imagine that it will remain being, a letter that so far no one has read, a letter without *collective importance*.

To talk about that letter is also to talk about all the process that led me to it. I could tell about the desk facing the window. I could describe the view of the forest that brought me so much peace after a difficult day. I could remember that I was sad, the day when my son's father walked away. But the process of writing goes beyond the *moment* of writing. This process begins with our first book, with the first word ^{we} were able to read.

To In me the process leads me back to my father's library where I spent so many lazy Sunday afternoons asking him to read me one of the many Russian books that filled up the shelves. Every time I write I have to revisit myself as a reader in order to see myself as a writer.

Once I heard something about my favorite writer: "Tolstoy makes ^{the} worlds vanish in order to make ^{the} life appears." That's what writing is to me.

→ This is a bit of an abrupt transition
So write what touches you, what makes you feel alive. It doesn't matter what, it doesn't matter what people may think of it. These things are consequences. Go back to your childhood when the leaves were dancing with the wind and you sat by a tree looking at the sky and imagining animals in it. Go back to the first book that made you cry. What drives you?

My son has not read my letter yet. That piece of who I was in that chilly July is still waiting for him. And I keep on writing. For him, for me, for anyone who thinks that I have something important to say. I keep on writing because words are bigger than life.

Very engaging ending!

the
I came
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C.H. AS:
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and (2012)
piece of
the past
with 3/3
say:



UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
LETRAS INGLÊS

Professora: Magali Sperling Beck
Aluna: Bruna Chupele

LOOKING FOR LANGUAGE

Language is a complex process that ^{often} not always works as we want to. There are going to be moments in our life when the inability to make ourselves understood arrives. It can be during a conversation with a foreign student or in the middle of an argument with your best friend, in one way or another there is no worse feeling than having no words to express ourselves. As human beings, we all have different ideas and observations which in many cases we intend to share with others, but when the words aren't enough to transmit our point of view, a huge feeling of frustration and incapability invades our mind.

Good
opinions!

When we are learning a second language the sensation of having "no language" is even more common. Having difficulties to express ourselves in daily situations are part of the process of learning. However, the lack of words is also very present with advanced speakers. I can take a personal experience to prove this point. Some years ago, during my exchange program in the USA, I worked at a bakery that was frequented by many tourists. There were a few situations in which I could not understand the questions of clients, sometimes because of their accent or due to an unknown vocabulary. The point is that I wasn't a beginner speaker; by that time I had already studied English for five years, so I felt really frustrated. Because of that trip I started to value and develop my improvisation skills too.

Good
transitions

While we are dealing with language we are specially dealing with creativeness. My mother language is Portuguese, but it doesn't mean I know a hundred percent of its words, or that I remember them, or even that they are in the dictionary. I have lost the count of how

How?

any times I had to create a new word to express what I needed. For instance, the word "abominável" just doesn't make any sense to me, so I rather say "abdominável" which sounds stronger and more dangerous. The lack of language may hit anyone, in many different situations. In this sense, improvisation is a tool that may help us to transmit a message. Now, if the process of speaking a language is hard, imagine how would it be if we had to write about something really out of our comfort zone.

Language in a writing composition is another level of complexity. Although we just need our fingers to write the words on the paper or in a computer, we are using many other elements in the selection of those words. Besides the fact that starting to write a text is really hard, especially when we feel with "no language", there is yet so much to be taken into consideration, for instance: the theme being discussed, the style of writing we have, or our background information. Curiously, even if two people have similar characteristics, they probably won't be using the same words to express themselves. This is related to the fact that all of us create our own identity (of) writing, an identity that can't be stole or copied, because it is as flexible as our mood in a bad day.

The inability to express ourselves, or, in other words, the sensation of having "no language", both in speech or during writing, is not something that occurs only to a few percentage of the population. On the contrary, it is something that could happen to any of us in a variety of situations; it might be during your point of view in the middle of the class or talking to your mother through telephone. Language will always be a complex process. In this sense, knowing how to use our creativeness and personal characteristics help us to shape our language and can be the solution to express the true meaning of our words.

inglês IV – Written and Reading Comprehension.

Professor: Magali Sperling Beck.

Name: Emerson Ferreira.

September 23, 2016.

Essay Assignment 1

Writing and learning

Writing is a matter of survival today, because we need it to communicate in all the ways ^{TO} in which we are exposed. Writing is something symbolic, as it begins to be formed from our thoughts, words, emotions, etc., features that we use through ^{ABOUT?} writing us. Today, with the help ^{TO WRITE ABOUT US?} of technology, ^{INFORMAL EXPRESSION} the handwriting is losing ground because people prefer to ^{kind of} have the job of ^{CONTRADICTION} writing by hand. Today we use technology to write messages on social networks, email, whatsapp. ^{It's} It's simpler and doesn't take long to get to our destination. Previously, writing was a means of communication used only by people who could have access to it, but today it's different, because writing has become essential and it can't be neglected ^{(IN THE)?} education of the people who need it. Therefore, communication can't be performed without writing.

People are exposed to a technological world where writing is ^{USED} to formulate ideas and information, experience something new, learn new ways of expression, create opportunities, habits and discover new words. Currently not all people are literate, they are excluded from ^{MAYBE 'A WORLD THAT IS LITERATE'?} most that is literate, a negative point of our education and our society, because everybody should be literate, thus having the opportunity to learn a little of our standard language.

Writing is a way to express our feelings as I said earlier, but it's also a very important tool for our training since our childhood. Thus, the writing becomes very important in elementary school because it's part of our communication and without it we can't express our opinions and comments within society which we live. However, it's essential to deal with this method and use it efficiently. Children go through a process of acquisition through the help of teachers. They teach the syllabic and alphabet process to them because they need to develop their communicative potential at their first language.

I remember when I was a child I had difficulties in my first contact with writing. I also remember my teacher in first grade talked to my parents about my performance in school, saying that if I didn't learn to read and write, I could repeat the year. Then my mother helped me at home and I could move to the second series of the elementary school, an achievement that made me very happy. Already in high school my writing was already in an advanced degree. However, the writing needs good readings. We need to read to succeed in performing writing with good information on certain subjects. Reading books, news papers and magazines only strengthens our knowledge, because, in this case, we use this knowledge in our writing, putting good ideas and comments, developing a good work.

Today, writing contains rules that must be followed by us, we must follow literary and grammatical patterns, which it makes us learn to develop a good text. In the last year, the education changed spelling rules, from this change, we have to adapt to this new spelling, studying the rules and learning new ways of communication through writing. Writing and reading is part of our learning day by day, but mostly it's a way to communicate, whatever the purpose and the environment in which we use this communication. Finally, writing is to communicate through words and our daily readings.

Theron Ferreira	work	Content
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Universidade Federal de Santa Catarina - UFSC
 Curso de Letras - Inglês
 Disciplina de Compreensão e Produção Escrita em Língua Inglesa IV
 Professora Magali Sperling Beck
 Acadêmico: Nicoli Frison
 Data: 23 de Setembro de 2016

Writing without rhythm, dancing with words

Writing is something liberating, as well as dancing. Both activities are the way ^{CONNECTED TO} that the soul finds to be free. Like the dancer ^{WHO} that needs to move his body and creates a choreography to show his soul, the writer needs the words. For the writer, his sentences are the dance steps and the paper is his stage where he can show the most beautiful dance using his words. It is with this composition of words that the writer, as well as the dancer with his movements, will surprise ^{THE AUDIENCE} in his performance.

However, this isn't the only thing in common between dancing and writing. The dancer, combining steps, music, rhythm, and lyrics, is able to create stories with theme, plot, characters, just like those we ^{ALSO FIND} found in the books. Of course that, in the beginning, dancing and writing can be difficult; sometimes ^{IT} is hard to find the rhythm, but once you connect yourself with the song ^{THE} the movements will flow like magic.

Virginia Woolf said: "we write, not only with our finger, but with our whole person." ^{IT} in other words, when you are writing, your whole body, your whole person, is connect ^{ED TO} with the words. It is the same for the dancer. When he listens to the song, he creates a connection with the melody and starts dancing. He doesn't plan his movement; he just moves his body following the song, connecting one move to another. Writing is

... on a paper, put your feelings and your soul, without thinking if
 A, just connecting one word to another.

... dancing - is freedom. Of course there is a time when the dancer and
 need to follow some rules, a determined theme or a determined rhythm. But it
 always happen. Some people think it is hard dancing without a rhythm - writing
 eely - and they are almost correct. A Korean choreographer said: "Dancing dictating
 your own rhythm when a song has no rhythm is the hardest thing to do." However,
 when you begin to do this, it becomes the best practice for the writer and for the dancer.
 When you are dancing and writing without a determined rhythm, you create your own
 rhythm, that is unique.

Finally, writing and dancing are about being confident, believing in yourself.
 Some people use to think that to writing and dancing they need a special gift, but that is
 wrong. Writers just need to write and dancers just need to dance. Sometimes you
 fall, you can't find the right words, and you get frustrated. Writing, as well as dancing,
 can be difficult, tiring, and, when you can't do the right step, all you want is to give up.
 However, practice leads to perfection. If you keep trying, in the end, you will be able to
 create a beautiful performance.

So, dancing or writing without chains can help you to find your own rhythm,
 your own style. And, even if you are nervous or afraid of the stage, you need to keep
 practicing; you need to create more and more choreographies with your words, these
 choreographies that bring all of you, that have your soul and your personal touch, that
 follow your own song.

Painting with letters *Very good title*

Writing is difficult, but amazing. Expressing your ideas and opinions in words is a hard process, but when writing is a hobby or an ^{activity to relax} activity to relax, it could be a grateful and relaxing activity; everything depends on what you are writing. *PROBABLY I CAN DO IT. YOU CAN DO IT TOO. YOU FACE THE TASK OF WRITING AS WELL.*

If I talk about writing, I have to talk about myself. I am shy and do not like to talk a lot, but when I do, it is a river of lost ideas and, sometimes, I do not even understand myself. Then when I write, it is like putting a mirror in front of me and trying to draw what I am seeing with all the details; I am not good at drawing, so it is hard. To make it easier, I have to follow some steps to make it right; so inkshedding is a very good idea that helps to start a text and that is what I am doing now. *Good!*

My writing story is very complicated because even in Portuguese my ^{dedication to write} texts was not so good, so it extends to English too. I do not like to share my writing because I do not like what I have written about my ideas on the paper, because I think that it is not good enough or that it is "weak". I never had a bad experience in writing, even when I was writing wrong or getting low grades. I had to write anyway to be approved. It could not be my favorite homework but I did, crying and crawling, but I did. Because I knew that it ^{was to} make me better. My coolest experience in writing was the inkshedding. Writing without worry about anything, just letting the words flow through the paper, even if I do not understand what I wrote, was really encouraging to me because I can write in English and I did not realize that I really could until doing that.

THINK OF A SMOOTH TRANSITION

[Besides,] writing in English is extremely necessary. If I want to communicate with other people from another country, the language that will be used is English, so be prepared for every situation without a language barrier is everything. Mainly if I want to get a good job, this will be my differential, to read and to write fluently in English. My future depends on it. I have to be a good writer to teach my students, to write my TCC and to do a postgraduate course. If I let my laziness take over or think that I am not good enough to be in this course, I will not go forward. Because of it I failed last year so my goals to be a good writer are: commitment, effort and dedication.

one day I was watching a TV show about dance. In this program, eight dancers were given a theme and they had to create choreography about it. I was amazed because in their performance the dancers created went far beyond just dance steps. They combined music, rhythm and lyrics to create stories with the proposed theme. With the right song and the right moves they were able to create a love story about a cat and a dog, or show the obsessive love of a killer.

After watching this TV show, I began to think that writing is not much different than dancing. Actually, there are many things in common between the two activities. And the first one, of course, is that both, the dancer and the writer, need to practice. Anyone can dance, you just need to dedicate and practice. To become a good dancer you need to work every day. The same works for writing. Anyone can write, you don't need to have a special gift to do that; you just need to write, to practice every day to become better and better.

This practice is really important for the writer to improve their skills. And one thing about writing that I recently realized is that you don't need to have a clear goal to practice writing, you just have to write. I used to think that to be a writer means having a goal and be clear, plan and get somewhere, but I was wrong. Be a writer is about writing; just put words in a paper, without thinking if it makes sense or not. And, if you do this every day, you are practicing writing. → can you describe a bit more the idea of practicing?

It is like dance. Before thinking and planning the choreography, the dancer needs to practice, to feel the song. When the dancer is practicing, he just moves, without thinking so much about it. He connects one step to another and, in the end, he creates the choreography. Of course, there is a time when the dancer needs to follow a determined rhythm, a theme - as well as the writer. In the beginning it can be difficult, but, the dancer - and the writer - will put their soul, their personal touch in everything they do.

Very good ideas. My suggestion is that you put this discussion (about writing + dancing) in a stronger frame - in other words, maybe you can open your essay signaling to the READER (the "imagined" reader) THE RELEVANCE OF YOUR COMPARISON OF THE TWO ACTIVITIES.

Beatriz Immich Steinbach

15104989

my organizing images

Write to me is like wash socks: doesn't matter how much I try; I always let something behind. That's one of my biggest problems, ^{on it} don't matter my effort, I always think that I left something behind. When someone asks me to write, a lot of ideas come to my mind, but I am terrible ^{to} putting it in a good structure; so in this process, I always have to take something out of the big hair ball that my texts become *great opening!*

Don't think for ego this BUT use think if a person transition

But when I can put all that I wanted in my text, it's like a house, but the windows are crooked, the deck in the roof, and the tiles are falling down. So I say that put ideas in a paper is not a difficult thing; it's something anyone can do, theoretically, but ^{usually - the go} they are not well connected. So I have to make myself relax, and try to organize it all again, even if sometimes it take a really long time. *Make them well connect (keep small stuck)*

If I could give you a tip ^(about...) to you, it would be: take your time. J. K. Rowling didn't write Harry Potter in one week. You can't expect that you will have the better text of your life in five minutes. Sometimes your idea is like a diamond ^{now or}; it looks like a simple and ugly stone, but it was because you didn't look inside; you have to polish your ideas. Don't throw away a possible great diamond just because it looks like a stone at the begin of the process. *good*

I think that we all have problems to make an organized text something, and that's why write is not something easy as is not something fast to do; usually the organizing process is more difficult and ^{more} late than the brainstorming process, and that's not an exclusive problem of writing in a second language.

Sometimes, the answer to found the missing sock, to me, it's to give some time to my text. This way I can fresh my mind, then when I ^{is} back, I look to it with better eyes so I remember that it was easier than what I ^{thought} ~~was~~. I know that I used some images to make you see the potential of your text, and I could give you a lot more of those images. *The* the point here is that you can't require of yourself a big text in a small time,

sometimes you are not in a good day; sometimes you don't know nothing about a subject and will have to pass hours seeking for something to write about. As the same way, sometimes you can make an excellent text easily, but you are not a bad writer just because you had a bad day writing.

Very good and engaging draft. Your paragraphs connect well and you did a very good use of a central image. My suggestion to you would be to avoid using too much "you" (2nd person) and think of a stronger conclusion.



UNIVERSIDADE FEDERAL DE SANTA CATARINA
 ALUNA: LAIS SCHMIDT – 16101914
 PROFESSORA: MAGALI S. BECK
 DISCIPLINA: COMPREENSÃO E PRODUÇÃO ESCRITA EM LÍNGUA INGLESA IV

When fear ^{is} knocks the door. *GOOD TITLE*

PUTTING
 Put into words what we feel and what we think is a difficult activity no matter the purpose for which we are writing, it is always an arduous process that requires time, practice, review, and willpower. If we already have a certain "intimacy" with writing, if we have the habit of writing since very early in our lives, the text can come out more smoothly. In this case, there is a phrase that is short and clear: the practice leads to *PERFECTION*. Maybe the word *perfection* is a little strong, because *not it* to the writer, the text will never be perfect. The more we think and review, *it* the more we find to improve. However, it is certain that the more we write, the easier we will find the right words to express ourselves more clearly. The habit of reading is also extremely important in the development of good writing. It is *THROUGH* reading that we open our minds and we expand our vocabulary.

The incentive *AND THE* support during the time we are learning how to read and how to write is also a decisive point. During my childhood, my mother, a teacher, had always tried to encourage me in reading and in writing. She used to bring me little books to read or *NOT CLEAR* [even to complete sentences and write some little texts.] Although I believe that it was something natural to me, that I had been born with a certain predisposition to the

Learn that you do not really like that sauce, or that you do not really like to write poetry, you will never know if you never try.

When I am cooking, I need to be alone, or at least, my mom has to be far away from me, she is always trying to make me cook like she cooks, but we have different styles, and the kitchen is where I do not have to think about anything else than cooking, I can completely free my mind of all my problems and just cook, just try this new pesto that I have made, I feel comfortable doing that the same way I feel comfortable with my notebook on my legs and my fingers on my keyboard.

The kitchen and the keyboard are the places I have to get to know myself, to explore my empty mind and find some answers, I am working now writing texts about education, and I did not know what was my opinion about certain things until I wrote about that, so in this job I found out what I really think about education in the world, and then, I get to know a part of me that I have never imagined that existed. Just because I wrote. Just because I have cooked.

Appendix G – Final papers

Universidade Federal de Santa Catarina – UFSC
Curso de Letras - Inglês
Inglês IV – Written and Reading Comprehension
Professor Dra. Magali Sperling Beck
Student: Karen Heloíse Lopes de Paulo

A book that has broken down walls between people

In a reflective moment, I was thinking about books that somehow had impacted my life. And then, researching about the books I love, I read a quote by Arthur Pink, a Christian evangelist, which said:

"The influence of the Bible is worldwide; its mighty power has affected every department of human activity. The contents of the Scriptures have supplied themes for the greatest poets, artists and musicians which the world has yet produced, and have been the mightiest factor of all in shaping the moral progress of the race."

The Bible is a book that, during centuries, has changed people's lives as well as ~~has~~ has changed my life. The words of the bible taught me many things, but mainly about truly love and respect.

The Bible is a classic book, written by many different authors. This book has influenced many societies in the world by its presence in laws, in the calendar, the holidays, the art, the history and the culture. The Bible doesn't only tell stories, its stories tell messages about the real value of the human life, as the passage of Genesis 1:26 shows "*And God said, Let us make man in our image, after our likeness*". It means that people are

all the same, even with minor variations, as ethnicities. Each person has the same basic physical traits and is made in the image and likeness of God Himself.

The entire book has examples of compassion, love, forgiveness and equal rights. In Ephesians 1:14, it is written, "For he is our peace, who has made both one, and has broken down the middle wall of partition between us; and Galatians 3:28, it says "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus." These passages show me that behind all ethnic groups, subcultures, and religions there are people who have similar characteristics, humans that have the same blood under their skin.

When I read the bible, its words make me rethink in how I treat people. There is a passage written in John 8 that tells a story about a woman who had committed adultery. In that time, when a person was caught in adultery, both the man and the woman would be brought to the Nicanor Gate to be accused, or most of the times stoned. Some people brought that woman to be stoned and they asked Jesus what they should do, and then he said: "Let anyone of you who is without sin be the first to throw a stone at her" (John 8:7). In this example, it shows me that there is no one better than anyone. I have a lot of problems in my life as well as other people have. My position in the society, my gender, my skin color, my religion doesn't give me the right to judge someone. People make mistakes just like me.

There are times when I am too busy to see a poor person near me needing my help. There are times when I judge people without knowing their problems. The words in the bible make me realize how wrong and selfish my attitudes are. In the same time, its words

A poor person is you who is poor because of your sin. These words are in the bible. These words are in the bible.

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make me have the desire to become a better person, having compassion and mercy for the other.

The words of the bible came to break the walls between races, gender, age, skin color and many other prejudices. Most people only read the bible as a religious book, although, this book has a lot of messages that make people think about their choices. This book makes me question myself if I am judging people, if I am helping others when they need, or even if I am making a difference in the world. The bible makes people open their eyes to the other and see that there is no sense in building a wall to separate cultures; it also makes them break these walls and build bridges.

Universidade Federal de Santa Catarina – UFSC
 Curso de Letras - Inglês
 Disciplina de Compreensão e Produção Escrita em Língua Inglesa IV
 Professora Magali Sperling Beck
 Acadêmica: Nicolli Frison

The Magic of (the) Words

I always had this special connection with words, mainly with written words. Since I was a child, I thought about how powerful, magic, and wonderful words written on a book are. A good choice of words can change you so much that you keep them forever in your mind. It is like what Diane Setterfield said: *"There is something about words. In expert hands, manipulated deftly, they take you prisoner. Wind themselves around your limbs like spider silk, and when you are so enthralled you cannot move, they pierce your skin, enter your blood, numb your thoughts. Inside you they work their magic"*. Thinking about that, I noticed that I was able to feel this magic when I read Joe Hill's novel called *NOS4A2 (Nosferatu)*.

I love horror stories and the adrenaline that come with them. So, when I saw Joe Hill's book, I was interested. Actually, eight words written in the book's synopsis caught my attention: *"a gloomy amusement park: the Christmas Land."* And I thought *"what can be so scary in a place called Christmas Land?"* The answer came with a name: Charlie Manx, or the Evil Santa Claus. *NOS4A2* tells the story about Vic, a girl that was one of the children that Charlie took to Christmas Land, his private world where he can do whatever he wants with the children. Vic was the only person who could escape from Christmas Land. So, years after Vic does that, Charlie comes back and wants revenge.

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 summary of
 a
 story.

In the beginning, I thought that *NOS4A2* would be just another horror story, but I was wrong. Joe Hill is amazing with words and soon I was so connected with Vic and her problems because of her "gift". Some characters in this book have a special ability; for example, Vic could cross a bridge with her bike and find anything she needed, no matter where in the world it was; Maggie, a librarian that helped Vic, could discover the future through her crossword puzzle; and Charlie with his sick imagination, created a new world: the Christmas Land.

However, the explanation given by Hill for these gifts was what caught my attention. Maggie, in the beginning of the book, explains to Vic that this ability they have is because they are extremely creative, and that creativity gives them the power to open a crack in reality and to travel to other worlds, imaginary or not. This part hit me so hard that I carry with me to this day. I think that writing and reading have this same power. When you are reading, the author's words become your bridge to other worlds, cultures, discoveries, and teachings. When you are reading, you are learning much more than just vocabulary. The same works for writing, except that this time you, by using your own words, can open a crack in reality and create your world. [It was because of Joe Hill's vision about creativity I like so much writing stories and reading them.]

Messiah of
this
sentence is a
big clue

Another point that caught my attention was that *NOS4A2* wasn't just a simple horror story with a crazy murderer and the damsel in distress. Both Charlie and Vic were complex characters and taught something. Charlie, even being a repulsive villain, really believed that the Christmas Land was his real world and a kind of paradise. In a distorted and unhealthy way, Charlie believed that the Christmas Land was a place where he could keep the children's innocence and free them from the "list of baddies" of Santa Claus. He showed me how powerful – and sometimes dangerous – imagination can be. When we create something we really believe in, nothing can destroy it. Charlie,

Do we really?

with his imaginary world, could show me the power of persuasion that someone who is creative has when they know how to use words, especially because the children were attracted to the Christmas Land by the sweet words of Santa Claus.

Vic, in turn, was not a typical heroin. She was a mess, she did not understand her gift so well, and many times she tried to save someone she put others in danger. But the main point about her is that, when she was a child, everyone believed she was crazy to have such a fertile imagination, and when she came back from Christmas Land she also began to think that. But Vic was growing during the book and she learned that being a creative person is not synonymous with madness. Because of that she was able to use her ability to save her son. The way that Joe Hill described Vic's changes during the story totally caught me. And I think the lesson he wanted to pass through Vic is that you must stay true to what you believe. It is something that I take with me, especially when I write something. I try to keep loyal to my imagination and believe in my words; I tried to believe that they also have this power to take me to other places.

I can clearly say that *NOS4A2* became the door to my imagination. After reading this book I was sure that I wanted to work with words; I wanted to live trying to show this new world through my own words. For me, Joe Hill made real all the magic that exists in sentences. So, I hope that, one day, I will be able to show that magic from something I've written; I hope to open a crack in reality and show my own world to new readers and invite them to walk through a Christmas Land that is not as bloody as the Charlie Manx's world, but still creepy. After all, I love horror stories. ☺

good ending!

UNIVERSIDADE FEDERAL DE SANTA CATARINA
ALUNA: LAIS SCHMIDT – 16101914
PROFESSORA: MAGALI S. BECK

Words are not just words.

We live in a world that demands ^{for} us ^{to} always more agility and practicality. Consequently, we face more and more superficial things, that come fast and go even faster, like fire in the straw: it begins so strong and brightly, but in a few seconds it is totally consumed and become ^{to} ashes.

As all other things, many times the depth of the words ^{is} put aside, giving place to empty speeches, talks, and mainly, nowadays, empty songs, without a strong content or a positive message. However, once in a while, we can see emerge something that makes us ^{to} have hope again, and it was what happened to me some time ago.

Since I have learned reading and writing, I always gave especial importance to words, and I always found in songs something to inspire myself, through its lyrics and melodies, and although I live in times like this, sometimes a new thing appear and ends up ^{to} offering me pleasant and enriching reflections, ^{and} it can be a book, a text, an advertising, a song, etc. One ^{of this moment} happened when I heard "Try", a song by Colbie Caillat, for the first time. It is a powerful and strong song that changed the way I used to see myself. I identified a period of my life very deeply with some parts of the lyric, ^{as} when it says: "Waiting a second, why should you care what they think of you?"

When you are all alone, do you like you?" and "You don't have to try so hard, you don't have to bend until you break. You just have to get up! You don't have to change a single thing..."


For a long time, I heard laughs and jokes about my weight and height, because I've been always very thin and small compared to people of my age. I was a shy and quiet child, and it used to bother some people, as if I was abnormal, and I didn't understand why they thought that way. In my child's insecurity, I didn't think that it is ok to be different, so I was always trying to fit in a mold to be accepted and included. This song, with other texts that I've started to read sometime later, brought to me a lot of learning and a great sense of freedom.

The positive message that the lyric brings is very clear: you don't have to submit to anybody, you don't have to try fitting in a standard to be accepted. If some people don't accept you for who you are, it is their problem. It always there will be people that will love you exactly because of what you are, the other people don't matter at all. The things on you that are out of the established standard are the things that make you unique and special.

It took a little time for me understand that I could be whatever I wanted. Actually I learned it just when I was already a young adult. I realized that it is already a hard work to be myself, imagine trying to be something that other people think I should be? It would be wearing and unfair. Today I think that there is nothing more beautiful than being authentic and proud of who we are, and this song is really special to me because it made me feel this way. This lyric was the first words of the genre that made me want to read more about standards, self-esteem and motivation. It was the moment when the chains started to be broken.

I know that there are a lot of stuffs and texts more important ^{which are} deep and enriching, but this song and its video was the beginning of an open mind to me and it will always have a special place in my playlist. I also think there is a lot of tactics that ^{can} be used to reach all kinds of people, and music is a good weapon when we are talking about children and teenagers, even more nowadays when they are so connected with this type of communication, and especially, when people have being so cruel about standards and this kids are so desperately looking for acceptance in their groups. I will always believe that music can do a really good work if writers and composers put in its lyrics the right words. Words can ruin a life, but also can save it. Words are not just words.

Very long
sentence


 UNIVERSIDADE FEDERAL DE SANTA CATARINA
 CENTRO DE COMUNICAÇÃO E EXPRESSÃO
 LETRAS INGLÊS

Professora: Magali Sperling Beck
 Aluna: Bruna Chupel

INTIMATE VERSES

Just opening!
 Roses are red and violets are blue, when it comes to a poem this is all I can do. My ability of analyzing poems is similar to my capability of swimming: just can't do it. Ironically, a few weeks ago, I had to read a poetry book for a graded presentation in a course. The piece I am talking about is a children's book called "Ou isto ou aquilo", written by Cecília Meireles. Even though the writer is extremely popular I had never read one of her books before. Nevertheless, I faced my deep ^{PT}despairs to overcome this individual presentation and try to keep my head held high in front of thirty people. In order to achieve that, I had no other option but to shake hands with my poetic side and embrace the adventure.

Poets play with words, but definitely, in my case, words laugh of me. There are many students in my class that make such deep comments after reading a poetry piece and I could never do it. I know it is incredibly hard to think outside the box and figure out the possible meanings hidden inside the words chosen in a poem, so I felt surprised while reading those children's poems because for the first time I was having fun. All the playful verses written had the power to awake the child on me, and thanks to that, I could also grasp ideas I never thought I was able to.

From sixty four poems I was supposed to choose one of them. I had one chance to make a good impression, so I read and reread all of them. In addition to that, I also researched online and found out that a unique poem may have totally different interpretations. That information gave me the power to make my choice: "A Língua do Nhem" was the poem I

would work with. Before anything, it is important to know that this poem was the one that made me laugh the most, but at the same time, it had a powerful humanity message; that combination was incredible to me.

"A *Lingua do Nhem*" was my object of study, but more than that, it was a symbolic reconciliation between me and poetry. Differently from many other writers, Cecilia runs away from words of morality, like: pure, fair, virtue. Instead, she creates a dialogue between a real event and the fictional world. In this particular poem, the language of Nhem represents a brand-new and funny language animals are using to communicate with the elderly. This piece was specially written for children and along its eight stanzas, full of musicality, caused by its rhymes and rhythm, I found my own interpretation of the poem.

Nhem-nhem-nhem-nhem, that was the grumble of the old lady. This grumbling was later learned by the little kitten, so now it speaks the language of Nhem too. From that moment on, there was communication between them. The same happens with the dog, duck, goat and chicken from the neighbor, they were all speaking the language of Nhem. How amazing was that! Thanks to the repetition of that grumble, which sounds like "Nhem", what had started as a negative aspect, turns out to be a language, and later on, a source of happiness. In this piece, the loneliness felt by elderly people is being discussed in a charismatic and enthusiastic manner.

Cecilia was writing for children, but her words hit me entirely. The combination of sounds selected to construct that poem invaded me and made me admire her work and the value poems have. Poetry pieces are indeed much more than random words put together: they are a tool used to hide secret messages, they are the illustration of what can't be said in a regular way, they are a pathway, an emergency exit, they are whatever you are needing them to be. I just can say that "*A Lingua do Nhem*" is now my language too.

poetry
concisely!

just
one of
examples!

Universidade Federal de Santa Catarina

Disciplina: LLE 7494- Compreensão e Produção Escrita em Língua Inglesa IV

Professor: Dra. Magali Sperling Beck

Student: Bárbara Conti Viggânigo

Life is a book full of stars

"But without the dark we ^{was} have never see the stars". When I read that sentence for the first time in my life, I was almost 16 years old and I had been through some difficult times with my family. However, I still did not understand the great meaning behind it. Over the time, I began to realize that whenever we go through something bad, we gain experience and become even stronger. For me the "stars" are also the people who have always been by my side when I passed by difficult times. Even when I thought I was alone, someone showed me the good side of that darkness. Moreover, these people were my family and my friends.

There is a book ^{is} made me think of these "valuable people" of my life: The Book Thief. The book talks about ^{the} Second World War, it is a fiction story and the ^{is a} Death was character that tells the story of a girl called Liesel. The ^{is} death told that had had direct contact with Liesel (main character) on 3 occasions. At the time of the death of his younger brother ^{is} when she was about to be adopted, ^{is} in the death of an air pilot of the enemy forces in the presence of his best friend, Rudy, and the death of his ^{is} parents, when the street where they lived had been completely destroyed by the bombing of the war. Moreover, the story develops around these facts.

I read this book three times. The first time I was very impressed with the war scenes, the second time I read ^{is} what attracted my attention was the deaths, but it was the third time

✓
small
supposition!

==

Learning how to be positive with *The Secret*

If you don't know *The Secret*, you must to read this essay. *The Secret* is a book written by Rhonda Byrne, which is known as the best-selling book of 2006. Everybody was talking about this book, then I was curious to discover why so many people were interested in it and of course I was curious to know what was "the secret". I was imagining that it could be a secret of a girl's diary and because of that I was not understanding why this book was making success. However, for my surprise, I was wrong.

The Secret is a life experience. *The Secret* gives you anything you want- happiness, health, wealth and love. With this description, maybe you are thinking that I am talking about Santa Claus or even about the genius of Aladdin's Lamp, but no, I am talking about *The Secret* - the law of attraction. This law says that what we see, hold or even our thoughts are equivalent to what we need, want or even demand it attracts to you. In short, *The Secret* is the key to achieve our goals.

When I was reading *The Secret*, I learned how our thoughts can impacts on our lives. No matter, if they are good or bad thoughts, they will bring consequences to us in our real lives. Therefore, to achieve good things in your life you have to syntonize your mind with positive thoughts. You have to think positively even if you do not have all what you want, even if you are passing for problems with the family or with your partner, or even if you are sick. Imagine that you are sick, imagine that you only can concentrate your thoughts on your pain and that you not stop to reclaim about it, as a consequence you will feel worse. Now, imagine that you are sick, but you do things for you can feel better, like- drinking some tea, taking a time to relax, thinking that you are

already healthy. You will start to feel better, because you concentrated your thoughts in ways that you can solve your problem not complain. The problems always will emerge, but you have to think that everything can change and that these problems emerge for a good purpose - for you to learn something and to make you stronger.

I know that you are curious to know how you can achieve your goals through the law of attraction. Therefore, I will tell you what I learned with the book and it will help you. You only need to follow three steps. First, you have to ask for the universe what you want. Second, you have to believe in yourself and to do actions for you can achieve your goals, and finally you have to be intelligent to recognize the opportunities that the universe will bring to you. So, that way you will receive what you want.

Before I read *The Secret*, the law of attraction seemed for me an abstract thing that I could not manipulate. By reading the book, I learned that I can change my life using this law and programming my mind to have positive thoughts. However, it is not so simple to practice it like it seems, because we nowadays have routines full of things to do. Therefore, sometimes it is easy to lose the control of our thoughts and to start thinking about bad thoughts. Then, it is necessary that we create awareness that we need find a time in our day to pay attention in the thoughts that we generally have, because they can be realized. Our future depends on us and of our thoughts. So, what we can do for us today can not leave for after. We are important, our thoughts are important and the life is not merely about routine. The life is more we can see, life is what we imagine!

NátaliaPinheiro
14102480

8 weeks was Anna.

It was November 23th 1990 and a serious battle was being waged on Bijari Street, São Paulo. The opponents were 53 year old Carlos De Angeli and 29 years old Hilda Pinheiro, or as I normally refer to them: my parents. People fight for many reasons. Some are pointless, some are necessary, some are urgent. In my parent's case, the motive was urgent and delicate: "what are we going to call her?" Her in this case being me, the one that now tells you this story.

"Mariana! Érica! Anna Karenina! Daniela! Natália!"

After hours of names being dropped as they were tangerine seeds, my mother took for herself the right of choice and named me Natália.

My father was not happy with the outcoming of the battle. Hence, he decided that my nickname would be Karenina. It took some time for me to start wondering where that name came from. Eventually I found out that the name came from one of my father's favorite novels: Liev Tolstoi's Anna Karenina.

Πως: Ιστορίες

I was a common teenager and, as such, I lived a phase of constant defiance of authority, or of what passed as authority at that time: my parents. This being said it is logical to assume that it took some time for me to get interested in my dad's reading habits. I was reading Henry Miller, William Burroughs, Sylvia Plath... I had no time for Tolstoi and his 870-pages Anna Karenina.

In a specially sad and cold month of June, I was able to make the time for it. As I was packing my dad's apartment after his death, while I boxed what seemed to be a thousand books, I have found my dad's copy of Ana Karenina. An beautiful old Russian book with golden letters that seemed to pop from the navy blue background. I had to

read that. Since my knowledge of Russian is virtually nonexistent, I ^{had} run to a bookstore and bought one, a Portuguese one, for me.

Drown to some metaphysics innuendos as I always were when I set down and began to read the book, I felt like I was talking to my father, as I was listening to his voice reading me those beautiful words.

"He stepped down, trying not to look long at her, as if she where the sun, yet he saw her, like the sun, even without looking."

I was hooked. Tolstoi's writing was nothing like I imagined, nothing like anything that I had read until then. The words were mere details in a narrative that seemed to have been written with the substance of life, whatever that is. The characters jumped from the page. Suddenly, my bedroom turned into a Russian ballroom. Liev and Anna, the two protagonists, became part of my daily life. I smiled with joy whenever Liev talked, with so much passion, about the peasant's union or the land reform. I cried when Anna had to choose between leaving a loveless marriage or staying with her son.

"All the variety, all the charm, all the beauty of life is made up of light and shadow."

Light and shadow emerge from Tolstoi's masterpiece in a way that changed my life as a reader, completely. Until that moment literature was all about the form, the structure, the language. I loved Sylvia Plath's technique, I spent weeks telling everyone about Virginia Woolf's stream of consciousness, I tried – and failed – to understand Joyce's made-up words and still found it genius. Tolstoi was nothing like that. The language vanished so life could emerge. The words *per se* didn't catch my attention at all. The story was the main point. And what a beautiful haunting story...

new, in the
version, for
substitutes
plath's technique;
writing and
with
creativity.

A book is never just a book. A book is a bridge, a door, a waste of time, an answer when you can't even ask the question. Anna Karenina is the book that I'll never be done with. The book of life, light and shadow.

Small Goals.
I just missed one
connection with your
Dear Book and you to
measuring.

The Good Advisor

Believe in yourself, this is the advice that "The Host" by Stephanie Meyer left to me. When you are a teenager, sometimes, the advice that your parents gave to you are boring. However, ^{it is actually} advice from a book is much more accept ^{and it} changed my life. I have discovered in myself all the good things that I can do and can be; I found a ^{the} powerful girl that I always was, but did not realize.

When I was young - about 13 years old - Stephanie Meyer wrote a series of novels called "The Twilight Saga" and quickly I fell in love with the books because all my friends were reading. I was in elementary school, beginning to know what to kiss a boy is and the book portrayed this. ^{was} ^{is it?} ^{the saga was really} Funny, cool and romantic, specially made for teenagers. The main character was a girl that did not feel beautiful and thought that she was not cool enough to date the boy. All these feelings and thoughts that an ordinary teenager thinks or feels about them made me ^{to} identify with the story. This series of books were the reason to start reading "The Host" - that was ^{wrote} some years later by Stephanie - and when I read the book it changed my life. ^{however,} I grew up and left "The Twilight Saga" behind, but "The Host" remained in my life.

The book was wrote in 2008. It's a sci-fi novel where an alien /soul enters the body of a girl and starts to be her. But the girl is not dead: she lives inside her own brain like a prisoner. In the story a girl/soul is dropped in a community of rebel humans and they made her prisoner, but they are the family of the girl's body that is locked inside her own brain. However, sometimes, we impersonate another person to be accepted in a community and the book showed me that this is not necessary. Together awakened friendship, affection and love of a whole community by just being themselves.

Charming
and
conviction
Brewer
1920s
Miss To
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For me this book is a mix of my past, my present and my future. Every time I read the book I remember my childhood and adolescence, and compare what I used to think about the book with what I think now. It is fantastic, because there are things that I did not care about in the book or a character that I did not use to like but now I love. In the same way that ^{it} it is incredible how much the book changed to me and how much I have changed through years. The two girls were enemies at the beginning of the story, but with a common goal they worked together to get there. They were made prisoners and then the enemy becomes the humans, to in the end of the story the girls were friends of the humans and the enemies turned, now, the "Souls" (aliens that invaded the earth). This process of acceptance between the girls and the humans is similar to me growing from a teenager to a woman, discovering myself, my virtues and flaws.

Gradually, the book showed to me that most of the people only wants me to be happy, they do not want to hurt me as I used to think of course there are bad people but I do not need to be like them to be successful. For example, in a moment from the book, a group of humans turned against a group of themselves to protect the girls, showing that they were not evil at all. Even if someone says that I am not capable or that I cannot, ^{to do something} it remains only ^{up to} for me to decide whether it is true or not. In the same way as the end of the story, the soul decided to kill herself to ^{save} the human community. The book taught me that we do not have to be afraid of anything and that I have to be myself, only I will be able to make my own destiny.

As I said, at that time the message that the book passed to me was so good and powerful that now once a year I have to read it, to remind all the good advices that the author gave to me in the past and that they are still valid. I really do not know why this book caught so much attention, but I think that it was necessary in the time that I read it.

It became my favorite. This book made me believe in myself. A popular saying that defines the book is "you are your only enemy".

Student: Nicole Rabello

Inglês IV – Written and Reading Comprehension

Professor: Magali Sperling Beck.

Name: Emerson Ferreira.

October 25, 2016.

Essay assignment 2

Hoping for a better life

Waiting for Godot is a play that was written by the Irish Samuel Beckett, and he wrote it thinking of imagination and inspiration in the post-war scenario. The book was written in 1949 and the main characters are Vladimir and Estragon, who worked with other characters: Pozzo, Lucky and the messenger boy. Most of the scenes take place around a tree, where Vladimir and Estragon are *waiting for Godot*, a protagonist who didn't appear at any moment in the play.

The play shows the reader ^{to content} a pleasant negative reality ^{relatable} in which the characters were living. They had different characteristics, but their behavior in the play were often in fear, especially for Estragon because he lived thinking someone was following him and when he slept he woke up saying that someone had beaten him. Sometimes, the characters showed to be stunned as well; in others, the comedy appeared to take a reader smile, but the absurd that was happening in the scenes was the main point, because it was characteristic of the plays written by Samuel Beckett.

When I read this play I began to think about the nonsense under which many people live, (and) because they didn't have many opportunities in life, living alone, with no future prospects, waiting for something that will not happen, or even for a silent death. That sums up the characters of the play, for it, Vladimir and Estragon are waiting new opportunities for a meeting ^{clearly} to change their lives. However, failure, age and physical problems serve to tell the reader, this negative aspect, which unfortunately happens in real life.

Even with the fear and uncertainty, Vladimir creates a sense of hope, because he believes that everything will change, he believes in a happy ending, but none of this happens, and the tragedy is just another negative aspect in the course of actions. So, thinking and living are characteristic of the sense of hope where everybody can dream and believe, but unfortunately it doesn't happen sometimes, especially in poor living conditions.

When I was reading the play, I tried to think of how a person can live with fear and without hope of good times. In *waiting for Godot* I couldn't think that way, because the absurdity was so much that I couldn't put me in this place. A book that catches the attention of its readers, of course in different ways, but it leaves an aspect of thinking about life and the solutions that people looking to try to be happy, to try to live their lives without anything disturb, without fear and without negative illusions.

However, the man gain more knowledge over time, but on the other hand, it doesn't happen. Then, I, as a reader, had the feeling I was *Waiting for Godot* along with the characters, because despite the absurd and misery, Vladimir and Estragon showed to be inseparable friends, that only death would separate them.

it is not clear what you mean by "it leaves an aspect ..."

CONTEXT OF IDEAS: DO YOU MEAN THAT WE WANT TO GAIN MORE KNOWLEDGE ...?

Beatriz Immich Steinbach

15104989

How violent books taught me to hate violence

I can think about words that had influence in my life: *some of them are bad, some of them are good.*

When I was thirteen, I read my first war book, the name was *The Thousand Splendid Suns*; a book written by Khaled Hosseini in 2008. I can say that this book changed a little bit my way to see life. The book talks about the war in the Middle East. The whole story is told from females' perspectives; when I read this book I had almost the same age than Laila, one of the book's protagonist. ^{to female perspective on how women's perspective} gradually she lost everyone that she loves, war and a sexist culture are the responsible of all the tragedy, so read this book been a thirteen years old girl was an opening mind experience.

The book shows how a lot of innocent people died; it made me see how unfair a war can be, and how any side can win a war. *Both sides are murdered, both sides are murders.* In a part of the story, a Laila's friend is attacked by a bomb she was a young girl that was backing from school, she hadn't committed any crime, she had not even lived half of a normal life yet, and she was murdered. Not only my perspective of a war changed, but my perspectives about the place of women in society, in this book girls were forced to get married with old men, as it's usual in that society. Was shocking to see how girls that could have a brilliant future, had to stop their lives and serve to men that they not even love. In parts it makes me feel happy to live in a place where I can be free to choose my own future, even with some impediments, but it makes me feel really sad too, because I understood in that moment that it wasn't a reality to everyone; I

↳ DEFINES IT!

had heard before about arranged marriage, but it was something abstract to me, after I read this book, it became something closer, because of the affection that the writer create between the reader and the protagonists. I know that Khaled Hosseini is from the Middle East, so I think that maybe his intention was to create a sensibility to all this violence that happens in this region, even the violence that is made to woman by the culture customs.

Another book that I read almost in this age that helped me too to have a sensible vision of the world was a book from Augusto Cury, called *O Colecionador de Lágrimas*, this book was not translated to English; in this book a History professor start giving classes and talking about the victims of the Second World War, he gives numbers of deaths, ^{while present} but it didn't choke the students, ^{but what} then he says that modern people are victims of the Cartesian plane, ^{? not clear} (and after that) I could understand why I felt so different after read the book *The Thousand Splendid Suns*, because to me, all those deaths were just numbers in statistics, and now, to me every number of death I can imagine a person that had their life stolen.

I like to remember how those readings had a good influence in my life; in the way that they made me be a human more compassionate; trying not to blame; trying not to crucify; trying not to judge; not supporting violence.

UNIVERSIDADE FEDERAL DO ESTADO DE SANTA CATARINA

Professor: Magali Sperling Beck

Name: Eduardo Ilton Flor

Date: 10/24/2016

A great leader can inspire you

Many books can change your thinking about something in life the kind of book that changed my view of life was a biography of Nelson Mandela. I always admired Mandela for everything I saw on television, but I did not know anything about his life until I read "Os ^{ITAVES FOR} Caminhos de Mandela". Do you know when the reading of a book flows and you read that quickly? This happen with me when I read this book, which showed me how it can be difficult to be yourself. With this experience I realized that revenge and hatred do not help you at all. Are you ready to see the change that a book ^{BRING TO} bring to me?

We all seek a good job to earn a little more money, but Mandela did the opposite. When he received his first salary as president, he returned much of the money because he did not need too much money to live, ^{AS} (because he lives in the president house. The country was going through a transition, and he return part of his salary to the country. Since they were in financial trouble. This changed my view about money, ^{VS} earning enough to live and help others is something wonderful, makes you feel good.

Being black in apartheid-era was really hard, because it is illegal for ^A black people to fight for equality ^{AND TO PARTICIPATE IN A} a movement to have the same rights of a white people. ^{THIS} What could cause a civil war between blacks and whites, ^{AND} Mandela was one of several who have been arrested for being black. ^W white police officers entered the Mandela house in the middle of a dinner and took him prisoner, in front of all his family. After being taken from his family, he was imprisoned for twenty-seven years in a tiny cell in the middle of nowhere. Who are we to

judge people by the color? We are all equal as a person, no matter the color. Thus I began to value people, because they were like me.

The fact he was arrested by white police officers in front of all his family and staying twenty-seven years imprisoned could only further increase his hatred for whites, but that's not what happened. He was released from prison and elected president of South Africa and the first thing he did after turning president was ending apartheid, uniting blacks and whites as a single nation. By leaving all the hate and anger aside, he could help his country to grow with peace and loyalty. I realized that anger and hatred would not help me at all in my life, forgive people who hurt me was better than hate them for it, so I started to forgive those who truly deserve my friendship.

The author, Richard Stengel, said in the book he learned something very important by talking to Mandela, "Courage was not the absence of fear, but the triumph over it" (page 36).

Being courageous is important to grow confident with myself this quote made me want to do things I would never have done, because I did not have the courage for it. Of course at the beginning it was not easy, as I was still missing a bit of courage to do, but gradually I was overcoming fear and really worked. what I wanted

Nelson Mandela was a great leader, a great person, a great father and a great icon for his nation. What turned him so in that person was the prison, where there he learned to lead and be present when his colleagues needed help. He decided to change his country after being elected president, he believed in his project and made it a success, he gave his life to help his country to grow without any discrimination. There are many people who can inspire others, and a biography causes it in the reader. I learned a lot reading this book, as I met a little more about Mandela's life and all his suffering for his country. he inspired me Courage comes after overcoming fear, and this is an example of treat people with love and respect and how to be a true leader, these little things really

touched me. But what really touched me was ^{because that to} how to forgive people is the best to do. Hatred
 will not help, then forgive and move on ^{an} is the best thing to do for all of us to be happy.

It is so good to see how a single book may change us completely.

That was the feeling I had while reading your essay. We are so busy in achieving our goals in life that we end up forgetting to deal with our inner world.

I am also a big fan of Mandela's work and I was glad to hear the reason to read an essay about him.

Thank you!

I liked how passionately he talks about the book. Even though Mandela's story is relatively well known reading this essay you get the feeling that his biography is more than "just" the narrative of his life events. The phrase the author of the essay used to establish the connection between himself and the book / Mandela made a nice effect. (Courage was not...)

UNIVERSIDADE FEDERAL DE SANTA CATARINA – UFSC
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 CURSO DE GRADUAÇÃO EM LETRAS ESTRANGEIRAS - INGLÊS
 DISCIPLINA COMPREENSÃO E PRODUÇÃO DE INGLÊS ESCRITO

IV

PROFESSORA MAGALI SPERLING

ACADÊMICA: LUIZA R. F. DA COSTA.

HOW WORDS SAVED ME

My parents always had the habit of reading. Every time my dad travelled for work, he bought a book for me, and it was my favourite part of those travels; when I was two years old, I knew all the lines of ^{2 books for girls} A menina e os Ursos, and used to pretend I was reading - I've fooled lots of people ^{by} doing it. After a while, when I was six years old, I started to read, and then, my parents had a serious problem because I read a book in 2 hours and asked for another one. So I can say words were always important in my life and made me who I am. I think I can not choose a book or some words that changed my life as a reader ^{is a young reason?} at the beginning of my being. I actually think that every word, every letter I read changed me a little bit.

Words were not just important for me ^{to read, writing} probably saved me when I was 18. At the beginning of 2013, I've lost a friend for depression, and my reaction for that made me get away from people I loved. I was afraid of losing people, so I've pushed them away. ^{that's} when depression touched me and then, I wrote. I wrote texts without structure, I just wrote what I was feeling because it was scary. ^{At} that moment I liked not being able to feel something, so I didn't know if I really wanted to get away from that disease, I wrote a lot, until the day I wasn't scared of feeling anymore.

It was a rough year, I did not know who I was anymore, I did not see a future, and it was like a snowball, it started with three words and a action of a friend, a lot happened after