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ANEXO 1

NOTÍCIA DE JORNAL *ONLINE* EM PORTUGUÊS

O Globo *Online* – 8/10/2005

Nobel contra as armas nucleares: *ESTOCOLMO e VIENA*

A Agência Internacional de Energia Atômica (AIEA) e seu diretor, o egípcio Mohamed ElBaradei, ganharam ontem o Nobel da Paz, numa premiação que foi saudada pela maioria dos líderes mundiais e considerada por muitos um desafio aos Estados Unidos. Porém, grupos pacifistas, ecológicos e governos que discordam das práticas da entidade lamentaram a decisão da Comissão do Prêmio Nobel.

Nos últimos anos, a organização da ONU — criada em 1957 e responsável pelo combate à proliferação de armas nucleares — envolveu-se em polêmicas com a Casa Branca desde que a instituição afirmou que não havia produção de armas atômicas no Iraque, uma das principais alegações do presidente americano George W. Bush para legitimar a invasão do país em 2003.

— O prêmio serve como uma mensagem muito forte: continuem a fazer o que estão fazendo, sejam imparciais, ajam com integridade. E é isso que temos intenção de fazer — disse ElBaradei na sede da AIEA, em Viena, sob aplausos de seus funcionários. — Ter recebido este reconhecimento reforçará nossa determinação.

ElBaradei, diretor da AIEA há oito anos e que foi eleito mês passado para seu terceiro e último mandato de quatro anos, afirmou que a decisão foi uma surpresa, apesar de ele já vir sendo apontado como favorito.

Ele disse que não esperava receber o Nobel por não ter recebido o tradicional telefonema dos organizadores antes do anúncio, prática que foi abandonada este ano para evitar o vazamento da informação: — Foi uma surpresa total para mim.

Estava assistindo à televisão com minha mulher convicto de que não ganharia por não ter recebido o telefonema. Então ouvi o nome da agência e o meu, que é igualzinho em norueguês. De repente, estava em pé abraçando e beijando minha mulher cheio de alegria e orgulho.

O secretário-geral das Nações Unidas, Kofi Annan — ele próprio vencedor do Nobel da Paz de 2001 junto com a ONU — elogiou a escolha, dizendo, através de uma nota, "desde 1957, a AIEA vem trabalhando de forma incansável e competente para evitar a proliferação de armas nucleares e para promover o uso pacífico e seguro da tecnologia atômica".

O presidente da França, Jacques Chirac, disse ter ficado encantado com o anúncio da premiação. O primeiro-ministro do Reino Unido, Tony Blair, e o chanceler federal da Alemanha, Gerhard Schroeder, também elogiaram a premiação.

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Sobreviventes da bomba lamentam decisão.

O governo americano disse ter gostado da escolha de ElBaradei, mesmo após ter tentado impedir sua reeleição mês passado, alegando que ele era muito suave com o Irã. A secretária de Estado dos EUA, Condoleezza Rice, telefonou ontem para parabenizar ElBaradei.

Mas nem todos gostaram da premiação da agência.

O governo iraniano oficialmente não fez comentários, mas fontes disseram que a premiação foi considerada uma "ação política direcionada contra o Irã". O país está sendo investigado pela AIEA há dois anos.

O grupo ambientalista Greenpeace criticou o prêmio, dizendo que deve ser recebido com cautela devido à defesa que a AIEA faz da energia nuclear para uso pacífico: "Ainda que ElBaradei tenha demonstrado sensatez na oposição à guerra do Iraque e à proliferação de armas nucleares, a AIEA é responsável também pela disseminação das mesmas tecnologias e materiais usados para a fabricação de armas nucleares."

O grupo japonês Hidankyo, que reúne sobreviventes das bombas de Hiroshima e Nagasaki, também não gostou, pois considerava que ele próprio deveria receber o prêmio. Segundo Terumi Tanaka, secretário-geral do grupo, a agência não luta pelo fim das armas nucleares: — A AIEA não é uma organização que tenha feito atividades pacíficas.

Alguns especialistas concordam que a ação da AIEA não é pacifista, pois ela não pretende acabar com as armas nucleares, mas apenas impedir que novos países as controlem. Outros afirmam que a entidade não conseguiu prever a atual crise iraniana, que por 18 anos escondeu seu programa nuclear, nem evitar a conquista da tecnologia atômica do Paquistão e, possivelmente, da Coréia do Norte.

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ANEXO 2

ANÁLISE DE NOTÍCIA DE JORNAL *ONLINE* EM PORTUGUÊS

O Globo *Online* – 8/10/2005

Nobel contra as armas nucleares: *ESTOCOLMO e VIENA*

SENTENÇA	ATITUDE	ATRIBUIÇÃO/FONTE
A Agência Internacional de Energia Atômica (AIEA) e seu diretor, o egípcio[1] Mohamed ElBaradei, ganharam ontem o Nobel da Paz, numa premiação que foi saudada[2] pela maioria dos líderes mundiais e considerada por muitos um desafio[3] aos Estados Unidos.	1. julgamento positivo evocado (estima social / normalidade) 2. afeto positivo (satisfação) 3. afeto negativo (insegurança)	• endossado pelo autor (‘saudada’ e ‘considerada um desafio’) compartilhando a responsabilidade • fonte ambígua
Porém, grupos pacifistas, ecológicos[2] e governos que discordam das práticas da entidade lamentaram[1] a decisão da Comissão do Prêmio Nobel.	1. afeto negativo (infelicidade)	• endossado pelo autor (‘lamentaram’) compartilhando a responsabilidade • fala assimilada • 2. fonte (pessoal, institucional, grupo, coletivo, plural, status baixo
Nos últimos anos, a organização da ONU[4] — criada em 1957[1] e responsável pelo combate à proliferação de armas nucleares[2] — envolveu-se em polêmicas[3] com a Casa Branca[5] desde que a instituição afirmou que não havia produção de armas atômicas no Iraque, uma das principais alegações do presidente americano George W. Bush para legitimar a invasão do país em 2003.	1. julgamento positivo evocado (aprovação social / propriedade) 2. julgamento positivo evocado (estima social / capacidade) 3. julgamento negativo provocado (aprovação social / veracidade)	• endossado pelo autor (‘afirmou’ e ‘envolveu-se’) compartilhando a responsabilidade • não endossado pelo autor (‘alegações’) rejeitando responsabilidade • 4. fonte (pessoal, institucional, identificada, específica, singular, status alto) • 5. fonte (pessoal, institucional, identificada, específica, singular, status alto)
— O prêmio serve como uma mensagem muito forte[1]: continuem a fazer o que estão fazendo, sejam imparciais[2], ajam com integridade[3].	1. apreciação amplificada positiva (impacto) 2 e 3. julgamento positivo (estima social/ tenacidade)	• endosso neutro (discurso direto) • fala inserida (uso de travessão) • fonte – El Baradei (pessoal, humana, identificada, específica, singular, status alto)

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E é isso que temos intenção de fazer — disse ElBaradei[2] na sede da AIEA, em Viena, sob aplausos de seus funcionários[1].	1. julgamento positivo provocado (estima social/ tenacidade)	• endossado pelo autor (‘sob aplausos’) compartilhando a responsabilidade • fala inserida (uso de travessão) • 2. fonte (pessoal, humana, identificada, específica, singular, status alto)
— Ter recebido este reconhecimento[1] reforçará nossa determinação.	1. julgamento positivo provocado (estima social/ capacidade)	• endosso neutro (discurso direto) • fala inserida (travessão) • fonte – El Baradei (pessoal, humana, identificada, específica, singular, status alto)
ElBaradei[3], diretor da AIEA há oito anos[1] e que foi eleito mês passado para seu terceiro e último mandato de quatro anos[2], afirmou que a decisão foi uma surpresa, apesar de ele já vir sendo apontado como favorito.	1. julgamento positivo evocado (aprovação social / propriedade)	• endossado pelo autor (‘afirmou’) compartilhando a responsabilidade • fala assimilada • 3.fonte (pessoal, humana, identificada, específica, singular, status alto)
Ele[4] disse que não esperava receber o Nobel por não ter recebido o tradicional telefonema dos organizadores[1] antes do anúncio, prática que foi abandonada este ano para evitar o vazamento da informação[2]: — Foi uma surpresa total[3] para mim.	1. julgamento positivo evocado (estima social / normalidade) 2. julgamento negativo provoked (estima social / tenacidade) 3. afeto positivo (satisfação)	• endosso neutro • fala assimilada e inserida • 4. fonte (pessoal, humana, identificada, específica, singular, status alto)
Estava assistindo à televisão[1] com minha mulher[2] convicto de que não ganharia por não ter recebido o telefonema.	1. julgamento positivo evocado (estima social / normalidade) 2. julgamento positivo evocado (estima social / normalidade)	• endosso neutro • fala inserida (continuação do travessão) • fonte - ElBaradei (pessoal, humana, identificada, específica, singular, status alto)
Então ouvi o nome da agência e o meu, que é igualzinho em norueguês[1].	1. apreciação positiva composição (equilíbrio)	• endosso neutro • fala inserida (continuação do travessão) • fonte - ElBaradei (pessoal, humana, identificada, específica, singular, status alto)
De repente, estava em pé abraçando[1] e beijando[2] minha mulher cheio de alegria e orgulho[3].	1, 2, 3. afeto positivo (felicidade)	• endosso neutro • fala inserida (continuação do travessão) • fonte - ElBaradei (pessoal, humana, identificada, específica, singular, status alto)

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O secretário-geral das Nações Unidas, Kofi Annan[6] — ele próprio vencedor do Nobel da Paz de 2001[1] junto com a ONU — elogiou[2] a escolha, dizendo, através de uma nota, "desde 1957[3], a AIEA vem trabalhando de forma incansável[4] e competente[5] para evitar a proliferação de armas nucleares e para promover o uso pacífico e seguro da tecnologia atômica".	1, 3. julgamento positivo evocado (aprovação social, propriedade) 2. afeto positivo (satisfação) 4, 5. julgamento positivo provocado (estima social/ capacidade)	• endosso neutro (discurso direto) e com endosso do autor ('elogiou') compartilhando a responsabilidade • fala inserida (uso de aspas) • 6. fonte (pessoal, humana, identificada, específica, singular, status alto)
O presidente da França[1], Jacques Chirac[3], disse ter ficado encantado[2] com o anúncio da premiação.	1. julgamento positivo evocado (aprovação social / propriedade) 2. afeto positivo (satisfação)	• endosso neutro • fala assimilada • 3. fonte (pessoal, humana, identificada, específica, singular, status alto)
O primeiro-ministro do Reino Unido[1], Tony Blair[4], e o chanceler federal da Alemanha[2], Gerhard Schroeder[5], também elogiaram[3] a premiação.	1 & 2. julgamento positivo evocado (aprovação social / propriedade) 2. afeto positivo (satisfação)	• endosso do autor ('elogiaram') responsabilidade compartilhada • fala assimilada • 4 & 5. fonte (pessoal, humana, identificada, específica, singular, status alto)
Sobreviventes[1] da bomba lamentam[2] decisão	1. julgamento positivo provocado (estima social/ capacidade) 2. afeto negativo (insatisfação)	• endosso do autor ('lamentaram') responsabilidade compartilhada • fala assimilada • 1. fonte (pessoal, humana, não identificada, específica, grupo, associação, status alto)
O governo americano[2] disse ter gostado da escolha de ElBaradei, mesmo após ter tentado impedir sua reeleição mês passado[1], alegando que ele era muito suave com o Irã.	1. julgamento negativo evocado (estima social/ capacidade)	• endosso neutro ('disse') e não endossado pelo autor ('alegando') sem compartilhar responsabilidade • fala assimilada • 2. fonte (pessoal, institucional, identificado, específico, singular, status alto)
A secretária de Estado dos EUA[1], Condoleezza Rice[2], telefonou ontem para parabenizar ElBaradei.	1 & 2. julgamento positivo evocado (aprovação social / propriedade)	• endossado do autor (ouso do processo material' telefonar' no lugar de um verbal indica mais comprometimento do parte do ator) compartilhando a responsabilidade pela construção do sujeito social de Condoleeza. • fala assimilada • 2. fonte (pessoal, humana, identificada, específica, singular, status alto)

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Mas nem todos[2] gostaram[1] da premiação da agência.	2. afeto negativo (satisfação)	• endosso do autor (‘gostaram’) com responsabilidade compartilhada • fala assimilada • 2. fonte (pessoal, humana, identificada, genérica, grupo, plural, coletivo, status baixo)
O governo iraniano[2] oficialmente não[1] fez comentários, mas fontes[3] disseram que a premiação foi considerada uma “ação política direcionada contra o Irã”.	1. julgamento negativo provocado (aprovação social / propriedade)	• endosso neutro • fala inserida • 2. fonte (pessoal, institucional, identificado, específico, singular, status baixo) • 3. fonte (pessoal, humana, identificada, genérica, grupo, coletivo, status baixo)
O país está sendo investigado pela AIEA há dois anos.		• fonte ambígua • fala assimilada
O grupo ambientalista Greenpeace[1] criticou o prêmio, dizendo que deve ser recebido com cautela devido à defesa que a AIEA faz da energia nuclear para uso pacífico: “Ainda que ElBaradei tenha demonstrado sensatez na oposição à guerra do Iraque e à proliferação de armas nucleares, a AIEA é responsável também pela disseminação das mesmas tecnologias e materiais usados para a fabricação de armas nucleares.”		• endossado pelo autor (‘criticou’) compartilhando a responsabilidade • fala inserida • 1. fonte (pessoal, institucional, identificado, específico, singular, status baixo)
O grupo japonês Hidankyo[3], que reúne sobreviventes das bombas de Hiroshima e Nagasaki[1], também não gostou[2], pois considerava que ele próprio deveria receber o prêmio.	1. julgamento positivo provocado (aprovação social / propriedade) 2. afeto negativo (satisfação)	• endossado pelo autor (‘não gostou’) compartilhando a responsabilidade • fala assimilada • 3.fonte (pessoal, institucional, identificado, específico, singular, status alto)
Segundo Terumi Tanaka[3], secretário-geral do grupo[1], a agência não luta pelo fim das armas nucleares: — A AIEA não é uma organização que tenha feito atividades pacíficas.	1 julgamento positivo evocado (aprovação social / propriedade)	• endosso neutro • fala inserida • 3. fonte (pessoal, humana, identificada, específica, singular, status alto)
Alguns especialistas[1] concordam que a ação da AIEA não é pacifista, pois ela não pretende acabar com as armas nucleares, mas apenas impedir que novos países as controlem.		• endossado pelo autor(‘concordam’) compartilhando responsabilidade • fala assimilada • 1. fonte (pessoal, humana, identificada, genérica, grupo, plural,coletivo, status baixo)

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Outros[1] afirmam que a entidade não conseguiu prever a atual crise iraniana, que por 18 anos escondeu seu programa nuclear, nem evitar a conquista da tecnologia atômica do Paquistão e, possivelmente, da Coréia do Norte.		• endossado pelo autor (‘afirmam’) compartilhando responsabilidade • fala assimilada • 1. fonte (pessoal, humana, identificada, genérica, grupo, plural,coletivo, status baixo)

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ANEXO 3

AMOSTRA DE DADOS RETIRADA DO *CORPUS*

Tutor: Amanda (2005-09-28 13:38)

Bearing in mind the following quotes, how do you position yourself as far as establishing rapport is concerned?

Rudyard Kipling (Nobel Prize winner in Literature) "Words are the most powerful drug used by mankind."

David (member of the course) "It is true that students have their own methods when learning and that we should try to respect that when we are teaching. We are not dealing with kids. We can't adopt an authoritarian attitude because that is the best way to lose an adult student. We have to try to demonstrate that they should try to use other methods while maintaining their own in order to learn more. […] The thing to remember is that it has to be over time - we have to be patient."

Sonia (member of the course) "Although this is the most challenging group to please, I think teenagers can be rather curious and inquisitive if you give them the chance to know more about you and your life. […] I'd like to point out that this suggestion must be carefully adapted to the group you have. The teacher must know how much and what exactly she/he wants to tell about her/his personal life. By using a bit of creativity, the teacher can make up stories that will raise students` interest."

Renato (member of the course) "Even though you don't usually hear teenagers verbalize they admire you, deep inside they do. But hey, sometimes words are not necessary; their faces are a dead giveaway. Don't you think? By being their teacher for a while, it's easy to read the following off them: "Teacher, I really look up to you!"

Fernando(member of the course) "Get to know them, find about what they like and propose a series of classes on the mentioned subjects. […]You can't teach individual students but you can give each of them their 5' of attention to make them feel appreciated and understood, even if you happen to disagree with them on a particular subject.
Teaching is personal. So is learning."

Author: Alberto (2005-09-30 10:06)
I believe that establishing rapport is not that easy. However, the more teachers are aware of their power to influence and change behaviour, the more effective their teaching will be.
According to Stedios Perdios, gestures, facial expressions, tone of voice, movements provide more communication than the words do themselves. Words are really powerful. Teachers should avoid using words as the main strategy to establish rapport, though.
I do agree when David Lopes says that students have their own methods and we should respect that. Also, teachers have to try to raise students' awareness of other helpful methods. The same way using words is not the most important technique for establishing rapport, not all students verbalize what they think about teachers. Most of the time students express their feelings through body language, as Thomaz Gonçalves has already mentioned. Teachers should do the same – use different approaches.
Although, research shows that NLP (Neuro-Linguistic Programming) framework helps teachers to direct their own state and behaviour and of others in order to build a good relationship with students, the techniques should not be seen as substitute for classroom management and above all interesting lessons.

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Author: Gilberto(2005-10-02 18:18)
Being flexible, tolerant, very patient, kind, setting a friendly atmosphere, listening to sts., sharing experiences and a bit of our private lives with them... . All these things (and many others) are important to establish rapport, undoubtedly essential in our classes. *In class*, however, it's not always that easy like it may seem to be because we have to cater to people of different age groups with distinct backgrounds, personalities, lifestyles, expectations, senses of humor, social status, religions, tastes, degrees of responsibility and tolerance etc. Besides, all these aspects vary depending on the moment people are going through in life.
So, establishing such a precious tool in class, no matter through words, gestures, facial expressions or tone of voice, is a demanding task that takes time, patience, perseverance and skill not to harm our sts'. individualities.
In a nutshell, it's a challenge, especially if we bear in mind we, teachers, are human beings, also susceptible to the same difficulties any other person is.

Author : Lucia(2005-10-02 20:50)
Rapport is the key word to communication. Therefore, there are a lot of things that we, teachers, can do to establish it: showing interest, praising students, maximising similarities and minimising differences, being a good listener,... We must admit that it is not something easy to establish, but it is a very important tool that teachers have if they know how to use it.
Bearing all these things in mind, I do reckon that words are powerful, but not the most important as far as rapport is concerned. Body language, gestures, facial expressions and tone of voice are much more meaningful than the words themselves.

Author : Lucia (2005-10-02 21:24)
Hi, everyone!!! I've just posted a message, but I thought a little bit more about it and I decided to share that with you: first of all, it's crucial that we create a nice atmosphere in class. We, teachers, are human beings as well as our students and we need to know that someone cares and thinks we are important, otherwise nothing will work. To do so, we really need to give our attention since students simply love talking about their own lives and feeling that we are interested. Besides, we can't make judgmental comments about our learners. People are different and we must be the ones to show respect to differences. Every student wants to be accepted and belong to a group and I do think we must make it happen. Of course that the students themselves can do a lot as far as the learning process, establishing rapport and having a pleasant atmosphere in class are taken into consideration, but it depends much more on us than on anybody else.

Author : Sonia(2005-10-03 00:05)
Hi, everyone!
I believe everything has already been said and I agree with you all.
It's true that we teachers have a strong influence on our students´ learning process, attitudes and expactations towards English. For this reason, I try to establish a friendly atmosphere in my classes as well as a good relationship with my students. When I let them konw more about me, they feel more comfortable to talk about themselves, their difficulties, likes and dislikes. They see me as an individual with feelings and interests like them and it becomes easier to develop friendship, respect and cooperation in class. I avoid being authoritarian because it never works with my groups. Besides, I think it is better to work with suggestions and complaints, as it makes students more involved with their learning. Establishing a good rapport is definitely the best way to reach our students´ interest, engagement and motivation. The key is to praise them, smile, give them special attention when they have something to show or tell you, be sensitive to their physical resposes as well (not all students verbalize their feelings or thoughts as it has been said above), have eye contact, listen to them! Show them that you're interested and care for them. I sometimes enjoy talking to their parents and complimenting them on their good behaviour in class, their achievements and improvements. I always get positive feedback from students and their parents as well.
To sum up, it's important for us teachers to keep in mind that our students are also individuals and have different preferences and needs. We have to treat them like we expect them to treat us: with love, respect and friendship.

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Author : Sonia (2005-10-03 10:34)
I'd like to correct one sentence...
I enjoy complimenting parents on their CHILDREN´s good behaviour in class, their achievements and improvements.

Author : Sara (2005-10-03 14:12)
It was great to read the texts and find out that although I knew all those lines by heart ,we always have to revise things . And the same happens to our roles as teachers.We do have to recycle ,study and understand that if we want our students to change ,to develop as learners and individuals we have to set the model.
Rapport is extremely important and serious. Teachers have to be aware that the words spoken ,the smiles, the looks, once given can influence and transform profoundly our students.

Author : Fernando (2005-10-03 16:04)
To be able to get in touch with another human being is an essential skill, even more so for a teacher. Reaching the students is essential in establishing the connection, the rapport. Just be your adorable self, tell a story about your family or friends, preferably a funny one in a commonplace situation and bingo! you've got it. Above all, *be honest, be sincere, be authentic.*

Author : Adilson(2005-10-04 09:39)
It takes a great deal of flexibility, tolerance, patience and kindness in order to establish rapport and it can be done so by setting a friendly atmosphere, listening to students and sharing experiences and a little bit of our private lives with them. It's not always that easy, however, to do so because we have to cater for the needs and expectations of a wide range of people with distinct backgrounds and personality traits. It is necessary to work at two different levels: to work with the students as a group and to work with them as individuals.

Author : Sara (2005-10-05 14:19)
As some of my peers complain that it's too difficult to please all individual learners I suggest what I've been doing with all my groups. From time to time I select some activities, and I have to be sincere that some of them consumes me, maybe because I'm not that kind of teacher. I pick up some pictures (telling the story, describing the pictures), drills(our students don't know how to take part in drilling ,but they can have fun and finally find that it´s not to bad),written exercises(set very strict timing),oral composition, and so on...So far it has been working properly ,my students are pleased and I am focusing on my branch's pedagogical plan : sense of progress and dynamism.

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ANEXO 4

PÔSTER CRIADO POR PARTICIPANTES DO CURSO - EXEMPLO 1

MAXIMISING SPEAKING OPPORTUNITIES

- **INTRODUCTION**

Early Inset has provided us with opportunities to exchange ideas on pedagogical issues, reflect on our teaching, exchange teaching experiences and enrich our backgrounds. It has effectively changed our classes by using the techniques learned during the course.

- **FACE-TO-FACE SESSIONS**

1. How we maximised our speaking:

- Pair work;
- Debates;
- Group discussions

We could put ourselves in the students` shoes through the different patterns of interaction used throughout the course. Speaking time was catered to all kinds of personalities and of course this can be applied to our everyday lives in the classroom.

ON-LINE SESSIONS

1. We could speak through:

- Forums;
- Voice chat

At the Forum we had debates on a variety of topics and in a different environment. We had to get used to using this new tool and have a discussion, rather than simply posting ideas. This was new for most of us and profitable because we could get acquainted with the new technology available.

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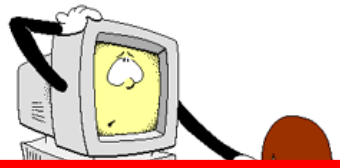
ANEXO 5

PÔSTER CRIADO POR PARTICIPANTES DO CURSO - EXEMPLO 2



Lack of real interaction
Sometimes insetters would make their contribution only by the end of the task

Insetters didn't get the opportunity to know each other better.

Nice topics to be discussed and small interference from the group tutors.

FACE TO FACE ELEMENT

High TTT
Even though presenters made an effort to let insetters share their experience

Insuficient Instructions
Sometimes tasks got unclear because of lack of information

Large variety concearning patterns of interaction

Enough time to experience sharing and exchange of valuable information

Plenty of opportunities to understand how our students feel when exposed to different patterns of

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ANEXO 6

PÔSTER CRIADO POR PARTICIPANTES DO CURSO - EXEMPLO 3

MAXIMIZING SPEAKING OPPORTUNITIES

FACE TO FACE SESSIONS – Relevant Points:

- Opportunity for interaction among teachers
- Exchange of ideas and ideas and experiences
- Getting to know colleagues
- Recycling
- Reflecting
- Widening one's span in teaching
- Being in the learner's position

ONLINE DISCUSSIONS – Relevant Points:

- Teachers do not feel so exposed
- Period of silence enables the person to organize their thoughts and ideas
- Teachers feel more confident
- Possibility of feeling frustrated if no one replies to your comment

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ANEXO 7

LISTA DE FREQUÊNCIA – COLETÂNEA DE ATIVIDADES DE PLENÁRIA

1301	3,6600%	the	112	0,3151%	class	59	0,1660%	lesson
1026	2,8864%	to	107	0,3010%	also	58	0,1632%	always
979	2,7542%	i	107	0,3010%	great	57	0,1604%	group
880	2,4757%	and	105	0,2954%	like	56	0,1575%	something
685	1,9271%	a	96	0,2701%	agree	56	0,1575%	try
642	1,8061%	of	96	0,2701%	at	55	0,1547%	there
476	1,3391%	it	92	0,2588%	hi	55	0,1547%	up
448	1,2603%	in	91	0,2560%	by	53	0,1491%	good
442	1,2435%	posted	91	0,2560%	how	53	0,1491%	miriam
438	1,2322%	is	91	0,2560%	or	53	0,1491%	new
436	1,2266%	author	89	0,2504%	de	51	0,1435%	lot
370	1,0409%	that	87	0,2448%	your	51	0,1435%	us
331	0,9312%	they	86	0,2419%	well	50	0,1407%	groups
331	0,9312%	with	85	0,2391%	2005-09-14	50	0,1407%	should
329	0,9256%	you	85	0,2391%	love	49	0,1378%	different
278	0,7821%	them	85	0,2391%	would	49	0,1378%	movie
271	0,7624%	as	80	0,2251%	if	49	0,1378%	same
252	0,7089%	for	80	0,2251%	some	49	0,1378%	teacher
247	0,6949%	we	79	0,2222%	our	49	0,1378%	two
243	0,6836%	have	77	0,2166%	know	48	0,1350%	dear
211	0,5936%	my	75	0,2110%	an	48	0,1350%	most
202	0,5683%	be	75	0,2110%	com	48	0,1350%	must
201	0,5655%	this	72	0,2026%	activities	48	0,1350%	say
190	0,5345%	are	72	0,2026%	had	48	0,1350%	which
180	0,5064%	their	70	0,1969%	it's	47	0,1322%	films
162	0,4557%	do	70	0,1969%	much	47	0,1322%	her
162	0,4557%	students	70	0,1969%	only	47	0,1322%	idea
158	0,4445%	on	69	0,1941%	children	47	0,1322%	s
156	0,4389%	was	68	0,1913%	http	47	0,1322%	things
152	0,4276%	can	67	0,1885%	learning	46	0,1294%	student
146	0,4107%	more	66	0,1857%	-	45	0,1266%	2005-09-13
143	0,4023%	but	66	0,1857%	www	45	0,1266%	doing
139	0,3910%	so	65	0,1829%	get	45	0,1266%	learn
137	0,3854%	not	65	0,1829%	he	45	0,1266%	she
133	0,3742%	me	65	0,1829%	out	45	0,1266%	take
131	0,3685%	when	65	0,1829%	will	45	0,1266%	teaching
128	0,3601%	film	64	0,1800%	feel	45	0,1266%	who
126	0,3545%	about	63	0,1772%	from	45	0,1266%	work
125	0,3517%	very	63	0,1772%	see	43	0,1210%	been
121	0,3404%	one	62	0,1744%	because	42	0,1182%	choice
119	0,3348%	all	62	0,1744%	other	42	0,1182%	has
118	0,3320%	really	62	0,1744%	way	42	0,1182%	having
117	0,3292%	think	61	0,1716%	22	42	0,1182%	language
117	0,3292%	time	60	0,1688%	make	42	0,1182%	life
115	0,3235%	what	59	0,1660%	just	42	0,1182%	use

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42	0,1182%	were	29	0,0816%	too	22	0,0619%	08
41	0,1153%	believe	28	0,0788%	however	22	0,0619%	help
41	0,1153%	first	28	0,0788%	m	22	0,0619%	home
41	0,1153%	fun	28	0,0788%	people	22	0,0619%	interesting
41	0,1153%	his	28	0,0788%	said	22	0,0619%	lessons
41	0,1153%	important	28	0,0788%	writing	22	0,0619%	let
41	0,1153%	need	27	0,0760%	being	22	0,0619%	loved
40	0,1125%	10	27	0,0760%	each	22	0,0619%	making
40	0,1125%	don't	27	0,0760%	find	22	0,0619%	story
39	0,1097%	after	27	0,0760%	maria	22	0,0619%	watching
39	0,1097%	classes	27	0,0760%	might	22	0,0619%	working
39	0,1097%	english	27	0,0760%	remember	21	0,0591%	12
39	0,1097%	even	27	0,0760%	such	21	0,0591%	2005-08-15
39	0,1097%	i've	26	0,0731%	16	21	0,0591%	2005-08-16
38	0,1069%	13	26	0,0731%	2005-08-23	21	0,0591%	ana
38	0,1069%	2005-08-19	26	0,0731%	games	21	0,0591%	ask
38	0,1069%	pareto	26	0,0731%	i'd	21	0,0591%	attention
37	0,1041%	11	26	0,0731%	mind	21	0,0591%	b
37	0,1041%	23	26	0,0731%	never	21	0,0591%	course
37	0,1041%	every	26	0,0731%	quite	21	0,0591%	everything
37	0,1041%	into	26	0,0731%	sometimes	21	0,0591%	makes
37	0,1041%	juliana	26	0,0731%	totally	21	0,0591%	own
36	0,1013%	da	26	0,0731%	using	21	0,0591%	simple
36	0,1013%	i'm	26	0,0731%	usually	21	0,0591%	than
36	0,1013%	santos	25	0,0703%	andré	20	0,0563%	20
36	0,1013%	souza	25	0,0703%	before	20	0,0563%	2005-08-14
36	0,1013%	teachers	25	0,0703%	got	20	0,0563%	2005-08-18
35	0,0985%	him	25	0,0703%	lourdes	20	0,0563%	another
35	0,0985%	kids	25	0,0703%	now	20	0,0563%	beatriz
35	0,0985%	movies	25	0,0703%	point	20	0,0563%	better
35	0,0985%	thing	25	0,0703%	silva	20	0,0563%	daniela
34	0,0957%	14	25	0,0703%	t	20	0,0563%	difficult
34	0,0957%	best	24	0,0675%	21	20	0,0563%	experience
34	0,0957%	nice	24	0,0675%	classroom	20	0,0563%	junior
33	0,0928%	09	24	0,0675%	dance	20	0,0563%	long
33	0,0928%	18	24	0,0675%	dias	20	0,0563%	may
33	0,0928%	could	24	0,0675%	did	20	0,0563%	pires
33	0,0928%	keep	24	0,0675%	e	20	0,0563%	please
33	0,0928%	made	24	0,0675%	it´s	20	0,0563%	read
33	0,0928%	many	24	0,0675%	learners	20	0,0563%	task
33	0,0928%	seen	24	0,0675%	little	20	0,0563%	variety
33	0,0928%	then	24	0,0675%	nóbrega	20	0,0563%	wallace
32	0,0900%	00	24	0,0675%	since	20	0,0563%	write
32	0,0900%	17	24	0,0675%	sure	19	0,0535%	amazing
32	0,0900%	both	24	0,0675%	that's	19	0,0535%	bring
32	0,0900%	day	24	0,0675%	times	19	0,0535%	carlos
32	0,0900%	title	24	0,0675%	used	19	0,0535%	change
31	0,0872%	these	23	0,0647%	carla	19	0,0535%	cinema
30	0,0844%	15	23	0,0647%	guess	19	0,0535%	come
30	0,0844%	19	23	0,0647%	karenina	19	0,0535%	definitely
30	0,0844%	activity	23	0,0647%	last	19	0,0535%	down
30	0,0844%	give	23	0,0647%	luciana	19	0,0535%	example
30	0,0844%	imdb	23	0,0647%	mariana	19	0,0535%	favourite
29	0,0816%	alex	23	0,0647%	order	19	0,0535%	luciano
29	0,0816%	any	23	0,0647%	trying	19	0,0535%	music

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ANEXO 8

LISTA DE FREQUÊNCIA – COLETÂNEA DE ATIVIDADES DE MINI-GRUPOS

1973	3,5947%	the	169	0,3079%	by	93	0,1694%	being
1971	3,5910%	to	167	0,3043%	teachers	93	0,1694%	try
1467	2,6728%	and	153	0,2788%	-	91	0,1658%	rapport
1197	2,1808%	i	151	0,2751%	learning	90	0,1640%	me
1067	1,9440%	of	147	0,2678%	way	90	0,1640%	other
1001	1,8237%	a	143	0,2605%	will	90	0,1640%	out
908	1,6543%	in	142	0,2587%	some	88	0,1603%	it's
818	1,4903%	that	138	0,2514%	group	86	0,1567%	many
731	1,3318%	is	134	0,2441%	at	82	0,1494%	say
695	1,2662%	we	134	0,2441%	know	81	0,1476%	must
580	1,0567%	it	132	0,2405%	from	80	0,1458%	even
568	1,0349%	as	132	0,2405%	teacher	79	0,1439%	own
557	1,0148%	with	130	0,2369%	classroom	78	0,1421%	reading
529	0,9638%	students	129	0,2350%	us	78	0,1421%	up
527	0,9602%	you	127	0,2314%	teaching	73	0,1330%	daniela
471	0,8581%	have	124	0,2259%	like	73	0,1330%	said
460	0,8381%	they	124	0,2259%	one	72	0,1312%	always
430	0,7834%	them	122	0,2223%	make	72	0,1312%	different
390	0,7106%	are	121	0,2205%	an	72	0,1312%	hi
386	0,7033%	be	117	0,2132%	been	72	0,1312%	who
363	0,6614%	our	117	0,2132%	believe	71	0,1294%	don't
353	0,6431%	do	114	0,2077%	was	71	0,1294%	he
341	0,6213%	posted	114	0,2077%	your	71	0,1294%	much
340	0,6195%	author	111	0,2022%	discipline	68	0,1239%	just
339	0,6176%	for	111	0,2022%	new	68	0,1239%	read
336	0,6122%	their	111	0,2022%	should	67	0,1221%	teach
315	0,5739%	this	111	0,2022%	well	67	0,1221%	–
301	0,5484%	not	110	0,2004%	class	65	0,1184%	course
284	0,5174%	can	110	0,2004%	good	65	0,1184%	learn
284	0,5174%	more	108	0,1968%	language	65	0,1184%	something
272	0,4956%	on	108	0,1968%	see	65	0,1184%	than
271	0,4937%	when	108	0,1968%	very	64	0,1166%	part
264	0,4810%	my	106	0,1931%	because	64	0,1166%	sometimes
247	0,4500%	what	103	0,1877%	use	62	0,1130%	would
241	0,4391%	but	101	0,1840%	has	61	0,1111%	postings
234	0,4263%	about	101	0,1840%	important	60	0,1093%	had
214	0,3899%	or	101	0,1840%	work	60	0,1093%	lot
209	0,3808%	words	100	0,1822%	help	58	0,1057%	doing
207	0,3771%	all	100	0,1822%	there	58	0,1057%	process
207	0,3771%	think	98	0,1785%	most	58	0,1057%	same
197	0,3589%	so	96	0,1749%	feel	58	0,1057%	were
194	0,3535%	how	96	0,1749%	get	57	0,1038%	student
183	0,3334%	vocabulary	96	0,1749%	only	57	0,1038%	values
182	0,3316%	if	95	0,1731%	really	56	0,1020%	take
174	0,3170%	also	94	0,1713%	time	55	0,1002%	learners
169	0,3079%	agree	94	0,1713%	which	55	0,1002%	parents

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54	0,0984%	go	41	0,0747%	interesting	32	0,0583%	etc
54	0,0984%	sts	40	0,0729%	effective	32	0,0583%	following
54	0,0984%	through	40	0,0729%	guess	32	0,0583%	made
53	0,0966%	things	40	0,0729%	now	32	0,0583%	management
52	0,0947%	far	40	0,0729%	personal	32	0,0583%	myself
52	0,0947%	first	40	0,0729%	though	32	0,0583%	notebooks
52	0,0947%	lexis	39	0,0711%	life	32	0,0583%	since
52	0,0947%	mind	39	0,0711%	show	32	0,0583%	start
52	0,0947%	these	39	0,0711%	then	32	0,0583%	thing
51	0,0929%	discussions	39	0,0711%	usually	32	0,0583%	without
51	0,0929%	keep	38	0,0692%	12	31	0,0565%	interest
51	0,0929%	order	38	0,0692%	both	31	0,0565%	kind
51	0,0929%	respect	38	0,0692%	critical	31	0,0565%	last
51	0,0929%	word	38	0,0692%	deal	31	0,0565%	possible
50	0,0911%	however	38	0,0692%	groups	31	0,0565%	provide
50	0,0911%	ideas	38	0,0692%	insetter	31	0,0565%	real
50	0,0911%	mentioned	38	0,0692%	set	31	0,0565%	relationship
50	0,0911%	people	38	0,0692%	understand	31	0,0565%	someone
49	0,0893%	discussion	38	0,0692%	ways	31	0,0565%	still
49	0,0893%	no	37	0,0674%	early	31	0,0565%	tell
49	0,0893%	she	37	0,0674%	idea	30	0,0547%	2005-10-09
49	0,0893%	thinking	37	0,0674%	lexical	30	0,0547%	although
49	0,0893%	”	37	0,0674%	material	30	0,0547%	here
48	0,0875%	better	37	0,0674%	such	30	0,0547%	him
48	0,0875%	using	37	0,0674%	why	30	0,0547%	limits
47	0,0856%	could	36	0,0656%	any	30	0,0547%	mean
47	0,0856%	may	36	0,0656%	case	30	0,0547%	nice
47	0,0856%	need	36	0,0656%	collaborative	30	0,0547%	once
47	0,0856%	too	36	0,0656%	de	30	0,0547%	put
47	0,0856%	used	36	0,0656%	environment	30	0,0547%	study
46	0,0838%	between	36	0,0656%	never	30	0,0547%	valéria
46	0,0838%	establishing	36	0,0656%	reflect	29	0,0528%	2005-11-07
46	0,0838%	into	35	0,0638%	2005-10-02	29	0,0528%	ask
46	0,0838%	rather	35	0,0638%	23	29	0,0528%	easier
45	0,0820%	behaviour	35	0,0638%	come	29	0,0528%	look
45	0,0820%	english	35	0,0638%	each	29	0,0528%	making
45	0,0820%	while	35	0,0638%	her	29	0,0528%	practice
44	0,0802%	find	35	0,0638%	task	29	0,0528%	rodrigues
44	0,0802%	online	34	0,0619%	--	29	0,0528%	says
44	0,0802%	role	34	0,0619%	after	29	0,0528%	sure
44	0,0802%	rules	34	0,0619%	am	29	0,0528%	talk
43	0,0783%	become	34	0,0619%	best	29	0,0528%	totally
43	0,0783%	children	34	0,0619%	great	29	0,0528%	where
43	0,0783%	examples	34	0,0619%	i'm	29	0,0528%	write
43	0,0783%	give	34	0,0619%	key	28	0,0510%	2005-11-06
43	0,0783%	problems	34	0,0619%	miriam	28	0,0510%	comments
42	0,0765%	22	34	0,0619%	those	28	0,0510%	every
42	0,0765%	able	34	0,0619%	trust	28	0,0510%	hard
42	0,0765%	did	34	0,0619%	…	28	0,0510%	i'd
42	0,0765%	his	33	0,0601%	ana	28	0,0510%	interaction
42	0,0765%	point	33	0,0601%	classes	28	0,0510%	positive
42	0,0765%	s	33	0,0601%	context	28	0,0510%	talking
42	0,0765%	taught	33	0,0601%	right			
41	0,0747%	attention	32	0,0583%	concerned			
41	0,0747%	bit	32	0,0583%	dealing			

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ANEXO 9

EXEMPLO RETIRADO DO *CORPUS* – PARTE DA ATIVIDADE *ONLINE* 'THE MOVIE OF MY LIFE'

Author : Clarice Posted : 2005-08-14 15:14
Both of them seen more than 18 times!! **Carmen** is a beautiful film directed by the Spanish Carlos Saura, and it´s all about persistence and the passion conveyed by the Flamenco music and dance. It was actually because of the film that I ended up taking Flamenco lessons for many many years. I also made a dream come true when I went to Spain to take lessons with the same teachers that appear in the film - who are/were all icons of the Flamenco artistry. **The Big Blue** is about true friendship and human persistence (as in Carmen), and breaking the barriers of the impossible.

Author : Poliana Posted : 2005-08-18 21:06
Clair!! Nice to hear from you! Didn't know you liked Flamenco so much! Yes, you do have something of a Spanish lady in you - the hands! I think I've seen the Big Blue, but I'll check. There's someone from Bsb. who likes Flamenco, too- Roberta Orlando.

Author : Poliana Posted : 2005-08-19 19:39
Yes, I have seen The Big Blue and I just love it! ... Passion and determination, loyalty and friendship, loving and letting go... Beautiful!

Author : Renato Posted : 2005-08-17 19:17
A great movie and a nice comedy that teaches us that happiness can only be achieved through love. Bill Murray was great! He plays the part of a weatherman who is arrogant and conceited. In the movie, he spends the night in Punxsutawney, Pennsylvania, where he is supposed to cover the annual ritual of the coming of the groundhog. He wakes up the next day to discover that he is trapped in that town owing to a snowstorm headed their way. Because of his arrogance, the way I understand the movie, God makes him go through the terrible ordeal of having to relive the same exact day forever or for as long as he finds a way to become a better person. Check out how that story plays out. It's unmissable!

Author : Fátima Posted : 2005-08-18 13:23
Alex, I felt the same about this movie. It´s a lesson for life..

Author : Maria M. Posted : 2005-08-18 14:21
Groundhog Day: This film is cool. I've got it in a tape...It was recorded from TV (including ads). I couldn't stop laugh at it...I wish it would happen to me indeed.
Groundhog []s
Maria M.

Author : Amanda Posted : 2005-08-24 18:24
Groundhog Day - brilliant film! I love it too. How many times have you watched it? Twice? Three times? Perhaps more?

Author : Renato : 2005-08-21 12:01
I love comedies and I am a huge fan of Peter Sellers. *The Party* was one of his best movies and one of the most hilarious comedies I've ever seen. Peter Sellers plays the part of a would-be actor from India--I guess we

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could call him "bad news" as everything goes wrong when he's around-- who is unintentionally invited to a Hollywood party. Needless to say, the dinner party turns out to be disastrous, and as my title suggests, the party is simply a series of slapstick gags that will crack you up.

Author : Andréa Posted : 2005-08-23 23:49
Renato , feel free to call me Dea , it's my nickname . You've asked me a very tough question and I really don't know how to answer it . I think we should try to have a balance between our beliefs and the ones from the institution we work for . I agree it can be hard sometimes , don't you think ?

Author : Fátima Posted : 2005-08-24 10:31
Renato, I saw this movie many years ago and now that you´ve mentioned it, I must hurry to the video shop and see it again. I love comedies and Peter Sellers reminds me of my childhood.

Author : Lidia Posted : 2005-08-16 08:18
Ever since I was a little girl I've been captivated by fantasy and people with magical powers. That's the reason why 'The Lord of the rings' appeals to me a great deal. The film and its sequels are enthralling! However, I'm also keen on films which are full of drama and 'Fried Green Tomatoes' is a classic. It manages to make you laugh and cry at the same time, conveying a positive message as well.

Author : Maria Lúcia Posted : 2005-08-16 22:07
I agree indeed. Fried Green Tomatoes has a surprising plot as we are led into it by someone apart. I`m not going to tell you the story! It`s worth hiring at your video club!

Author : Roze Posted : 2005-08-23 12:27
Hi, Lidia!!
'The Lord of the rings' appeals to me as well, but I prefer the classic 'Fried Green Tomatoes'. It´s lovely!

Author : Ema Posted : 2005-08-16 13:50
I have already seen BRIDGET JONES' DIARY about 20 times: it is a film that dives into the feminine universe! It affirms that human beings are not perfect at all! Although there is a laugh on most scenes, the film brings together stuff related to people's character, social indifferences, friendship, family and love...By the end, Bridget (René Z.) learns from her mistakes and grows with her inner strength it is easy 'to love her just the way she is' !!!For 'boys and girls'I strongly recommend!!!
http://www.imdb.com/title/tt0243155/
REMEMBER THE TITANS is a gigantic (I mean, really fantastic) film!!! Denzel Washington brilliantly plays the role of a football team coach whose story takes place around the 1960's -- the peak of racial prejudice in The U.S. Despite the fact that the whole town is against the black coach, his team learns to work together respecting each others' differences and opinions. Nice feelings bloom in the end... It's a must!
http://www.imdb.com/title/tt0210945/

Author : Ida Posted : 2005-08-23 09:26
Remember the Titans is one of my favourites too! Ida.

Author : Gilberto Posted : 2005-08-14 14:43
So hard task this is, especially for a cinephile like me.
Even though it pays clear homage to Fernanda Torres and Fernanda Montenegro, **Casa de Areia** (http://www.sonypictures.com.br/hotsites/cinema/340/) is worth seeing due to its gripping plot and narrative. Somehow it reminded me of **Lost in Translation** (http://www.lost-in-translation.com/), as both of them approach the feeling of being a foreigner.

Author : Gina Posted : 2005-08-14 15:08
Gilberto ,
I 've watched "Lost in translation " and to be quite honest I wasn't so impressed . I haven't seen "Casa de areia" yet ,but from what I read in the website it sounds like I great film . In fact I am so curious to watch it I think I might rent it today! Thank you for the great tip.

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Author : Maria M. Posted : 2005-08-14 22:55
Hi Gilberto,
This film is a great example of cultural and language differences that people sometimes face.The plot is really interesting and it can take place with any person.
Lost []s
Maria M.

Author : Alberto Posted : 2005-08-15 12:05
Hi Gilberto,
I have to confess that I've slept while watching Lost in Translation... I was exhausted the day I watched it. I guess I should see it again soon! Lots of friends say good comments about it. I should have a second impression!

Author : Tina Posted : 2005-08-15 13:08
Not many people liked Lost in Translation and to be honest it's a difficult film, but I loved it. It's not only about cultural differences but also shows how people bond to each other for reasons other than love or physical attraction.

Author : Vilma Posted : 2005-08-15 19:52
I haven´t watched Casa de Areia, but Lost in Translation is a lovely movie. The way their relationship develops, based on cultural differences and loneliness is very beautiful. I couldn´t agree more!!!!!!

Author : Janaína Posted : 2005-08-17 22:44
National films are getting even better nowadays, aren't they? Casa de Areia is great and incredibly moving!

Author : Gilberto Posted : 2005-08-19 13:44
These are two films I like. Above all, for me, cinema is fun and I really enjoyed myself watching them. They're well-known films, but, for further information, you can check www.imdb.com/title, www.filmtracks.com/title or www.theterminal-themovie.com.
AS GOOD AS IT GETS: Personality quirks, some acid sense of humor, intelligent ideas and a beautiful transformation of someone's character. Put these ingredients together with excellent actors and you'll have a great film.
THE TERMINAL: Hope, frustration and fear at first. Then, patience, perseverance, determination, creativity and sincerity. And Tom Hanks!! Based on a curious true story, the film is also nice for our beginner students who may identify with Tom Cruise's character's difficulties. It may encourage them too. I always recommend it and the students love it.

Author : Roze Posted : 2005-08-23 11:03
Hi, Gilberto! Excellent choice! Jack Nicholson is fantastic and the film hilarious...

Author : Fátima Posted : 2005-08-24 10:42
Gilberto,, good choice. I loved both of them, but As Good As it Gets is really something!!

Author : Gina Posted : 2005-08-13 23:01
Hello everyone ,
Here are two great movies :
http://www.centraldobrasil.com.br/abertu_p.htm
http://www.patchadams.com/
Gina

Author : Gilberto Posted : 2005-08-15 10:52
Dear Susana,
I hope you enjoy watching "Casa de Areia"!
I loved your choice for "Central do Brasil": I was quite happy when it was nominated for the American Awards. Besides that, it's all about writing and expressing emotions through words and letters. Such a moving film it is!

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Author : Lucia Posted : 2005-08-16 22:42
Hi Susana. Both films are really touching! I like them as well!

Author : Eduardo Posted : 2005-08-21 23:08
Hi Susana! This is a film I would like to have seen, but I haven't had the chance yet.
I do like Fernanda Montenegro.

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ANEXO 10

CORPUS DA INTERAÇÃO DA ÚLTIMA ATIVIDADE *ONLINE* DO CURSO

TASK

Author : TUTOR A Posted : 2005-11-23 12:28
A study case (see link below) of a hybrid teacher training course highlighted a few aspects that reflect comments made in your posters.
http://www.sloan-c.org/publications/jaln/v7n3/v7n3_biesenbach-lucas.asp
POSTER – 1 → pointed out paraphrasing as negative.
In the study case, *"even though the course instructor explained the expectations for reflective commentary, many students' postings […] did not go beyond a retelling of course material in their own words and did not include the kind of reflection that showed critical evaluation and synthesis of information."*
POSTER – 2 → lack of real interaction
The study case also pointed out that group members *"tended to linger in cyberspace waiting for someone to start the thread. This then led to last minute postings by all members, and thus made linking to the previous message by a group member more difficult as postings occurred nearly simultaneously."*
The literature about e-learning suggests that collaborative work via asynchronous discussions enables students to become *"problem-solvers rather than just memorizers of facts"* due to the development of critical thinking. Nevertheless, it is important to highlight the difference between 'collaborative' and 'cumulative' work. While the former implies a lot of interaction amongst participants, the latter consists of the piling up of rather unconnected postings.
Bearing in mind the development of our online discussions, to what extent do you think we have been developing collaborative work? How do you picture the role of the students (yourselves) and the tutor in the online environment? How can we assure that postings will reflect critical thinking rather than paraphrases of reading material?

GROUP A

Fernando **2005-12-07 15:17**
As no one in my group has yet posted, I have been "surfing" around the other groups to see what people are talking about. Like me, this time, many teachers in the face-to-face sessions have reported of going through the other groups to check what is being done. I see it as a very positive aspect of our online work. I believe that this is a clear sign of how collaborative the course has been.
As for paraphrasing, I take them as relevant contributions in the process of sharing ideas and beliefs, therefore, I once again point out the collaborative aspect of the discussions.

GROUP B

Lucas **(2005-11-27 16:49)**
Although, I haven't read the suggested article yet, I'd like to start this discussion saying that this is a very interesting issue. It's hard to measure or precisely say the extent in which we have already developed collaborative work. Nevertheless, I do believe it took place somehow. I realised that cumulative work was present in almost all discussions as well.
I guess the role of the students in the online environment should be as active as possible. Without our interest and participation the discussions will end up as a total failure. As I see, tutors should constantly monitor the postings in order to keep the discussion flowing. Just like it happens in the classroom, tutors should take part in the discussions expressing their viewpoints. I believe it makes the discussions much more interesting.

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In addition, it's also really hard to assure that postings will reflect critical thinking. The better the questions are phrased, the more appropriate the postings will be. Many questions at the same time don't seem to help online discussions.
Finally, I'd like to say that we are all learners in this kind of environment. As soon as we get used to using it, the discussions will be much more profitable. We should take our time, but not feel pressed for time, otherwise, all we will see is last minute postings, paraphases of reading material, piles of rather unconnected ideas and lack of real interaction.
What do you all think of that?

Mariana (2005-11-30 12:08)
Hello Lucas
I am a little pressed for time, so I´ll try to make my comments now. I believe it must be one of the reasons why we "students" haven´t taken an active participation in the online discussions as we were supposed to. I don´t think it shows lack of interest, but the problem is that sometimes people are really busy and can´t participate as they would like to. However, as you mentioned, collaborative work has been developed so far in the online discussions although not as it was expected. I feel that "students" have interacted much more in the face to face sessions, and maybe it´s because not so many people are used to online discussions. In my case, for instance, it is my first time and only a few sessions ago could I understand how it works.
As you said, tutors should constantly monitor our postings to keep the discussion flowing but I would like to add their importance in leading us to a deeper reflection whenever an important aspect is raised. Besides, it´s exactly when there´s cumullative work that they shoud be present to guide us, avoiding unconnected or wrong ideas. Do you agree with me ?
In relation to our critical thinking, it would have been more profitable if we´d had more time for more than one self-observation concerning the same topic, but we are always pressed for time and there´s usually a task to be done and a new topic to be discussed. Everything has been so fast and maybe that´s the reason why there have been last minute postings and paraphrases of reading material.
In short, I believe "students" have been trying to collaborate with ideas and reflections but time has been our enemy. Even though there is cumulative work, I don´t think it is a threat to the development of the course or of our critical thinking about the topics discussed. I just think we could have had more time in the online environment.What do you think ?

Carla (2005-11-30 13:32)
I agree entirely with Lucas and Mariana.Although we haven't been "actively"participating ,some work is taking place.As Mariana mentioned most of us is taking part for the first time in this kind of studies.
We have to consider that e-learning is something "new"in Brazil. It's becoming part of our reality now. I mean, part of some students reality .Besides many of us don't feel at easy while debating online, I include myself in it.I prefer face-to-face discusssions instead.
At first, we can see "paraphrasing "as a negative aspect ,but considering that maybe we are not paraphrasing just "revisiting"some topics that many people discuss about, and then we can come to a different perspective .Don't you think that this a reflective work?

TUTOR B (2005-12-01 06:47)
Hello, there. I'm glad we're back online.
The postings have been quite enlightening so far. If I could feedback something that Carla said into the discussion…
"Besides many of us don't feel at easy while debating online, I include myself in it.I prefer face-to-face discusssions instead."
Here's some food for thought. How do you all feel about that?
Talk to you all later.
Tutor A

GROUP C

Lúcia 2005-11-30 15:37
Hello, everyone
I guess that during the course we had many examples of collaborative work, where we could have real interaction among the participants, with opinions and critical view. However, due to time pressure this work could tend to be cumulative. It means that together with our daily routine, many of us had to catch up with the deadlines to the discussions, so what could be collaborative turned into cumulative. Then, critical thinking and postings were put aside because of pressure for time. But I would say that most of times there was collaborative work during the on-line discussions. Another issue that must be considered is that this is a new format to all of us. At the beginning, we didn't know how to conduct an on-line discussion. Many of us didn't

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know that we had to interact and reply to a previous comment, rather than simply posting ideas. After a while, we got acquainted with the format and the last discussions were far more productive and interactive than the very first ones. So what could be collaborative looked cumulative due to our inexperience. From now on, I believe that we will be able to behave more naturally in cyberspace after this experience with the Early Inset. What do you think?

Wilson 2005-12-01 11:57
Dear all,
I do agree with Lucia. The course has aroused some things about what is expected from us as teachers in the tech era. From now on, we have got to be acquainted with the internet for better interaction between students-teachers as well as teachers-teachers in order to develop better learning and working procedures for the early inset has changed all our view of what is possible to do with this magnificent tool, the internet. We also had the chance of sharing information with people we have never seen before through the voice chat. That was amazing! However, what worries me is, how can we keep this nice virtual relationship throughout the year without the early inset. I wish we could always keep in touch with all the participants in order to make this relaionship as fruitful as ever, and make our jobs even better. Thus, we could achieve the so-wanted community stage and work as one.

Mariana 2005-12-01 15:49
Dear all,
I couldn't agree more with Wilson and Lucia. Lucia has pointed out our lack of experience when we first dealt with online discussions; thus, it came up as quite challenging and, perhaps, rather cumulative work for us all. Then, as we moved on and became more acquainted with this new area the work turned out to be more collaborative. It has been really helpful, although rather demanding (due to our tight schedule) to participate in the discussions, either the face-to-face sessions or the online ones.

Elena 2005-12-05 23:35
I agree with Lucia that due to problems to meet deadlines and lack of experience in on-line discussion, our postings looked rather cumulative at first, but gradually it became more collaborative as we got used to it.
About paraphrasing on the reading material, I definitely see no harm in doing so if it leads us to authentic reflection and contributes to enhance and improve our teaching.
Besides, isn't paraphasing a good technique for reinforcing ideas and beliefs? Both in the on-line and face-to-face discussions we have done it a lot - and it is when we learn from each other's experiences. Sharing opinions and ideas, there is always room to improvement. Don't you think so?

Mariana 2005-12-06 18:15
Sure, Elena. Besides, if we constantly exchange ideas on a particular subject the easier it is for us to REALLY understand it, internalise it and act as if it is part of ourselves, as a natural, on-going process; thus, all these discussions do tend to turn into a far more collaborative piece of work throughout the course.

Silvana 2005-12-07 15:13
Hi, everyone!
I agree when Elena says that paraphrasing reinforces ideas and it is a good tool for discussions. However, I think that we used it too much during our on line chats. I myself did it a lot. Everytime I went through our posts I had the impression that we were going in circles. Very few people came out with more critical analysis.
I believe that it happened because we did not have enough time to do deeper critical evaluation of the reading material as well as the face-to-face sessions.
Nevertheless, it has been a fruitful experience. After all, we still keep on sharing our ideas and feelings , don't we?

Eduardo 2005-12-07 21:57
Hi everybody! I do agree with what you say. I would also like to highlight that listening to other teachers in the face-to-face sessions as well as in the on-line group discussions was very profitable for reflections and conclusions.
As far as technology is concerned, I must say that I also had more opportunities to become more familiar and less afraid of it. I had the chance to share the fear of using technology with other members of the course. Little by little I feel more at ease. Although it is still a different environment, I am getting used to it. As with students it is good to have this sense of achievement.

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GROUP D

Norma **2005-12-07 18:44**
Hi there,
According to Nunan (1993:3) collaborative learning entails students working together to achieve common learning goals.
I do think we (teachers) tried to create a sense of responsibility to 'do one's best' (by participating and showing enthusiasm) and 'not let the others down' (by answering all the posts and keeping on showing interest) when sharing our ideas and thoughts about each online assignment. I also think the tutor was able to encourage interest and engagement by including knowledge and expertise to the discussion.
WhereRU, my friends?
December 7th []s
Norma

Branca **2005-12-07 20:09**
In my opinion, the online discussions could be more profitable if the students (here, us, the teachers) were familiar with this new environment. Although paraphrasing has taken place in some of our discussions I do think I benefited from them, somehow. Unfortunately, as I said before, sometimes I had to post at the last minute.
Above all, I feel that taking part in these discussions was important to my professional development.Do you all, guys, feel you have taken advantage of this tool as well?

Fabiana **2005-12-08 12:05**
Hi Norma, Branca and everybody.
Well guys, throughout this course we've talked about the importance of preparing our sts towards taking a more active role in their learning process. We know how crucial autonomy is, so the 'rule' applies to us as we've become the students here.

The course has provided plenty of material and opportunities for us to reflect on many relevant pedagogical issues and to exchange not only ideas but teaching experiences as well. Despite the lack of time or the technical problems I'm sure we have all faced, I feel it has definitely changed the way we teach and it has certainly inspired us to be better teachers.

And, about what Branca said, I don't think we have been paraphrasing each other. I just think we share very common views on certain issues we've discussed.
Am I right?

Norma **2005-12-08 17:28**
Hi Fabiana,
I do agree with you. I'm not the same teacher after attending all the sessions and taking part in the discussions. I've learnt a lot and I'm still learning. All the sessions were well planned and presented in order to let us reflect on the way we teach.
[]s
Norma

Fabiana **2005-12-08 22:12**
Hi again Norma,
It is amazing, isn't it. I think I have improved a lot. A while ago, my branch manager observed one of my classes and she gave me a very positive feedback, which I think is a result of what you said.I think we all have changed. I'm a little bit tired and I just wanted to participate a bit more , anyway... I hope you guys understand what I mean.
Take care everybody

Camila **2005-12-08 22:54**
I once took an online course where all the sessions consisted of teacher's posts and the students' responses, however, I had never taken a hybrid course. I felt more motivated to participate in face-to-face sessions for a number of reasons.
First, I feel comfortable talking in front of people (although sometimes I even feel I'm doing too much of it!) especially because as a teacher, I know how important participation is in the classroom. Silence makes every one uncomfortable and I honestly don't see why people wouldn't be willing to participate orally. I know, I know.. many people feel shy and intimidated, but we're all here to reflect upon what we've learnt, so my opinion still stands.

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Second, once I get home late in the evening after university, I usually prepare classes, study, read, do research and speak to my mom, who lives abroad, all on the computer, so I sit here for hours into the night. Needless to say, I get tired of it.
Third, it's difficult to concentrate – the tv is next to the computer in my living room and my daughter likes to watch films and play here, and my husband usually watches the news or movies here too.
In our discussions, the same people would respond to the tutors' posts first, including me at the beginning. As the semester progressed, I decided to sit back and read what others had to say first, and then respond, because I ended up always being one of the people who spoke first. One of my colleagues spoke up in the last session and she said such clever things, it made me wonder 1 – why didn't she start doing this earlier on? and 2 – were the things I said during the sessions totally pathetic and nobody said anything? 3 – did they not want to sound like me, so they kept quiet? I know it sounds absurd, but I these questions did cross my mind at some point.
All in all, I think I respond better in face-to-face sessions, although I'm not sure yet about what it is that makes it simpler for me to do so. I know it's not that I feel uncomfortable with computers because I've been connected to the internet since the age of 14 in 1993. I don't feel much different from my students who are very familiar with the computerised world.
Another problem (obviously) is that I usually post mile-long comments, such as this one is about to become…
More specifically, I think most people repeated the previous comments in different words, other than when telling a story, which I though was productive because it meant we shared, but I don't believe it was the goal of the discussions because everyone has a story to tell, so maybe we missed the point! I remember that Valeria said once that we didn't necessarily have to answer to the tutor's first post and it was okay to deviate from the main topic a bit, but I have the feeling we overdid it and literally got off topic and sidetracked.
That's my take on what's been going on. I know the deadline was three minutes ago, but I hope we can still keep on discussing.
See you tomorrow!
Camila

Luciana **2005-12-09 19:31**
Hi guys!
I didn't know this discussion was going on, sorry for not taking part earlier.
Well, the online discussion was a new experience for me and I really think we all did a great job! I enjoyed sharing ideas and opinions with you and while we were doing this I believe we were able to reflect and discuss upon our practice. The reading material and the face-to-face sessions enriched our discussions as well…The tutor's participation was crucial to bring us back on topic (I agree with Camila when she says we got off topic sometimes) as well as giving us food for thought so we could go on discussing and participating. I also think this was a great opportunity for people who do not feel comfortable talking in front of people to speak their minds!
Today we attended the last session of the Early Inset and it was clear the what people liked the most about this course was the opportunity to share practical ideas for our future classes!
Bye and have a great weekend!
Luciana

GROUP E

Diva **2005-12-01 20:42**
I believe that there is a bit of pressure on the first person to answer to the online threads. However, I would feel the same way if we were face to face. I'm a bit shy. It always seems easier to express your opinion after someone else has done so, do you agree?

Interestingly enough, I've started some of the online discussions in the group - but would never be caught doing the same in the the actual classroom. Yeah, yeah, it's supposed to be about reflections, I understand. Still, I find that there is always a tendency to criticize and judge people around us. And, personally I do fear being judged and criticized, and sometimes I am not really sure if what I have to say is that relevant. (At this very moment the process is going on inside my head... LOL)

I found the online discussions helpful. Didn't we work in a collaborative way? People shared ideas, experiences and reacted to each other's comments. Honestly, I did not see it as 'paraphrases of the material'. Of course, people feel more comfortable and confident talking about the areas we like or identify with the most. But, all in all, I think the whole process went pretty well. What about you?

What do you guys think??? XX Diva

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Cristina **2005-12-02 17:40**

Dear All,
I agree with you Diva. I also feel more comfortable when expressing my ideas online. No wonder people of all ages and cultures resort to the internet to express their feelings and expose themselves. Think of the Orkut!
I agree that we did have a lot of interaction with one another. Maybe if the discussions had been carried out in real time, we would have had a different dynamics. Many postings were left without a reply because most of us --- I believe, submit our messages and log off afterwards. I myself failed to send replies and only tried to do it when it was too late!
Also, I wasn't able to take part in the voice chats due to technical problems. It would have been interesting. It's one of the drawbacks of modern technology: technical problems!
As to the postings themselves, I observed that we seemed to agree with everybody on almost everything. I wondered if we were overdoing it. On second thought, though, I realized that we are all teachers and work for the same institution. Although it doesn't mean we should share exactly the same beliefs, it's only natural that we share the values of the institution we work for and identify with each other.
Besides, reading and writing can be lots of fun. I could go on writing forever. I have added some color to my message so that you can get the picture!
Take care,
Cristina

Alessandro **2005-12-02 19:49**

(…) to what extent do you think we have been developing collaborative work? How do you picture the role of the students (yourselves) and the tutor in the online environment? How can we assure that postings will reflect critical thinking rather than paraphrases of reading material?

I agree with Diva to a certain extent. On the one hand, she is right when she says we did have the opportunity to collaborate with each other, exchanging opinions, experiences and how we perceive the course content (The Early Inset 2005). On the other hand, I think she is not right when she feels we have been working collaboratively in a successful way. In my view, we Insetters have not always been engaged in problem solving situations. What I saw many times were people sharing their experiences as teachers and others agreeing and disagreeing (cumulative work). I myself did that a couple of times. I regret not being able to contribute more in-depth analyses.

I think our tutors basically did what they were supposed to; they came up with thought-provoking questions that should have fostered discussion and collaborative work, which did not always happen as expected. The question that lingers in my head is: “Do we Insetters have the right skills to have performed that?”
There are a couple of things that could have been done during our asynchronous online group discussions to assure that postings reflect critical thinking rather than paraphrases of reading material. Lucas Sigrun Biesenbach suggests a few things and here are two of them:

- There should have been a more effective combination of instructional strategies and delivery media to produce the desired learning outcome for us Insetters;

- Technology should have been better integrated into the curriculum and the course work to avoid frustration on the part of some of the Insetters.

Here is what I think could have been done so all of us could have derived more from our online sessions:

- Tutors should have focused on genuine problem solving activities, which focused primarily on real problems teachers encounter both inside and outside the classroom;

- Tutors should have been better aware of our individual schedules and commitments so assignments and deadlines could have been fairer;

- There could have been an option: attend some of the sessions online or do it face to face. The author suggests in his study case that “perhaps due to infrequency of and time lags between postings students did not have enough opportunities to work on and increase their critical thinking skills. He goes on to say that “(…) in face-to-face sessions the teacher is usually around and monitors students’ progress while providing input on how to solve a particular task—a condition which may hinder reflections and facilitative interaction”.
Alex Souza

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Cristina **2005-12-03 21:52**

Hi, Alessandro!
I agree with you. You have raised a very important issue: We should have been given problem solving activities so as to work in a collaborative way towards a pre-defined goal.
However, we did have interaction in the sense that we sent each other messages and got our ideas across. It was up to us Insetters whether we would get back to the discussion and participate more. I guess the same would have happened in the classroom environment. Some participants participate more actively while others are withdrawn.
The key is: Problem solving activities in real time surely would have made us all participate more actively as a team just like we have done in group work activities during our sessions.
The real issue here is not whether the online sessions have fostered interaction and cooperative work, but whether the proposed tasks have enabled us to interact and work cooperatively.

Junia **2005-12-08 18:49**

Quoting H. Brown in Principles of Language Learning and Teaching, "we are emotional creatures and as intellectual as we would like to think we are, we are influenced by our emotions". I've always been extremely shy, no matter the social environment - face to face or on-line. That's exactly how I felt during our on-line tasks. I must admit that I gave a lot of thought to each single post I wrote because I was also afraid of being judged. This attitude may have prevented myself from taking more opportunities to interact with my friends online. Not only that, but due to time constraints – most of us have tight schedule - some of my postings were delivered by the deadline.
As far as collaborative work is concerned, I think that we all managed to expose our beliefs and concerns on the delivered topics and feedback on that came when we contrasted or simply shared different experiences.
Regarding whether or not we were involved in problem solving activities, Alessandro and Cristina brought up an interesting issue. I reckon the nature of the questions raised was mostly inquisitive and aimed at making us reflect about our own teaching. Having said that, I personally think that paraphrasing is essential in this kind of discourse, because we're thinking critically on how to interpret a statement that will guide our beliefs.
I think these interactions were really useful to me. I started my teaching career just about four years ago, so being part of this group is really important. I've learned a lot.
See you tomorrow!

Hey, guys...
I guess Alessandro raised an interesting point when addressing the 'problem solving' issue. Most of the times, however, I don't think there is one specific answer, but possibilities. I usually like to reflect about my beliefs and techniques - to share opinions ideas. Sometimes the reflective process is more useful to me than to be offered a practical solution.
And there may be a little more here to be discussed... LOL! A little judgmental and stereotypical remark: Have you noticed how most of the girls here tended to agree on the idea of reflection as being 'enriching'? That's what women do: we talk, we share, we exchange info - and not necessarily get to any conclusions or practical solutions! But I totally get Alex's point. How come I didn't even try to find a practical solution?! Honestly, it never really occurred to me… LOL. However, I did love to read what Alex wrote, and to reflect about it. I guess I'll just leave the solution part to him… ;) So, Alex, keep me posted on the solution, OK? I'll keep reflecting here... :P
See you guys 2morrow! XXX, Diva

Alessandro **2005-12-09 07:27**

Diva wrote:
(...) However, I did love to read what Alex wrote, and to reflect about it. I guess I'll just leave the solution part to him… ;) So, Alessandro, keep me posted on the solution, OK? I'll keep reflecting here... :P
Diva,
I guess I'll disappoint you as I don't seem to have a solution to that--at least yet. I think there are possible paths we can take in order to find answers to our questions. It's our job (Insetters and Tutors) to try things out, discuss, reflect, try some more again until a desirable outcome appears.
Now that I think back and evaluate the course overall, I feel I did learn some things, but most importantly, I reflected upon my own practice as a teacher. For me, that's the most important thing!!! We can only make changes and improve when we try to see our faults and decide that we want to do something about them.
I am not sure what benchmark the tutors had for us Insetters, but overall I feel the Early Inset was worthwhile.

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GROUP F

Juliana **2005-11-24 18:11**
Hi everybody.....
Considering the voice chat, I felt quite frustated in the very first moment. What happened to me then was that I was so interested in the debate I was hearing (I could just hear due to tech problems, perhaps the biggest problem was the one sitting in front of the computer, ahahahaha) that I began to write, although it was not as effective as the voice itself. I reckon I could profit somehow, but definitely if I had accomplished it appropriatelly, it'd have been even better. That's all for now. I'll be back as soon as I read the literature. See you!!!!!!!

Beatriz **2005-11-24 21:39**
I believe reading the material and sometimes even 'paraphrasing' it is a starting-point to make us reflect upon our teaching , don't you think ? I mean , while we are reading and discussing everything we are thinking of our practice.Besides, people always add interesting comments.

Patrícia **2005-11-28 09:51**
I completely agree with you Beatriz.
In my opinion, the voice chat was amazing as it provided more real opportunities of interaction. Unfortunately, as Juliana mentioned, not everybory could take part in the activity.

Alice **2005-11-30 13:43**
Hi, everybody!
As far as I'm concerned we have been developing collaborative work, either in the face-to-face sessions or in the on-line discussions. How can we be sure about that? By checking how many things you were able to learn, novelties to adapt in your own classrooms and especially the desire to reflect upon your own teaching experience which arouse from listening to and taking part in all the exchanges via whatever media. I'm speaking from my own experience in this course. I was able to implement some nice changes in my own practice and it was only possible due to my exposure to all the material and talk we've had.
As for our role as on-line students I think it's up to us to reflect on the input we've been receiving and to put our thoughts and actual learning into words. These words must reflect any degree of critical thinking, otherwise we're just deceiving ourselves and not profiting from this whole process at all. This would be for sure a total waste of time now, wouldn't it?
In relation to the role of the on-line tutors, I think they could have tried to trigger our reflection a litttle bit more, by focusing on the reading material we've read. But then again, ain't I just promoting spoon-feeding practice if this attitude was carried out? I reckon our roles are of the same thread: we help each other reach that level of reflection which is needed to promote changes and to lessen our teaching doubts. Whatdya think?

GROUP G

Aline **2005-12-06 09:16**
Although people have been using the internet for some years now, the idea of learning/ teaching via on-line discussions seems to be quite new and challenging. As far as our group discussions are concerned, I do believe we went through a lot of collaborative work (replying, aswering back, re-thinking of our answers and opinions, etc.). Since we aren't perfect, we commit mistakes and so do the computers. I felt free to express my opinion and write about my experiences and I also felt the tutors were playing the role of insetters, which was very comfortable. Many times I felt desperate due to the fact that I had no time to read all the material and still I had to take part in the compulsory discussions. I also couldn't cope very well with the fact that I had to take part in an on-line discussion and, at the same time, had to write a 700-word-report...and the computer wouldn't work! I reckon, these overlapping tasks should be reconsidered. Anyway, through the discussions we teachers could: join theory and practice, reflect upon our attitude as teachers as well as "put ourselves in the students' shoes". To tell you all the truth, I'm not sure if we can assure that postings will only reflect critical reading. Nevertheless, paraphrasing reading material doesn't seem to be negative at all. While reading, teachers may agree and absorb other authors' ideas into their everyday practice, into their writing. The important thing is to be always willing to learn and improve more and more.

Carla **2005-12-07 21:30**
Honestly, I do believe that our face to face sessions have lead to a more effective interaction amongst Insetters when compared to our online discussion forums. Ideally, the online postings should have expressed our critical views on the topics dealt as we, theorically, had more time to reflect on and thus provide threads for a more

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engaged and collaborative work, as Biesenbach-Lucas (2004) suggested. However, this didn't actually happen for the same reasons Aline has shared with us. Lack of time for deeper reflection on the issues was certainly the drawback for more critical contributions, in my point of view. Even though we had the stimulus of our tutor for a more collaborative discussion, which definitely facilitated and guided our interaction, I still felt the need for a more critical thinking myself. I must confess paraphrasing throughout the discussions but I don't really see it as a negative aspect. I tried to complement and implement new techniques and ideas learned through the Inset and exchange my own teaching experiences. I also agree with Aline when defining paraphrasing as a source of sharing the same views and considering contrasting ones.

Furthermore, I also had technical problems in conducting the chat sessions and I feel really frustrated as I eager to take part in the debates. According to many posters presented, I totally agree with the fact that we had many patterns of interactions during our face to face sessions which helped us brainstorm and reflect more effectively upon the diverse set of topics discussed. On the other hand, I personally didn't get to know my colleagues well.

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ANEXO 11

CRONOGRAMA DOS ENCONTROS PRESENCIAIS

Early Inset Course Rio/ Brasília ***August - December 2005*** Morning (Rio & Brasília) - 9:00 – 12:00 or Afternoon (Rio) - 14:00 – 17:00	
DATE	**SESSION TITLE**
05/08	Course Introduction (Brasília)
12/08	Course Introduction (Rio)
26/08	The Learner
09/09	Customising Lesson Plans
23/09	Classroom Management 1
07/10	Classroom Management 2
21/10	Teaching Vocabulary
04/11	Teaching Grammar
From 07/11 to 17/11	Technology (online session)
18/11	Maximising Speaking Opportunities
02/12	Pronunciation
16/12	Rounding-off Session

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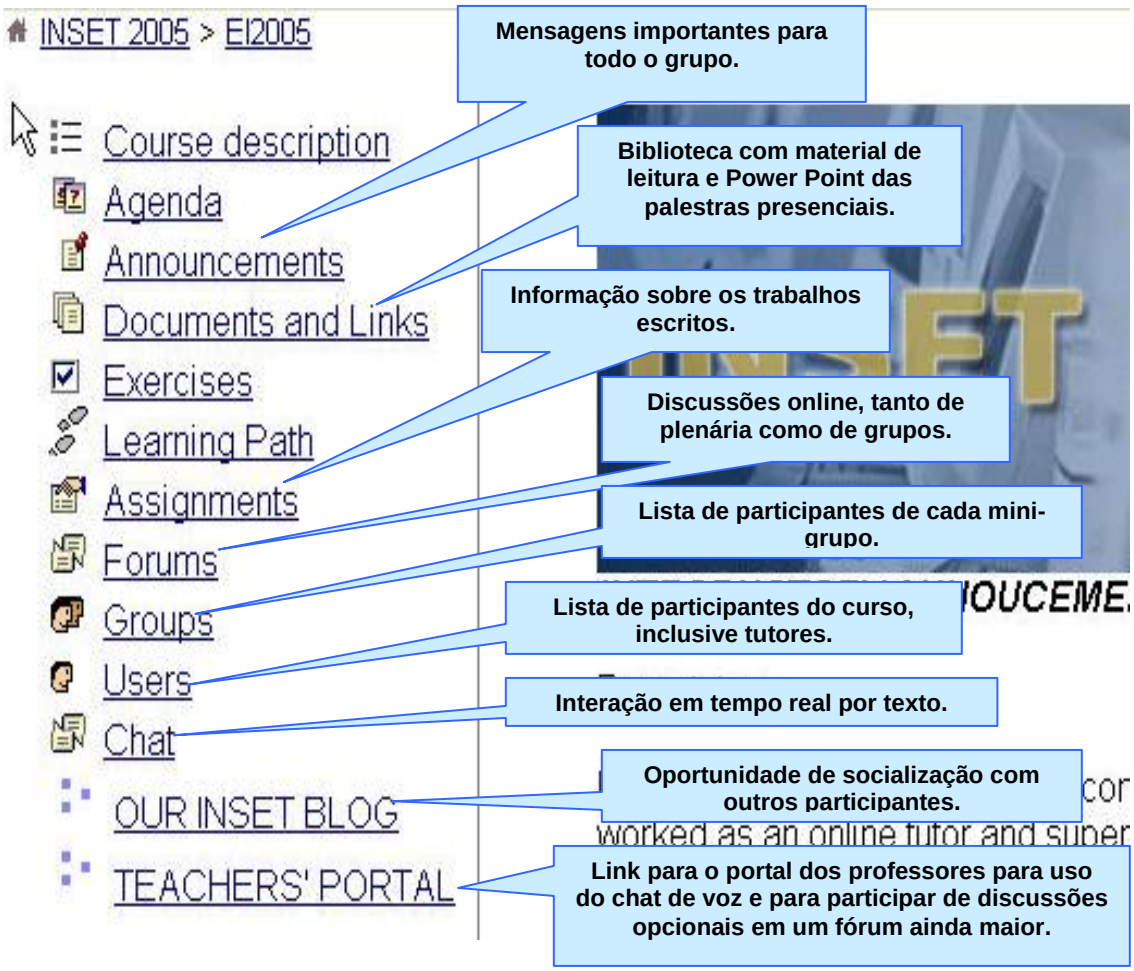
ANEXO 12

PÁGINA INICIAL DO AMBIENTE DE APRENDIZAGEM VIRTUAL DO CURSO



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ANEXO 13

AMOSTRA DA PARTICIPAÇÃO NAS ATIVIDADES *ONLINE* DO CURSO

Candidate name	The Learner - Task 2			Custom - Task 3	Class Manag - Task 4			Vocab / Gram Task 5
	Part 1	Part 2	Part 3	Optional task	Part 2	Part 3	Part 4	
Group 1								
teacher 1	x	x	x	Não fez	x	x	x	x
teacher 2	x	x	x	Não fez	x	x	x	x(weak)
teacher 3	x	x	x	Não fez	x	x	x	x
teacher 4	x	x	x	Não fez	x	x	x	x
teacher 5	x	x	x	Não fez	x	x	x	x
teacher 6	x	x	x	x	x	x	x	x
teacher 7	x	x	x	Não fez	x	Não fez	x	x
teacher 8	x	x	x	Não fez	x	x	x	x
teacher 9	x	x	x	Não fez	x	Não fez	x	x(weak)
Group 2								
teacher 10	x	x	x	x	x	x	X	x
teacher 11	x	x	x	x	x	x	X	x
teacher 12	x	x	x	não fez	não fez	x	X	x
teacher 13	x	x	x	não fez	não fez	x	X	x
teacher 14	x	x	x	não fez	não fez	Não fez	não fez	não fez
teacher 15	x	x	x	x	x	x	X	x
teacher 16	x	x	x		não fez	x	X	x
teacher 17	x	x	x	x	x	x	X	x
teacher 18	x	x	x	x	x	x	X	x
Group 3								
teacher 19	x	x	x	Não fez	x	x	x	x
teacher 20	x	x	x	Não fez	x	x	x	x
teacher 21	x	x	x	x	não fez	x	x	x
teacher 22	x	x	x	Não fez	x	x	x	x
teacher 23	x	x	x	Não fez	x	x	x	x
teacher 24	x	x	x	Não fez	x	x	x	x
teacher 25	x	x	x	Não fez	x	x	x	x
Group 4								
teacher 26	x	x	x	Não fez	não fez	x	x	x
teacher 27	x	x	x	x	x	x	x	x
teacher 28	x	Não fez	x	Não fez	x	x	x	não fez
teacher 29	x	x	x	x	x	x	x	não fez

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teacher 30	x	x	x	Não fez	não fez	x	x	não fez
teacher 31	x	x	x	Não fez	x	x	x	x
teacher 32	x	x	x	x	x	x	x	x
teacher 33	x	x	x	x	x	x	x	x
teacher 34	x	x	x	Não fez	não fez	x	x	x
Group 5								
teacher 35	x	x	x	x	x	x		x
teacher 36	x	Não fez	x	x	x	x		x
teacher 37	x	x	x	x	x	x		x
teacher 38	x	x	x	Não fez	x	x		x
teacher 39	x	x	x	x	x	x		x
teacher 40	x	x	x	Não fez	x	x		não fez
teacher 41	x	x	x	Não fez	x	x		x
Group 6								
teacher 42	x	x	x	Não fez	x	x		x
teacher 43	x	x	x	Não fez	não fez	não fez		x
teacher 44	x	x	x	Não fez	x	x		x
teacher 45	x	x	x	Não fez	não fez	x		não fez
teacher 46	x	x	Não fez	x	x	x		x
teacher 47	x	x	x	x	não fez	x		x
teacher 48	x	x	x	Não fez	x	x		x
teacher 49	x	x	x	Não fez	não fez	x		x
teacher 50	x	x	x	Não fez	não fez	não fez		não fez
Group 7								
teacher 51	x	x	x	x	x	x	x	x
teacher 52	x	x	x	Não fez	x	x	não fez	x
teacher 53	x	x	x	Não fez	não fez	x	x	x
teacher 54	x	x	x	x	x	x	x	x
teacher 55	x	x	x	Não fez	x	x	x	x
teacher 56	x	x	x	Não fez	x	x	x	x
teacher 57	x	x	Não fez	x	x	x	x	
teacher 58	x	x	Não fez	x	x	x	x	

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ANEXO 14

ANÁLISE DAS PUBLICAÇÕES DOS TUTORES

TUTOR	PUBLICAÇÃO	ANÁLISE
B	Bearing in mind the following quotes, how do you position yourself as far as establishing rapport is concerned?	Pergunta bem aberta com alto grau de expansão dialógica.
G	When considering the issue of discipline and classroom management, do you believe that McDaniel's suggestion is sufficient in itself in order to ensure discipline? Or do we need to go a bit beyond his suggestion and do as Flávia suggests: bridge the gap between students and teachers. Can this help with discipline problems?	Perguntas do tipo 'sim ou não' não são propícias à discussão, visto que limitam as respostas. Além disso, seguir uma pergunta com outra do tipo 'ou', de certa forma a visão do autor fica explícita, o que diminui a possibilidade de negociação. Assim a contração dialógica se eleva.
G	Hello there, Very interesting comments so far and I'm particularly interested in Denis' comment:"...teachers are not surrogate mothers or fathers and are not supposed to replace them in the teaching of values.". It's true, we may feel we shouldn't be doing this, but society has changed. Working parents do spend more time outside the home and children do spend more time in different educational institutions (whether it is the school, the language course, the swimming lesson, etc.). So, how far can we, as EFL teachers, establish a degree of authority in the classroom and "teach discipline"? Or is being a good role model enough? How do you see this role fitting in with all the other classroom demands we have? Tutor G	Aqui me parece que o grau de contração dialógica é bem grande, tendo em vista que o tutor revisita a fala de um participante para negá-la e monta sua primeira pergunta baseada nesta negação. Mesmo ao final, quando a pergunta parece mais aberta,ao se analisar bem, o tutor já assume na pergunta que o papel de educador é parte das atribuições do professor de línguas. Não há muito espaço para negociação.
G	Hi there, Wow, Fernando, very difficult questions and a lot for us to think about. Can anyone propose a sort of half-way solution? Tutor G	Alto grau de expansão dialógica com esta pergunta redirecionada para os participantes, sem fazer qualquer julgamento de valor antes.
B	Dear all, Lucas has pointed a very important issue in our profession - "Although, teaching students how to be better human beings isn't our primarily aim when teaching a foreign language, we can't run away entirely from this responsibility as it's an intrinsic part of our profession." Halliday e Hasan (1989) claim that "Learning is, above all, a social process... Knowledge is transmitted in social contexts, through relationships... And the words that are exchanged in these contexts get their meaning from… social	Médio grau de expansão dialógica, tendo em vista que mesmo se tratando de uma pergunta aberta, ela já carrega a opinião do tutor, logo fica mais difícil conseguir espaço para negociação de significado na resposta.

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	activities with social agencies and goals." To what extent can we separate the teaching of the subject and the social aspect of the process?	
B	Hi, there. I'd like to thank you all for your participation. I really enjoyed reading all your comments. I hope you've found this discussion as interesting as I did. I'll talk to you all later (online or face-to-face). Tutor B ☺)	Alto grau de contração dialógica desta, aparentemente, inocente publicação. O uso do verbo 'esperar' associado à posição assimétrica entre tutor e participante não deixa lugar para negociação de significado na resposta.
G	Hello there everyone, I tend to agree with your points, that we need to establish limits quite clearly in our classroom and cater for learners' different needs at the same time. But how do we go about this, considering that we live in a society where the whole issue of discipline and authority is constantly challenged by all? How far can an EFL teacher go in terms of ensuring authority and discipline in the classroom? Tutor G	Alto grau de expansão dialógica. Ao começar concordando com as publicações anteriores, tutor consegue levar a discussão para um outro tópico. Há espaço para participantes se colocarem.
D	Hi, everyone! I've been reading your postings and following your discussion on the challenges involved in establishing and maintaining positive classroom discipline as well as motivating your Sts. Did you realize that in sharing your experiences, you came up with a set of commom/shared principles? Establishing ground rules from the very beginning – starting as you mean to go on; Being flexible and negotiating rules with Sts but still maintaining control; Getting to know your Sts, and in doing so trying to see things from their point of view too; Giving and getting feedback to/from Sts regularly; Being pro-active by monitoring student behaviour and anticipating potential problems and taking measures to prevent them from happening; Raising Sts' awareness (if necessary their parents' too) as to the consequences of misbehaviour to themselves and the group; Allowing them a choice as regards activities but also asking them for respect and cooperation in return. – Respecting their wants while catering for their needs / ensuring a balance between enjoyment/fun X learning. And what is most interesting is that the principles you came up with relate to what Zoltan Dornyei, the author of a book called Motivational Strategies in the Language Classroom (C.U.P) refers to as "basic motivational conditions": Demonstrating appropriate teacher behaviour (interest and/or enthusiasm as regards the teaching/learning process / a commitment to Sts / holding high expectations for Sts' learning) Establishing a good relationship with Sts (and w/ Sts' parents); Creating a pleasant and supportive classroom atmosphere; Promoting the development of group cohesiveness; Formulating group norms explicitly, discussing them and negotiating them with Sts; Having group norms consistently observed. What do you think? Do you identify in Dornyei's basic	Tutor faz resumo do que foi falado e relaciona a um autor e pergunta como vêem o que foi dito em relação à prática de sala de aula de cada um. Pergunta interessante, porém, por se tratar de uma pergunta do tipo 'sim ou não', ela não sugere uma discussão promissora e implica um grau médio de expansão dialógica. Vale ressaltar aqui que o tutor faz perguntas diferentes para os participantes, os dividindo em quem já participou e quem ainda não participou. Esta prática me parece ruim, visto que dificulta a unidade da discussão. É quase como se o tutor estivesse propondo duas linhas de discussão. Vale ainda apontar que as perguntas propostas para este segundo grupo de participantes tem um alto grau de contração dialógica, visto que deixa o posicionamento de valor do tutor bem explícito pelo uso de 'simply' e 'is this enough?' Finalmente, parece que o tutor se coloca fora da discussão ('reading your postings' e 'following your discussion'). Esta atitude não parece de acordo com a aprendizagem colaborativa.

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	motivational conditions, the conditions you try to generate in your own classrooms? Those of you who are still posting comments, how do you react to the initial comments posted by Tutor G? For us to teach our lessons effectively, can we simply rely on setting good role models and being empathetic with our learners? To ensure discipline in the classroom, and to ensure that learning is taking place, is this enough? What do you think? Tutor D ;-)	
D	I don't want to interrupt your discussion. Just some ideas that came to my mind when thinking of "Charismatic Authority", which is a very interesting concept: Affect – interest – enthusiasm – knowledge – reliable – model – respect – acknowledgement - value – group norms + goals – acceptance – trust – commitment – cohesiveness Which comes first, respect or trust? A hard question to answer, as both have to do with beliefs. This is what I found in the dictionary: Respect – to treat with consideration/ Politeness, honour and care shown towards sb or sth that is considered important / When you you accept that sth which is established or formally agreed is right or important and do not attempt to harm it or to change it/ To show or feel admiration for sb or sth that you believe has good ideas or qualities. Trust – To have confidence or strong belief in the honesty, goodness, skill, strength, reliability, safety of sth or sb. Tutor D.	Mais uma vez o tutor D não parece se aprorpiar da discussão, pelo contrário, parece sentir receio de interromper a discussão ao colocar sua opinião ('I don't want to interrupt your discussion.') Eu me pergunto se este tutor, em particular, não se sentia fora da discussão por ser o único tutor de Brasília. A pergunta proposta pelo tutor aqui parece mais uma pergunta retórica – 'Which comes first, respect or trust?' Como o próprio tutor coloca, trata-se de uma pergunta difícil de ser respondida e a fala do tutor não parece levar às respostas, parece sim, uma exposição de idéias. Eu classifico esta pergunta com alto grau de contração dialógica.
D	I really enjoyed following your discussion. Thanks for letting me take part in it, too. Camila, is this where you took the the negotiated objectives questionnaire(which you adapted) from? http://www.teachingenglish.org.uk/think/methodology/negotiated_objectives.shtml Cheers, Tutor D.	De novo, o tutor D se coloca fora da discussão e agradece ter podido participar da mesma, quando o esperado teria sido uma atitude de co-participação na discussão. Alto grau de contração dialógica. Além da pergunta ser direcionada apenas a uma pessoa, a resposta pretendida seria apenas "sim'. Outro ponto é o pedido de confirmação do site de onde a participante retirou o questionário. Esta pergunta poderia ter sido interpretada como se o tutor estivesse checando a validade da informação dada pela participante. Se fosse uma curiosidade somente do tutor, este poderia ter mandado um e-mail para ela. Por outro lado, se a intenção do tutor é, como suspeito, oferecer a todos a oportunidade de ter acesso ao questionário, por que não aze-lo de forma mais sincera?
G	Hello there, I agree with all you have written, but do you think that for us to teach our lessons effectively we can simply rely on the fact that we are setting good role models and we're empathetic with our learners? To ensure discipline in the EFL classroom, don't we have to do a bit more? What do you think? Tutor G	Alto grau de contração dialógica, começando pela negação do que foi dito anteriormente (uso de 'but'), seguido por perguntas onde o posicionamento de valor do autor fica explícito (uso de 'simply'e 'don't you think'). Há pouco ou quase nenhum espaço para negociação aqui.
G	Hi there, Yes, I agree with all of you - depending on where we	Alto grau de expansão dialógica conseguido através de dois estágios.

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	teach we might indeed have to deal with discipline in a different manner, but how do you suggest that we deal with the situation Lidiane has presented us with - what would you all do in terms of ensuring discipline if a student turned round to you and said that swearing was okay at home? Tutor G	Primeiro concordando com os posicionamentos anteriores e depois redirecionando o questionamento de um participante para todos os outros. Esta estratégia parece deixar a pergunta menos desafiadora, visto que foi feita por um elemento do mesmo grupo, ou seja, tem um valor menos assimétrico de poder. Um outro ponto importante que foi apontado pelos participantes e que está presente nesta colocação do tutor é situação do tipo 'problem-solving' ('... what would you all do in terms of ensuring discipline if a student turned round to you and said that swearing was okay at home'), que parece motivar mais a discussão entre os participantes.
G	Both texts are concerned with developing learners' cognitive and affective relation with vocabulary learning and provide practical examples of how to deal with this in class. Thinking of the lessons you have recently taught, do you think this is an effective manner of dealing with vocabulary? Is anything else needed as well?	Alto grau de contração dialógica, marcada pela ausência de posicionamento de valor por parte do tutor. A pergunta do tipo sim/não associada a pergunta iniciada com 'Is there anything else' parece marcar claramente que o tutor acredita que a resposta para a primeira pergunta, neste caso retórica, é não e que ele espera que os participantes forneçam outras formas de lidar com vocabulário.
A	Hi everybody, First of all let me apologise for not having joined the discussion sooner, but that gave me the chance to read all your postings. Glad to you're adding to the discussion we've started in our session. There's no doubt, as most of you mentioned, that contextualisation plays a very important role in vocabulary teaching as it not only exposes learners to the declarative meaning of the word or chunks, but also provides information about how to use that lexis in a natural context. Therefore the more natural the context the better. Another point you've mentioned is the importance of providing opportunities for practice and for constant recycling. I'd like to ask three questions now to try and develop this discussion a bit further and if possible a bit more focussed on your own practice. 1. As regards contextualisation, what do you usually do to guarantee that our students are exposed to a good variety of contexts? Is the use of the course materials, e.g. textbooks / newsflash enough? As Carolina points out, elicitation is not only a very important recycling tool but it also adds to students' sense of progress. But what about ourselves as input in class? How useful would it be to try to incorporate the productive chunks in your own speech? 2. When it comes to vocabulary organisation, how useful is the use of a vocabulary corner in class? Is listing lexis there enough? How do you usually go about it? How do you help your students to become more autonomous? 3. As regards vocabulary practice & recycling, do you usually rely on what the material you use provides, or do you have your own ways of providing recycling of lexis?	Perguntas com médio grau de expansão dialógica, visto que trazem às vezes o prosicionamento do autor de forma explícita. Um outro ponto me parece mais importante aqui – a quantidade de perguntas. Não creio que abrir três frentes de discussão (duas delas com várias perguntas) é valido para manter a discussão unificada. Além disso, para cada um dos três tópicos, várias perguntas. Definitivamente, não me parece uma boa estratégia para manter a discussão *online*. Um ponto positivo que poderia facilitar a discussão é o fato de algumas destas perguntas estarem diretamente ligadas à prática de sala de aula dos participantes, do tipo 'problem-solving'.

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	Alice	
A	Hi Lúcia As regards your doubts in relation to the suggestions presented in Paul Kaye's article, I believe we already use several of the strategies listed in our practice. At very early levels we do talk about international words (The ability to grow), and the use of affixation is also common practice, unfortunately mainly at (pre-)intermediate levels. Maybe we should try and bring this a bit forward to elementary, esp. negative affixes. We most certainly deal with acronyms. Examples of coinage (esp. Band-Aids & Hoover) and blending are present in most materials. What happens is we do not draw our students' attention to metalanguage, and I don't see any reason why we should. I don't mean to say that Kaye suggests we do. The same process applies to L1, and most students grasp it automatically. I particularly tend to believe that from all the strategies mentioned in the article the one that appeals more to me as a teacher and mainly as a learner is affixation. We have a few moments in our Basic and Plus courses (mentioned here quite simply because I know more about them) in which we deal with affixes. It would be interesting to monitor our students' production after this work is done just to gauge the impact this knowledge has on our students. Do they really start experimenting with the language? Hi Rosa, Thank you for the practical examples. That's exactly what I was aiming at, a bit of sharing. We all have our own and usually effective and practical ways to recycle lexis. Let's hear from the others.	Alto grau de contração dialógica. Primeiro tutor faz longa explanação do tópico, com seu posicionamento bem explícito, depois segue com uma pergunta carregada de posicionamento de valor (uso de 'really') que não abre espaço para muita negociação. Atenção para o uso da forma modalizada e reforçada pelo recurso de gradação 'most certainly', além das formas polarizadas 'do not' e 'don't see any reason'. Finalmente, a última colocação do tutor pode ser lida como uma ordem 'Let's hear from the others.' Não há muito ou espaço quase nenhum de negociação aqui.
B	Dear all, I'm always pleased to read and take part into the conversation. I try to do a lot of lurking first, but since today is the last day I guess I can make a few comments. Firtsly, I loved André's idea of using one of Seinfeld's episodes to ilustrate native speakers' manipulation of lexis. I guess as a follow up one could possibly ask students if they can think of a similar TV programme in Brazil. Is there one? I hear new words every time I see my nephews and nieces. :-)) I was very intrigued by what Carla said "students have to " feel" grammar as well as vocabulary." How do you feel about this? What does it mean to 'feel grammar or vocabulary'? I would also like to feedback Lucas's question to all of you, since it is directly related to the issue of collocation. " When reading the previous posts, I was curious to hear from Carla how she explains the meanings of some prepositions such as: up, upon, away, on etc. Also, I'd like to know what she says or explains when some prepositions has no direct correlation with the meanings of some phrasal verbs. These are some of the questions that our students usually ask us when teaching this kind of lexis." Looking forward to hearing from you all. Tutor B ☺	Esta fala do tutor parece traduzir bem o posicionamento dos tutores neste fórum: eles parecem procurar ficar mais distantes, apesar de gostarem participar. Antes de falarem qualquer coisa, precisam ler muitas contribuições ('I try to do a lot of lurking first'). Esta publicação tem um teor de resumo, até pela introduçao feita pelo tutor 'since today is the last day I guess I can make a few comments'. Apesar de o tutor ter feito colocações aparentemente com alto grau de expansão dialógica, temporalmente falando, estas colocações assumem uma função retórica, visto que se trata do último dia d discussão. A expansão dialógica da contribuição do tutor poderia ser contestada através do posicionamento intertextual de sua fala. Parece claro que o tutor concorda com a colocação de André e discorda da colocação feita por Carla. É interessante verificar como ele faz este posicionamento discursivamente. Ao reportar a fonte externa com que concorda, o tutor escolhe o endosso autoral positivo com fala assimilada, ou seja, compartilhando a responsabilidade pelo que está sendo dito. Já no caso da fala externa com que

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		discorda, o tutor usa endosso neutro com fala inserida, deixando claro que não divide a responsabilidade do que está sendo dito. Além disso, sua posição fica mai explícita ao iniciar a primeira fala dizendo que estava intrigado e ao citar um outro participante que também não concordava com Carla.
B	Carla has just raised an important point. How do you guys think we could make our students use their language intuition a bit more? Tutor B	Alto grau de expansão dialógica com esta pergunta redirecionada para os participantes.
G	Good point, Marcos. "Students already carry a vast repertoire of linguistic experience in their own native tongue and very often they don't realize that languages follow a different logic, not a linear or mathematical one. Whenever it is relevant, teachers should try to take advantage of this tool. " How can we relate what Marcos said to the EFL material produced by Learning Factory? Any ideas?	Alto grau de expansão dialógica com esta pergunta redirecionada para os participantes.
C	Hi, everybody. Based on these two contributions I'd like you to consider: (a) in what way is the acquisition of vocabulary via READING / VIEWING (i.e. via exposure to authentic language) different from "teaching a vocabulary slot" in one of our lessons? (b) how can the teaching of vocabulary formation help our students become more independent? Have a lovely weekend, Tutor C.	Alto grau de expansão dialógica com o uso de perguntas abertas e sem qualquer posicionamento de valor feito pelo tutor de forma explícita. Um pequeno comentário acerca da abertura de duas frentes diferentes de discussão, o que dificulta a manutenção da discussão no grupo.
C	Hi, Silvana + everyone else in the group. Thanks for your reply. What you say about teaching "chunks" as opposed to isolated words and the relevance of context is a very important reminder to all of us. Is this everyone else's experience as well? Or do you feel that most students still approach vocabulary in a more "mechanical" way i.e. a list of words to be memorised for the test? What you said in reply to my first question is correct, although not necessarily what I had in mind. ;-) Let`s check wha the others have to say on the matter. Have a great Sunday! Tutor C.	Perguntas do tipo 'sim ou não' que não abrem muito espaço para discussão. Este ponto poderia ajudar a classificar estas perguntas como possuindo um alto grau de contração dialógica. Além disso, ao dizer que a resposta da participante não necessariamente respondeu sua pergunta e pedindo para ouvir os outros participantes, o tutor de certa forma calou a voz desta participante. Uma atitude que talvez retrate um posicionamento bem assimétrico na relação tutor- participante nesta discussão.
C	Hi, guys. Almost time to go to bed, yet I can`t help writing a short message to thank you for a most interesting discussion so far - well done. :-)) I guess Vivian answers my question when she mentions how the teaching of vocabulary via reading / viewing "flows more naturally". If we think in terms of what KRASHEN said about the acquisiton of language as opposed to learning (although we all know it`s not as simple as that!) I guess vocabulary learning through reading / viewing is closer to the concept of acquisition. You need more exposure to the language item - time consuming! - and the process is not as conscious as when we deal directly with groups of words in class. If this point is not clear to you, please ask for clarifications! (It`s been a very busy Sunday and I`m	Médio grau de contração dialógica. A primeira pergunta é muito contraída dialogicamente pelo uso de 'always' não deixando espaço para negociação. A pergunta que se segue tem alto grau de expansão dialógica, mas este se diminui se associarmos as duas. Apesar de um momento paternalista ('well done') e outro bem autoritário (If this point is not clear to you, please ask for clarifications!), o tutor parece tentar uma aproximação com os participantes através de posicionamentos de atitude: 'almost time to go to bed' → julgamento positivo estima social (normalidade) – o tutor parece tentar se aproximar dos participantes pela semelhança das rotinas.

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	half-asleep by now.) I`d like you to go back to the idea of recording new vocabulary in notebooks and how this should be done (read Rosa`s contribution for examples). The reasons I`m touching on this issue is because I`ve seen many students using notebooks as if they were dictionaries (i.e. recording words in alphabetical order). Is this always the best way of going about it? What other alternatives can you recommend? Have a great week at work, Tutor C.	'It`s been a very busy Sunday.' → idem ao anterior. 'I`m half-asleep by now' → julgamento positivo aprovação social (veracidade) – o tutor procura a procimidade pela sinceridade.
C	Hi, Norma. Don't worry about being a little late - as the proverb goes, "better late than never". ;-) I do agree with you when you say reading as a skill is slightly underestimated. Unfortunately, it seems that reading has gone out of fashion - people read less and less these days. Do you all find it difficult to get students to read? All my best, Tutor C.	Vale ressaltar aqui a tentativa de deixar a participante mais à vontade por estar se juntando à discussão tardiamente. Em relação à pergunta, mais uma vez a pergunta do 'sim ou não'é pouco producente em uma discussão, apesar de ter um grau de expansão dialógico alto.
C	Hi, Elena. You have raised a very interesting point which perhaps goes beyond the scope of this discussion - my fault I guess, I was the one who started it off. Anyway, what you said is very important, so I'll repeat: (a) Students still tend to look at language as a combination of individual words - the notion of DISCOURSE is still alien to them. (b) They haven't been properly trained to use READING STRATEGIES / SKILLS. Thanks everyone for a most interesting discussion. :-) (Thanks Elena for your reply.) Best wishes, Tutor C.	Baixo grau de expansão dialógica pelo fato de a publicação só funcionar como um resumo e também pelo fato de o resumo trazer de forma tão visível o posicionamento do tutor. Arrisco a dizer, neste caso, que esta publicação me remeteu aos meus tempos de escola onde o aluno apreciava o endosso do professor sobre qualquer coisa que falasse.
D	Dear group members, I apologise for taking so long to join your discussion, but here I am! The impression I got from reading your postings is that you found the topic of teaching vocabulary very interesting. I assume you all make use of a vocabulary corner on the white board, since you were sharing different ways of using it to enhance the teaching of lexis through definitions, examples, opposites, pronunciation, translation, collocations, drawings, etc. I suppose you would all agree that it's important to make regular and good use of your vocabulary corner so that Sts perceive how useful it is Most of you considered adopting lexical notebooks a worthwhile experience, and Vilma pointed out how they can help Sts develop strategies for recording new vocab., which they keep on using later on. I loved the idea of the vocabulary box and how you use it, André! It reminded of the "Vocabulary Trees" I've seen at some of the branches here in Bsb. Teachers make tree trunks with branches out of card paper or some other strong material for the different groups they are working with. Then, they stick them on the walls of their classrooms. As Sts learn new words, these are written on bits of paper cut out to look like leaves, which are then stuck along the	Baixo grau de expansão dialógica pelo fato de a publicação só funcionar como um resumo e também pelo fato de o resumo trazer de forma tão visível o posicionamento do tutor. Vale ressaltar, que o tutor se dirige ao retante do grupo como 'Dear group members' o que levaria sua inclusão neste grupo, mas imediatamente se afasta do grupo ao colocar 'your discussion', isto é, como se a discussão também não fosse dele. Não acredito que tal visão esteja de acordo com a aprendizagem colaborativa desejada.

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	branches. The trees grow as the Sts progress through the course learning new words. Nice idea, isn't it? One teacher got tired of her "Vocabulary Trees" and decided to build a "Vocabulary Sea", with new words swimming in the sea on bits of paper cut out to look like little blue fish. Now, I think that the challenge would be to go one step further and consider ways in which to use the words that make up the trees or sea so as to help Sts store them in their long-term memory and be able to retrieve them when necessary, such as the activities André uses along with his Vocab. box. Learning new vocabulary plays an important role in enhancing Sts' sense of progress, so the more learner–friendly techniques for helping Sts store, and especially retrieve and review new vocabulary items we use, the better -- vocabulary corners, vocabulary boxes, vocabulary trees, picture dictionaries, lexical notebooks, brainstorming through mind-maps, using scrambled words and memory games as warmers, quizzes and crossword puzzles for revision -- there are many different, motivating and fun ways of doing this! Does anyone have any other ideas they would still like to share? Please, do! Cheers, Tutor E.	
D	Dear Vilma, A very interesting idea! - getting Sts to notice/recognise words they were presented with in class in other contexts -real-life contexts, in this case. This helps vocabulary learning become even more meaningful/relevant to Sts., doesn't it? How do they react? Cheers, Tutor E.	Alto grau de contração dialógica, evidenciado pelo uso da 'tag questions' que pede que o interlocuotr concorde. Em relação à discussão no grupo, a segunda pergunta não parece oferecer aos outros participantes oportunidade de participar.
E	Dear Insetters, Thanks for your discussion, which has been very profitable and stimulating. I also agree that keeping a lexical notebook can be extremely useful to learn and store new lexis, although it can be hard to retrieve "that very word or expression" when you actually need to use it, don't you think? Therefore, it seems to me that working on ways to help students build and organize their lexicon is essential as far as vocabulary teaching/ learning is concerned. For example, making associations, learning words in groups, exploring range of meanings and using keywords are but a few strategies learners may use to learn new words and expressions. How can you cater for those in the vocabulary classroom? How can you help students put the strategies into practice in their lexical notebooks? As for the lexical notebooks at Junior level, it can certainly be a highly motivating activity, since as you have all mentioned, the visual element aids in the understanding of new words/ expressions, especially at this level and age gap. However, I wonder if storing "words" like this all the time might lead students to a rather fragmented view of language. In other words, perhaps the activity might make students think there's only one possible meaning for a certain word, and that this meaning must be a "literal" one. In addition,	Tutor faz diferentes colocações através de diferentes perguntas, o que pode dificultar o andamento da discussão em grupo. Cabe ressaltar mais uma vez, que este tutor se coloca fora da discussão 'Thanks for your discussion', o que não cabe na perspectiva de aprendizagem colaborativa. Assume também um posicionamento patriarcal, que pode ser vista pelo uso de 'don't you think so?' e pelo comentário 'Just keep up the fruitful discussion!'. Definitivamente este posicionamento está de acordo com uma situação assimétrica entre tutor e participante, mas não com uma situação de aprendizagem colaborativa.

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	they might run the risk of storing words in isolation, out of context and deprived of relevant collocations. What do you all think about this? What can be done to avoid or at least minimize this problem? Food for thought, my friends! Just keep up the fruitful discussion! Cheers, Tutor E.	
F	Hi, girls!! First of all, I'd like to mention that I was very happy to know that Leticia is developing some Reading Projects with the students – that's excellent!! Reading is really a habit! Then, based on your points of view, we can say that: - ss should keep a record of new words/expressions on a notebook; - T should bear in mind ss' age group and maturity as children wouldn't benefit a lot from Word Formation; - It is better to work with 'chunks' when teaching vocab to children/beginners; - When listening to songs, watching films or reading books (ways of getting closer to a foreign language), they may become aware of how much they've learnt… Therefore, considering your own experience: how is it different to teach Vocabulary through Readings, Films, Newspapers, etc, from giving a word formation lesson? Bjs, Tutor F	Apesar de a pergunta final ter alto grau de expansão dialógica e funcionar como uma pergunta do tipo problem-solving que motiva a discussão, o tutor se coloca de forma um pouco partenalista ('I was very happy to know that Leticia is developing some') e, mais interessante, se coloca fora da discussão ('based on your points of view').
F	Hi, girls!!! Thank you all for giving such good suggestions... Reading projects, films, songs, vocab corners, word formation classes, lexical notebooks, etc, all of them are nice if used to facilitate learning...depending on age and groups, one may be acceptable, others not...so it's just a question of 'feeling' the group's needs and helping them the best way we can, don't you think? Keep on sharing ideas as this is what makes us grow! Cheers, Tutor F	Baixa expansão dialógica vista nesta publicação. Tutor faz um resumo e pede confirmação pelo uso de 'don't you think so?'; além de dois posicionamentos bem paternalistas com os comentários 'Keep on sharing ideas as this is what makes us grow!' e 'Thank you all for giving such good suggestions...' que não estão de acordo com a visão de aprendizagem colaborativa.
G	Hi there guys, I think we al agree that context is essential for teaching vocabulary, but as Ricardo puts it, how do we go about creating this context in our lessons? Can anyone tell us how they do this? In addition, let's think about why we teach vocabulary? Isn't our purpose to stimulate learner autonomy in some way? Isn't that why lexical notebooks may be helpful - look at your own examples - why did some of you sart off your own lexical notebooks? Hope to hear more of your ideas on this - let's get this discussion going in a big way. Bye for now, Tutor G	Várias perguntas. Todas com alto grau de contração dialógica, com exceção da primeira. A segunda não se trata bem de uma pergunta, mas de um pedido. As seguintes tiveram alto garu de contração dialógica pelo uso de formas polarizadas negativas no começo, o que implica uma resposta de afirmativa do interlocutor.
B	Bearing in mind the development of our online discussions, to what extent do you think we have been developing collaborative work? How do you picture the role of the students (yourselves) and the	Alto grau de expansao dialógica. Cabe apontar, contudo, que as três frentes de discussão abertas pelo tutor, o que não facilita a discussão.

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	tutor in the online environment? How can we assure that postings will reflect critical thinking rather than paraphrases of reading material?	
B	Hello, there. I'm glad we're back online. The postings have been quite enlightening so far. If I could feedback something that Carla said into the discussion… "Besides many of us don't feel at easy while debating online, I include myself in it.I prefer face-to-face discusssions instead." Here's some food for thought. How do you all feel about that? Talk to you all later. Tutor B	Alto grau de expansão dialógica com esta pergunta redirecionada para os participantes, sem fazer qualquer julgamento de valor antes.

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ANEXO 15

AMOSTRA DE ANÁLISE DE EM UMA ATIVIDADE TIPO PEQUENO GRUPO

FALA DO PARTICIPANTE/TUTOR	ATITUDE
Bearing in mind the following quotes, how do you position yourself as far as establishing rapport is concerned? **Rudyard Kipling** (Nobel Prize winner in Literature) [1] "Words are the most powerful [2] drug used by mankind." **David** (member of the course) "It is true that students have their own methods when learning and that we should try [3]to respect that when we are teaching. We are not dealing with kids. We can't adopt [4] an authoritarian attitude because that is the best [5] way to lose an adult student. We have to [6] try to demonstrate that they should try [7] to use other methods while maintaining their own in order to learn more. […] The thing to remember is that it has to be over time - we have to be [8] patient [9] ." **Sonia** (member of the course) "Although this is the most [10] challenging group to please, I think teenagers can be rather curious and inquisitive if you give them the chance to know more about you and your life. […] I'd like [11] to point out that this suggestion must be [12] carefully adapted to the group you have. The teacher must know [13] how much and what exactly she/he wants to tell about her/his personal life. By using a bit of [14] creativity, the teacher can make up [15] stories that will raise [16] students` interest." **Renato** (member of the course) "Even though you don't usually [17] hear teenagers verbalize they admire you, deep inside they do [18]. But hey, sometimes words are not [19] necessary; their faces are a dead [20] giveaway. Don't you think? [21] By being their teacher for a while, it's easy [22] to read the following off them: "Teacher, I really [23]look up to you!" **Fernando**(member of the course) "Get to know them, find about what they like and propose a series of classes on the mentioned subjects. […]You can't teach [24]individual students but you can give [25] each of them their 5' of attention to make them feel appreciated and understood, even if you happen to disagree with them on a particular subject. Teaching is personal. So is learning."	1. A utilização do nome da fonte aqui dá mais credibilidade à fala desta fonte externa. Há endosso autoral neutro com fonte (status alto). Este recurso aumenta a credibilidade do que está sendo citado e diminui a possibilidade de negociação de significado por parte do leitor. 2/5. Uso de recursos de gradação que reforça a mensagem e diminui a possibilidade de negociação de significado. 3/4/6/7/8. Exemplos de modalidade na fala do participante que revela um certo cuidado em evitar as formas polarizadas que são mais fortes. 9. afeto positivo segurança 10/14. Uso de recursos de gradação que reforçam/ suavizam a mensagem respectivamente. 11/12/13/15/16. Exemplos de modalidade na fala do participante que revela um cuidado em evitar as formas polarizadas que são mais fortes. 17/18/19/21. Uso de formas polarizadas não muito comum na fala dos participantes de um modo geral. 20/23. Uso de recurso de gradação que reforçam a mensagem. 24/25. Mais exemplos de formas modalizadas na fala do participante.
Author: Alberto (2005-09-30 10:06) I believe [1]that establishing rapport is not [1] that easy. However, the more [2] teachers are [2] aware of their power to influence and change behaviour, the more [2] effective their teaching will be. According to Stedios Perdios, gestures, facial expressions,	1. O uso da forma polarizada tem seu efeito minimizado pela associação à modalidade subjetiva explícita na forma projetada 'I believe'. 2. O uso da forma polarizada tem seu efeito

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tone of voice, movements provide more communication than the words do themselves. Words are [3] really [4] powerful. Teachers should avoid [5] using words as the main strategy to establish rapport, though. I do agree [6] when David Lopes says that students have their own methods and we should respect [7] that. Also, teachers have to [8] try to raise students' awareness of other helpful methods. The same way using words is not [9] the most [10] important technique for establishing rapport, not all students verbalize what they think about teachers. Most of the time students express their feelings through body language, as Thomaz Gonçalves has already mentioned. [11] Teachers should do the same – use different approaches. Although, research shows that NLP (Neuro-Linguistic Programming) framework helps [12] teachers to direct their own state and behaviour and of others in order to build a good relationship with students, the techniques should not [13] be seen as substitute for classroom management and above all interesting lessons.	minimizado pela associação à estrutura 'the more... the more'que traduz uma idéia condicional, quase uma forma modalizada. 3/6/11/12. Forma polarizada sendo usada, contudo associada à fala externa, com endosso autoral positiva pessoal(3/6/11) /impessoal (12) assimilada. Assim, o participante assume parcialmente o ônus do uso da forma polarizada. 4/10. Uso de recurso de gradação que reforçam a mensagem. 5/7/8/13. Exemplos de uso de modalidade quando o participante sai do que a fonte externa está dizendo para a sua própria visão. 9. Uso de forma polarizadas não comum na fala dos participantes.
Author: Gilberto(2005-10-02 18:18) Being flexible, tolerant, very patient, kind, setting a friendly atmosphere, listening to sts., sharing experiences and a bit of our private lives [1] with them... . All these things (and many others) are [2] important to establish rapport, undoubtedly [3] essential in our classes. *In class*, however, it's not always [4] that easy like it may seem [5] to be because we have to [6] cater to people of different age groups with distinct backgrounds, personalities, lifestyles, expectations, senses of humor, social status, religions, tastes, degrees of responsibility and tolerance etc. Besides, all these aspects vary [7] depending on the moment people are going [8] through in life. So, establishing such a precious tool in class, no matter through words, gestures, facial expressions or tone of voice, is [9] a demanding [10] task that takes [11] time, patience, perseverance [11] and skill not to harm our sts'. individualities. In a nutshell, it's [12] a challenge [13] , especially if we bear [14] in mind we, teachers, are [15] human beings, also susceptible to the same difficulties any other person is [16].	1. Todas expressões que carregam valor de afeto positivo segurança. 2/9/ 12/14/15/16. Formas polarizadas com processos relacionais. 3. Recurso de gradação reforçando a mensagem. 4. Forma polarizada minimizada pela modalização de habitualidade conseguida pelo uso de 'always'. 5/6. Formas modalizadas. 7/8/11. Formas polarizadas. 10/13. Expressões indicam apreciação negativa composição (complexidade) 11. Todas expressões que carregam valor de afeto positivo segurança.
Author : Lucia(2005-10-02 20:50) Rapport is [1] the key word to communication. Therefore, there are [2] a lot of things that we, teachers, can do [3] to establish it: showing interest, praising students, maximising similarities and minimising differences, being a good listener,... We must admit [4] that it is not [5] something easy to establish, but it is [6] a very important [7] tool that teachers have [8] if they know [9] how to use it. Bearing all these things in mind, I do reckon [10] that words are [11] powerful, but not the most [12] important as far as rapport is [13] concerned. Body language, gestures, facial expressions and tone of voice are [14] much more [15] meaningful than the words themselves.	1/2/5/6/8/9/10/11/13/14. Formas polarizadas com processos relacionais ou mentais. 3/4. Exemplos de modalidade na fala do participante. 7/10/12/15. Exemplos de uso de recursos de gradação.
Author : Lucia (2005-10-02 21:24) Hi, everyone!!! I've just posted [1] a message, but I thought [2] a little bit more [3] about it and I decided [4] to share that with you: first of all, it's [5] crucial that we create a nice atmosphere in class. We, teachers, are [6] human beings as well as our students and we need [7] to know that someone cares and thinks [8] we are [9] important, otherwise nothing will work [10]. To do so, we really [11] need [12] to give our attention since students simply [13] love [14] talking about their own lives and feeling that	1/4/7/8/12/23/24. Exemplos de formas polarizadas. 2/5/6/9/14/15/17/19. Exemplos de formas polarizadas com processos relacionais ou mentais. 3/11/13/20/25. Uso de recursos de gradação. 10/16/18/21/22. Exemplos de uso de

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we are [15] interested. Besides, we can't make [16] judgmental comments about our learners. People are [17] different and we must be [18] the ones to show respect to differences. Every student wants [19] to be accepted and belong to a group and I do think [20] we must make [21] it happen. Of course that the students themselves can do [22] a lot as far as the learning process, establishing rapport and having a pleasant atmosphere in class are taken [23] into consideration, but it depends [24] much more [25] on us than on anybody else.	modalização na fala do participante.
Author : Sonia(2005-10-03 00:05) Hi, everyone! I believe [1] everything has already been said [2] and I agree [3] with you all. It's true that we teachers have [4] a strong influence on our students´ learning process, attitudes and expactations towards English. For this reason, I try [5] to establish a friendly [6] atmosphere in my classes as well as a good[7] relationship with my students. When I let [8] them konw more about me, they feel [9] more [10] comfortable to talk about themselves, their difficulties, likes and dislikes. They see [11] me as an individual with feelings and interests like them [12] and it becomes easier [13] to develop friendship, respect and cooperation in class. I avoid [14] being authoritarian[15] because it never works [16] with my groups. Besides, I think [17] it is better to work with suggestions and complaints, as it makes [18] students more [19] involved with their learning. Establishing a good [20] rapport is definitely [21] the best [22] way to reach our students´ interest, engagement and motivation. The key is [23] to praise them, smile, give [24] them special attention when they have [25] something to show or tell you, be [26] sensitive to their physical resposes as well (not all students verbalize their feelings or thoughts as it has been said above), have [28] eye contact, listen [29] to them! Show [30] them that you're [31] interested and care [32] for them. I sometimes [33] enjoy [34] talking to their parents and complimenting them on their good[35] behaviour in class, their achievements and improvements. I always get positive feedback from students and their parents as well. To sum up, it's [36] important for us teachers to keep in mind that our students are [37] also individuals and have [38] different preferences and needs. We have to treat [39] them like we expect them to treat us: with love, respect and friendship. [40]	1/4/8/17/23/25/26/28/31/36/37/38. Formas polarizadas com processos relacionais ou mentais. 2/16/33/39. Uso de modalização 3/5/8/11/14/18/24/29/30/32. Formas polarizadas 10/13/19/21/22. Recursos de gradação 3. julgamento positivo aprovação social (propriedade) 6/7/20/34/35/40. afeto positivo segurança 12. julgamento positivo estima social (normalidade) 15. afeto negativo segurança
Author : Sonia (2005-10-03 10:34) I'd like [1] to correct one sentence... I enjoy [2] complimenting parents on their CHILDREN´s good [3] behaviour [4] in class, their achievements [5] and improvements[6].	1. Uso de modalização. 2/3/4/5/6. afeto positivo satisfação.
Author : Sara (2005-10-03 14:12) It was [1] great [2] to read the texts and find out [3] that although I knew [4] all those lines by heart ,we always have to [5] revise things . And the same happens to our roles as teachers.We do have to [6] recycle ,study and understand that if we want [7] our students to change ,to develop as learners and individuals [8] we have to [9] set the model[10]. Rapport is extremely [11] important and serious. Teachers have to [12] be aware that the words spoken ,the smiles, the looks, once given can influence and transform [13] profoundly [14] our students.	1/4. Formas polarizadas com processos relacionais ou mentais. 2. afeto positivo satisfação 6/11/14. Recursos de gradação. 3/7. Formas polarizadas 5/6/9/12/13. Uso de modalização. 8/10/13. julgamento positivo aprovação social (propriedade)

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Author : Fernando (2005-10-03 16:04) To be able to get in touch with another human being is [1] an essential [2] skill, even more so [3] for a teacher. Reaching the students is [4] essential [5] in establishing the connection, the rapport. Just be your adorable self, tell [6] a story about your family or friends [7], preferably a funny [8] one in a commonplace situation [9] and bingo! you've got it. Above all, *be honest* [10], *be sincere*[11]*, be authentic*[12]*.*	1/4. Formas polarizadas com processos relacionais ou mentais. 2/3/5. Recursos de gradação. 6. Forma polarizada 7/9. julgamento positivo estima social (normalidade) 8. afeto positivo felicidade 10/11/12. julgamento positivo aprovação social (veracidade)
Author : Adilson(2005-10-04 09:39) It takes [1] a great deal [2] of flexibility[3], tolerance[4], patience[5] and kindness[6] in order to establish rapport and it can be done[7] so by setting a friendly atmosphere, listening to students and sharing experiences [8] and a little bit of [9] our private lives [10] with them. It's not always[11] that easy, however, to do so because we have to cater [12] for the needs and expectations of a wide range of [13] people with distinct backgrounds and personality traits. It is necessary [14]to work at two different levels: to work with the students as a group and to work with them as individuals.	1. Forma polarizada. 2/9/13. Recursos de gradação. 3/4/5/6/8/10. afeto positivo segurança. 7/11/12/14. Formas modalizadas.

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ANEXO 16

POSICIONAMENTO DE ATITUDE NA ATIVIDADE THE MOVIE OF MY LIFE

FALA DO PARTICIPANTE OU TUTOR	ATITUDE
Carmen is a beautiful [1] film directed by the Spanish Carlos Saura, and it´s all about persistence and the passion conveyed by the Flamenco music and dance.	1. apreciação positiva reação (qualidade)
Nice to hear from you! [1] Didn't know you liked [2] Flamenco so much!	1.afeto positivo felicidade evocado 2. afeto positivo satisfação
Yes, I have seen The Big Blue and I just love [1] it!	1. afeto positivo satisfação
A great [1] movie and a nice comedy that teaches us that happiness can only be achieved through love. Bill Murray was great [2] !	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (qualidade)
Check out how that story plays out. It's unmissable [1] !	1. apreciação positiva valor
Alex, I felt the same about this movie. It´s a lesson for life [1] ..	1. apreciação positiva valor
Groundhog Day: This film is cool [1] . I've got it in a tape...It was recorded from TV (including ads). I couldn't stop laugh [2] at it...	1. apreciação positiva reação (qualidade) 2. afeto positivo felicidade
Groundhog Day - brilliant [1] film! I love [2] it too.	1. apreciação positiva reação (qualidade) 2. afeto positivo satisfação
I love [1] comedies and I am a huge fan of Peter Sellers. *The Party* was one of his best [2] movies and one of the most hilarious [3] comedies I've ever seen.	1. afeto positivo satisfação 2. apreciação positiva reação (qualidade) 3. apreciação positiva reação (qualidade)
Renato , feel free to call me Dea [1] , it's my nickname . You've asked me a very tough [2] question and I really don't know how to answer it	1. afeto positivo segurança 2. apreciação negativacomposição (complexidade)
I agree it can be hard [1] sometimes , don't you think ?	1. apreciação negativa composição (complexidade)
I love [1] comedies and Peter Sellers reminds me of my childhood.	1. afeto positivo satisfação
'The Lord of the rings' appeals to me a great deal [1] . The film and its sequels are enthralling [2] ! However, I'm also keen on films which are full of drama and 'Fried Green Tomatoes' is a classic [3] . It manages to make you laugh [4] and cry [5] at the same time, conveying a positive	1. apreciação positiva reação (impacto) 2. apreciação positiva reação

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message as well.	(impacto) 3. apreciação positiva valor 4. afeto positivo felicidade 5. afeto negativo felicidade
Fried Green Tomatoes has a surprising [1] plot as we are led into it by someone apart. I`m not going to tell you the story! It`s worth [2] hiring at your video club!	1. apreciação positiva reação (impacto) 2. apreciação positiva valor
'The Lord of the rings' appeals to me [1] as well, but I prefer [2] the classic 'Fried Green Tomatoes'. It´s lovely [3] !	1. apreciação positiva reação (impacto) 2. afeto positivo satisfação 3. apreciação positiva reação (qualidade)
I have already seen BRIDGET JONES' DIARY about 20 times [1] :… For 'boys and girls' [2] I strongly recommend [3] !!!	1. afeto positivo satisfação 2. apreciação positiva valor 3. apreciação positiva valor
REMEMBER THE TITANS is a gigantic [1] (I mean, really fantastic [2]) film!!! Denzel Washington brilliantly [3] plays the role of a football team coach whose story takes place around the 1960's …	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (qualidade) 3. apreciação positiva reação (qualidade)
Nice [1] feelings bloom in the end... It's a must [2] !	1. afeto positivo felicidade 2. apreciação positiva reação (impacto)
Remember the Titans is one of my favourites [1] too!	1. apreciação positiva valor
So hard [1] task this is, especially for a cinephile like me. Even though it pays clear homage [2] to Fernanda Torres and Fernanda Montenegro, **Casa de Areia** […] is worth [3] seeing due to its gripping [4] lot and narrative.	1. apreciação negativa composição (complexidade) 2. apreciação positiva reação (qualidade) 3. apreciação positiva valor 4. apreciação positiva reação (impacto)
I 've watched "Lost in translation " and to be quite honest [1] I wasn't so impressed [2] . I haven't seen "Casa de areia" yet ,but from what I read in the website it sounds like I great [3] film .	1. afeto positivo satisfação 2. apreciação positiva reação (impacto) 3. apreciação positiva reação (qualidade)
This film is a great [1] example of cultural and language differences that people sometimes face.The plot is really interesting [2] and it can take place with any person [3] .	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (impacto) 3. julgamento positivo estima social (normalidade)
I have to confess [1] that I've slept [2] while watching Lost in Translation... I was exhausted the day I watched it. I guess I should see it again	1. afeto negativo satisfação 2. apreciação positiva reação

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soon! Lots of friends say good [3] comments about it.	(impacto) 3. apreciação positiva reação (qualidade)
Not many people liked [1] Lost in Translation and to be honest [2] it's a difficult [3] film, but I loved [4] it.	1. afeto negativo satisfação 2. afeto positivo satisfação 3. apreciação negativa composição (complexidade) 4. afeto negativo satisfação
I haven´t watched Casa de Areia, but Lost in Translation is a lovely [1] movie. The way their relationship develops, based on cultural differences and loneliness is very beautiful. [2] I couldn´t agree more [3] !!!!!!	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (qualidade) 3. julgamento positivo aprovação social (propriedade)
National films are getting even better nowadays, aren't they? Casa de Areia is great [1] and incredibly moving [2]!	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (qualidade)
These are two films I like [1] . Above all, for me, cinema is fun 2 and I really enjoyed 3 myself watching them. They're well-known 4 films, but, for further information, you can check	1. afeto positivo satisfação 2. apreciação positiva reação (qualidade) 3. afeto positivo satisfação 4. apreciação positiva valor
AS GOOD AS IT GETS: Personality quirks, some acid sense of humor, intelligent [1] ideas and a beautiful [2] transformation of someone's character. Put these ingredients together with excellent [3] actors and you'll have a great [4] film.	1. apreciação positiva composição (complexidade) 2. apreciação positiva reação (qualidade) 3. apreciação positiva reação (qualidade) 4. apreciação positiva reação (qualidade)
THE TERMINAL: Hope, frustration and fear at first. Then, patience, perseverance, determination, creativity and sincerity. And Tom Hanks!! [1] Based on a curious true [2] story, the film is also nice [3] for our beginner students who may identify with Tom Cruise's character's difficulties. It may encourage them too. I always recommend it and the students love [4] it.	1. julgamento positivo aprovação social (propriedade) 2. apreciação positiva reação (qualidade) 3. apreciação positiva reação (qualidade) 4. afeto positivo satisfação
Hi, Gilberto! Excellent [1] choice! Jack Nicholson is fantastic [2] and the film hilarious [3] ...	1. apreciação positiva reação (qualidade) 2. apreciação positiva reação (qualidade) 3. apreciação positiva reação (qualidade)
Gilberto,, good [1] choice. I loved [2] both of them, but As Good As it Gets is really something [3] !!	1. apreciação positiva reação (qualidade)

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	2. afeto positivo satisfação 3. apreciação positiva reação (qualidade)
Here are two great [1] movies :	1. apreciação positiva reação (qualidade)
I hope you enjoy [1] watching "Casa de Areia"! I loved [2] your choice for "Central do Brasil": I was quite happy [3] when it was nominated for the American Awards. Besides that, it's all about writing and expressing emotions through words and letters. Such a moving [4] film it is!	1. afeto positivo satisfação 2. afeto positivo satisfação 3. afeto positivo felicidade 4. apreciação positiva reação (qualidade)
Hi Susana. Both films are really touching [1] ! I like [2] them as well!	1. apreciação positiva reação (qualidade) 2. afeto positivo satisfação
I do like [1] Fernanda Montenegro.	1. afeto positivo satisfação

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ANEXO 17

AMOSTRA DE POSICIONAMENTO INTERTEXTUAL

FALA DO PARTICIPANTE MENCIONANDO FONTE EXTERNA	TIPO DE ENDOSSO AUTORAL	TIPO DE REPRESENTAÇÃO DA FONTE	TIPO DE INTEGRAÇÃO TEXTUAL
In the study case, *"even though the course instructor explained the expectations for reflective commentary, many students' postings…*	neutro	Impessoal/ nao identificada/ genérica/ singular/ status neutro	inserida
The study case also pointed out that group members *"tended to linger in cyberspace waiting for someone to start the thread…*	neutro	Impessoal/ identificado/ específico/ singular/ status neutro	inserida
The literature about e-learning suggests that collaborative work via asynchronous discussions enables students to become *"problem-solvers rather than just memorizers of facts"* due to the development of critical thinking.	negativo	Impessoal/ identificada/ genérica/ singular/ status neutro	inserida
However, as you mentioned, collaborative work has been developed so far in the online discussions although not as it was expected.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
As you said, tutors should constantly monitor our postings to keep the discussion flowing but I would like to add their importance in leading us to a deeper reflection whenever an important aspect is raised.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I agree entirely with Lucas and Mariana.Although we haven't been "actively"participating ,some work is taking place.	positivo	Pessoal/ humano/ identificado/ específico/ plural/ status neutro	assimilada
As Mariana mentioned most of us is taking part for the first time in this kind of studies.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
. If I could feedback something that Carla said into the discussion… "Besides many of us don't feel at easy while debating online, I include myself in it.I prefer face-to-face discusssions instead."	negativo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	inserido

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I do agree with Lucia. The course has aroused some things about what is expected from us as teachers in the tech era.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I couldn't agree more with Wilson and Lucia. Lucia has pointed out our lack of experience when we first dealt with online discussions; thus, it came up as quite challenging and, perhaps, rather cumulative work for us all.	positivo	Pessoal/ humano/ identificado/ específico/ plural/ status neutro	assimilada
I agree with Lucia that due to problems to meet deadlines and lack of experience in on-line discussion, our postings looked rather cumulative at first, but gradually it became more collaborative as we got used to it.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I agree when Elena says that paraphrasing reinforces ideas and it is a good tool for discussions.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
According to Nunan (1993:3) collaborative learning entails students working together to achieve common learning goals.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	assimilada
I do agree with you. I'm not the same teacher after attending all the sessions and taking part in the discussions.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
One of my colleagues spoke up in the last session and she said such clever things, it made me wonder…	negative	Pessoal/ humano/ não identificado/ específico/ singular/ status neutro	assimilada
I remember that Tutor G said once that we didn't necessarily have to answer to the tutor's first post and it was okay to deviate from the main topic a bit, but I have the feeling we overdid it and literally got off topic and sidetracked.	neutro	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	assimilada
I agree with Camila when she says we got off topic sometimes	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I agree with you Diva. I also feel more comfortable when expressing my ideas online.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I agree with Diva to a certain extent. On the one hand, she is right when she says we did have the opportunity to collaborate with each other, exchanging opinions, experiences and how we perceive the course content…	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
Lucas Sigrun Biesenbach suggests a few things and here are two of them:	negativo	Pessoal/ humano/ identificado/	assimilada

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		específico/ singular/ status mai alto	
The author suggests in his study case that “perhaps due to infrequency of and time lags between postings students did not have enough opportunities to work on and increase their critical thinking skills.	negativo	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	inserida
He goes on to say that “(…) in face-to-face sessions the teacher is usually around and monitors students’ progress while providing input on how to solve a particular task—a condition which may hinder reflections and facilitative interaction”.	negativo	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	inserida
Quoting H. Brown in Principles of Language Learning and Teaching, "we are emotional creatures and as intellectual as we would like to think we are, we are influenced by our emotions".	neutro	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	inserida
Regarding whether or not we were involved in problem solving activities, Alessandro and Cristina brought up an interesting issue.	negativo	Pessoal/ humano/ identificado/ específico/ plural/ status neutro	assimilada
I guess Alessandro raised an interesting point when addressing the 'problem solving' issue. Most of the times, however, I don't think there is one specific answer, but possibilities.	negativo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
Diva wrote: (...) However, I did love to read what Alex wrote, and to reflect about it. I guess I’ll just leave the solution part to him… ;)	neutro	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	Inserida
Unfortunately, as Juliana mentioned, not everybory could take part in the activity.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
Ideally, the online postings should have expressed our critical views on the topics dealt as we, theorically, had more time to reflect on and thus provide threads for a more engaged and collaborative work, as Biesenbach-Lucas (2004) suggested.	negativo	Pessoal/ humano/ identificado/ específico/ singular/ status mais alto	assimilada
However, this didn’t actually happen for the same reasons Aline has shared with us.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada
I also agree with Aline when defining paraphrasing as a source of sharing the same views and considering contrasting ones.	positivo	Pessoal/ humano/ identificado/ específico/ singular/ status neutro	assimilada

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