

**UNIVERSIDADE FEDERAL DO PAMPA**

**JULIA NUNES PORTINHO**

**A CASE FOR A WRITING CENTER AT UNIPAMPA**

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**JULIA NUNES PORTINHO**

**A CASE FOR A WRITING CENTER AT UNIPAMPA**

Trabalho de Conclusão de Curso apresentado ao Curso de Licenciatura em Letras Línguas Adicionais da Universidade Federal do Pampa, como requisito parcial para obtenção do Título de Licenciado em Letras.

Orientador: Profa. Dra. Kátia Vieira Morais

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**A CASE FOR A WRITING CENTER AT UNIPAMPA**

Trabalho de Conclusão de Curso apresentado ao Curso de Letras - Línguas Adicionais: Inglês, Espanhol e respectivas literaturas da Universidade Federal do Pampa, como requisito parcial para obtenção do Título de Licenciado em Letras.

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## ABSTRACT

Writing centers are a resource to fulfill the increased demands on international academic writing at the universities around the world. Although the studies and researches about writing centers are consolidated in the literature, in Brazil these spaces are still a brand new concept. This study aims, through a descriptive research, to analyze the views of the academic community at the Federal University of Pampa – UNIPAMPA about the process of English writing and the demand for a writing center at the institution. In order to investigate these views, two questionnaires were developed, a pilot one, in 2018 and another one in 2021. Through the data collected, it was possible to have an overview of the community relationship with academic writing in English and the participants' knowledge of the project of *Centro de Escrita da Unipampa* (CEU) that is being implemented at the institution. In this research the data suggests that there is a demand for a writing center at Unipampa, even though further studies need to be conducted in order to gather more in-depth or quantitative data.

Keywords: Writing centers. Academic writing. English writing.

## RESUMO

*Writing centers* são um recurso para suprir as crescentes demandas para publicações acadêmicas internacionais nas universidades ao redor do mundo. Embora os estudos e pesquisas sobre *writing centers* sejam consolidados na literatura, no Brasil, esses espaços ainda são uma grande inovação. Esse estudo busca, através de uma pesquisa descritiva, analisar as percepções da comunidade acadêmica da Universidade Federal do Pampa – Unipampa sobre o processo da escrita acadêmica em Inglês e a demanda para um *writing center* na instituição. Para investigar essas percepções, dois questionários foram elaborados, primeiramente um piloto em 2018 e outro em 2021. Através das informações coletadas, foi possível obter uma visão geral da relação da comunidade com a escrita acadêmica em inglês e o conhecimento dos participantes sobre o projeto do CEU – Centro de Escrita da Unipampa, que está sendo implementado na universidade. Nessa pesquisa os dados coletados sugerem que existe a demanda para um *writing center* na Unipampa, embora, novos estudos precisem ser realizados a fim de reunir dados mais aprofundados ou qualitativos.

Palavras-chave: *Writing centers*. Escrita acadêmica. Escrita em inglês.

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## LIST OF ACRONYMS

- CAPA – **C**entro de **A**ssessoria de **P**ublicação **A**cadêmica
- CAPES – **C**oordenação de **A**perfeiçoamento de **P**essoal de **N**ível **S**uperior
- CAL - **C**alifornia
- CEU – **C**entro de **E**scrita da **U**nipampa
- COW – **C**enter **o**f **W**riting at Unipampa
- CNPQ – **C**onselho **N**acional de **D**esenvolvimento Científico e Tecnológico
- DAIINTER – **D**iretoria de **A**ssuntos **I**nternacionais
- ERPP – **E**nglish for **R**esearch and **P**ublication **P**urposes
- NuDE – **N**úcleo de **D**esenvolvimento **E**ducacional
- TCC – **T**rabalho de **C**onclusão de **C**urso
- UFPR – **U**niversidade **F**ederal do **P**araná
- UFMS – **U**niversidade **F**ederal de **S**anta **M**aria
- UNICAMP – **U**niversidade de **C**ampinas
- UNIPAMPA – **U**niversidade Federal do **P**ampa
- USP – **U**niversidade de **S**ão **P**aulo
- SLC – **S**tudent **L**earning **C**enter

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## 1 INTRODUCTION

Other than reading, students and researchers need to be able to communicate orally and through writing on an academic level not only in their native language, but also in an additional language (mostly English). The academic world is known to be a competitive environment and one of the measurements to “quality” of the institutions is the number of English academic papers published in international journals (SMITH, 2006, p. 15). Due to that, the pressure for students and professors to publish academic papers in international publications has increased and institutions now have to fulfill students and faculty needs on writing in an additional language. As a result of that, universities around the world have increased their resources towards helping their students with academic writing. Writing centers are present in 66 countries worldwide (TIRUCHITTAMPALAM, 2018, p. 2), and they have been in colleges and university campi in the United States since the 1930s (SMITH, 2006, p.7).

Writing centers were originally created to assist students struggling with academic writing, but throughout the years the concept of writing and the purpose of the writing centers changed. They have become a tool for students to consult on their writing for international publications and obtain long term improvements on their writing. These improvements happen when the students attend the consultations or the workshops offered by the writing centers. Besides centers are also responsible for training students to become tutors and establish a non-hierarchical, comfortable, and welcoming environment, tailored according to the writer’s needs (SMITH, 2006, p. 78). Nevertheless, places such as Writing Centers or spaces where students can gather help with their writings are still rare in Brazil.

In 2016, Federal University of Paraná - UFPR implemented the first writing center in Brazil, called *CAPA - Centro de Assessoria de Publicação Acadêmica*. On their website, the objective of this writing center is:

servir o corpo docente e discente da UFPR, assim como a comunidade acadêmica externa, visando a apoiar a formação de autores acadêmicos através da pesquisa, extensão, e assessoria direta na área de escrita acadêmica, inclusive com revisões, traduções e encontros pessoais. (CAPA, 2018)<sup>1</sup>.

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<sup>1</sup> In this study, I consider the readers are bilingual and can read both in English and Portuguese. Due to this information the quotations and images will not be translated.



At CAPA's website, a list of services is shown, such as: editing articles in Portuguese and foreign languages, face to face consultations, revising articles in Portuguese or foreign language before submissions, courses and workshops, etc.

At the *Federal University of Pampa* (UNIPAMPA) the project of implementing The Center of Writing (COW) is still in process, as students of *Licenciatura em Letras - Línguas Adicionais: Inglês, Espanhol e Respectivas Literaturas* offer workshops and try to consolidate the Writing Center on the University. The plans were to make COW into a larger project for UNIPAMPA and create *Centro de Escrita da Unipampa* (CEU) in order to include Portuguese and Spanish academic writing too. In 2020, CEU started to work in a slow pace.

Although the demands of academic writing in English have increased, Brazilian universities still have a lot to do in order to efficiently help students on this matter. The consolidation of a writing center at UNIPAMPA would be a great resource regarding increasing students' writing skills and developing tutor education. The lack of resources and encouragement towards students publishing in international publications is directly related to the inability of institutions to guide their students on improving their writing skills in an additional language.

Along with the increase of demands on academic English writing comes the necessity to provide students with means to fulfill those demands. A Writing Center is a great asset to any university, not only through helping student's writing skills but also by instructing student-tutors. A research like this, collectively with bringing out the benefits of a Writing Center at UNIPAMPA would also foment the discussion on how important writing in English can be for the growth of the university. Other than that, understanding how important the experience of being a tutor could be to the students would also encourage them to take upon this role and so make the Writing Center a solid reality at UNIPAMPA.

This study aims to analyze the views of the academic community at the Federal University of Pampa – UNIPAMPA about the process of English writing and the demand for a writing center at the institution. This research aims to be a starting point in the institutional discussions and reflections of writing and the writing process at Unipampa. In order to investigate these views, through a descriptive research, two questionnaires were developed, a pilot one, in 2018 and another one in 2021.

As follows, I present the literature review in which I provide a definition of writing center, briefly describe writing centers in the world and in Brazil, the view of

writing and tutoring sponsored by writing centers. Then, I present the descriptive methodology and the data collected. Lastly, I discuss the data and make some final considerations.

## 2 LITERATURE REVIEW

The service provided by writing centers also creates knowledge at the university in various writing aspects. In order to establish the relationship between what is described in the literature and the local needs, a review of the existing literature is necessary.

### 2.1 What is a Writing Center?

There is not only one definition for a Writing Center, considering those spaces are linked to different socioeconomic, political, institutional and geographic contexts. In a broad definition, a Writing Center is a space - physical or not - associated to a secondary or Higher Education institution intended for writing (HARRIS, 2006). At Higher Education levels, a Writing Center's staff consists of undergraduate, graduate and post-graduate students under the guidance of the teaching staff members. The most common services offered by Writing Centers are: peer-tutoring - consultations with the Writing Center's staff members in order to receive assistance with writing - and events related to writing - workshops, courses, etc.

To exemplify, here are official definitions of Writing Center in some international Universities:

The Writing Center is a place for Harvard undergraduates to get help with any aspect of their writing, from specific assignments to general writing skills. The Writing Center is staffed by trained undergraduate tutors who provide individual conferences to students working on any writing assignment. You don't have to have a finished paper to come for a conference. You can come with ideas, notes, or a draft. (HARVARD, 2021).

The Writing Center provides writing support to undergraduate and graduate students. In one-on-one consultations and workshops, our consultants offer feedback and strategies to help you improve at every stage of your writing, from brainstorming to final drafts. (COLUMBIA, 2021).

The SLC Writing Program supports Cal undergraduates in their journey to become more persuasive and purposeful writers. Via student-initiated conferences and peer-facilitated workshops, our services seek to embolden students to take ownership of their growth as writers and scholars. (BERKELEY, 2021).

This is an overview of what a writing center is, using concrete examples from Universities around the world. Although we cannot consider this as the only description possible. It is important to take into account the different contexts and purposes in which these spaces are located.

## **2.2 Writing Centers in the World**

In the first chapter of his book *Multilingual Writers and Writing Centers* (2015), Ben Rafoth displays the expansion of Writing Centers beyond North America. The author focuses on the different configurations of Writing Centers (online or physical, linguistic and cultural diversity of staff and tutees) and the challenges that rise while working with English in these different contexts. According to the author, Writing Centers are places where multilingual writers see language less as an end in itself and more as a means to achieving what they want to do (RAFOTH, 2015, p. 39).

It is relevant to point out that when working with English at international environments and multilingual writers, in other words, educational institutions in which English is not the official language, the work of Writing Centers can be strongly related to the concept of internationalization and the use of English for Research and Publication Purposes – ERPP. According to Finardi, Santos and Guimarães (2016, p 236) Universities around the world are trying to meet the demands of internationalization/globalization and although each University adapts in a particular way, there is a pattern in which countries located in the north hemisphere receive a better outcome from the globalization than the ones located in the south hemisphere.

Although many authors find in academic English Writing a way to give voice and projection to their researches (FLOWERDEW, 2013) it is necessary to look at the use of English language with a critical perspective that encompasses its connections with the context of global, institutional and neoliberal influences (CHOWDHURY; HA, 2014). Flowerdew (2013) mentions not only the challenges of writing in an additional language, but also the dichotomy between “periphery” and “center”. Countries with greater political and economic power fit in the center, and this power would also extend to academic publications. Thus, researchers that are located in the center would face less challenges to publish their work in relation to authors in the periphery locations. Some of the challenges faced by writers located in

these less privileged spaces are the lack of resources provided by the institutions to translate and revise the work, and also the lack of encouragement about the importance and relevance to create a culture of research and publications at the universities. In addition, writers located in countries that have less economic power often face discouragement to publish in international journals when they are asked to pay fees often charged in a more valued currency.

Consequently, writing centers are alternatives to writers who occupy marginalized places in academic production, mainly due to the hegemony of the English language. These spaces are able to provide assistance to writers – both on the issue of English language, with multilingual authors and on the pressure for international publication, providing tools for improving writing and socializing the process.

### **2.3 Writing Centers in Brazil**

There is a great diversity regarding the establishment of writing centers in the literature. However, considering that only recently in history these spaces started to expand outside the United States of America (RAFOTH, 2015) there is a lot to study about writing centers around the world. In Brazil, researches have been facing greater pressure to publish their work internationally and in English, an example of said pressure are the criteria used by *CAPES – Centro de Aperfeiçoamento de Pessoal de Nível Superior* and *CNPq – Conselho Nacional de Desenvolvimento Científico e Tecnológico* for granting post-graduation scholarships and also the criteria used by CAPES to measure the quality of post-graduation courses in Brazil.

In Brazil, the implementation of writing centers is an extremely new concept. As mentioned before, CAPA is the first project to define itself as a writing center in the country. According to the project's website, the idea of the writing center started in 2015 throughout a research project called *Internacionalização da Pesquisa Científica Brasileira* (Internationalization of Brazilian Scientific Research) that aimed to understand the challenges faced by UFPR's professors and students regarding international publication in English. At CAPA's website it is possible to see that some of the results found in the research are the following: the pressure for publishing international papers is always increasing – for both professors and students; despite this growing pressure, there are no initiatives to assist these academics productions

within the universities (especially in English); because of these pressures, professors and students often need to search for external services for translation or revising, which are usually expensive. This becomes a vicious cycle, in which there are no benefits for the University or the researchers. CAPA's website says that the university has the obligation, to its students and academic community as a whole, to help create independent researchers who will in return help others in the future.

Inspired by some of the best writing centers in the world, CAPA was created in 2016. In the project's webpage there is a list of the reasons why it is different from every other writing center in the world. The list includes the following aspects: professors and students assist other professors and students; the staff is consisted by volunteers and scholarship students; the training of translators, revisers, proofreaders and academic writing teachers is also a priority; there is a research center about scientific writing and the services offered assist not only the students and professors from UFPR but also researchers from all over Brazil.

There are other initiatives similar to writing centers in Brazil (that do not use this nomenclature) that are important to mention. The information about these spaces is taken from the projects' websites. As said before in the literature, the pressure to publish and internationalize the University is the main reason these spaces exist. The first project is *Espaço da Escrita* – Space of Writing at University of Campinas (UNICAMP), the project offers translation and revision services in English, French and Spanish. In addition, the center also offers assessment to adequate the texts to the format required by international journals. However, these services are only centralized by the project – the translations and revisions are, in fact, done by outside companies. Also, the project is not available to the whole academic community, only to professors and researches in the university.

At University of São Paulo (USP), there is the *Laboratório de Letramento Acadêmico em Línguas Materna e Estrangeiras* – Academic Literacy Laboratory in Native and Foreign Languages, created in 2011, the laboratory is a research center that aims to assist students. According to their webpage their main goal is to “act in literacy deficiencies, leading (students) to an effective socialization of academic discourses and the tasks required in graduation through individual monitoring”. The laboratory offers free workshops about writing and face to face or online monitoring focused in any stage of the text. The laboratory staff is made of post-graduate students in areas related to Portuguese, English and French.

Another project that has a long standing happens at Federal University of Santa Maria (UFSM) where the professor researcher Désirée Motta-Roth works with English academic writing for graduate students since 1994. She points out that one learns to write by becoming an author and the courses she offered and the center she coordinated aimed at creating a culture of writers at the University (MOTTA-ROTH, 2012, p. 112).

At UNIPAMPA Campus Bagé<sup>2</sup>, an idea of a writing center started in 2016 when the mapping of what kinds of services were needed and could be offered, the training of tutors, and the creation of a name by a student happened. In 2017, The Center of Writing - COW offered services of tutoring for specific classes, preparing workshops on writing, and helping professors and students with their publications. In 2018, the plans were to make COW into a larger project for UNIPAMPA and create *Centro de Escrita da Unipampa* (CEU) - Center for Writing, in Portuguese, in order to include not only English writing, but also Portuguese and Spanish.

## **2.4 The Concept of Writing Sponsored by Writing Centers**

Throughout the years, the perception of writing in academia changed from a chore to study for tests and papers to a possible tool for learning. This change of perception was driven by the shifting in the view of writing as an individual act (one person sits down and writes) to writing as a social act (involving dialogue with others) (MURPHY AND LAW, 1995 apud SMITH, 2006, p. 7). Thus, writing centers were able to evolve on the concept of collaborative learning, creating a less hierarchical environment where the tutor is not seen as an expert on the writer's field, but as a peer. And as important as seeing writing as a social act is perceiving writing as a process.

The writing process is commonly understood to contain prewriting, drafting, revising and editing. When discussing the psychological development of writing, Camp (2012) sees the writing process as hierarchical, but not linear and operated in different levels. For instance, at one level it involves cognitive maturity and clarification of ideas. At another level, Camp (2012) highlights the writer's community values and conventions and their social context as part of their writing

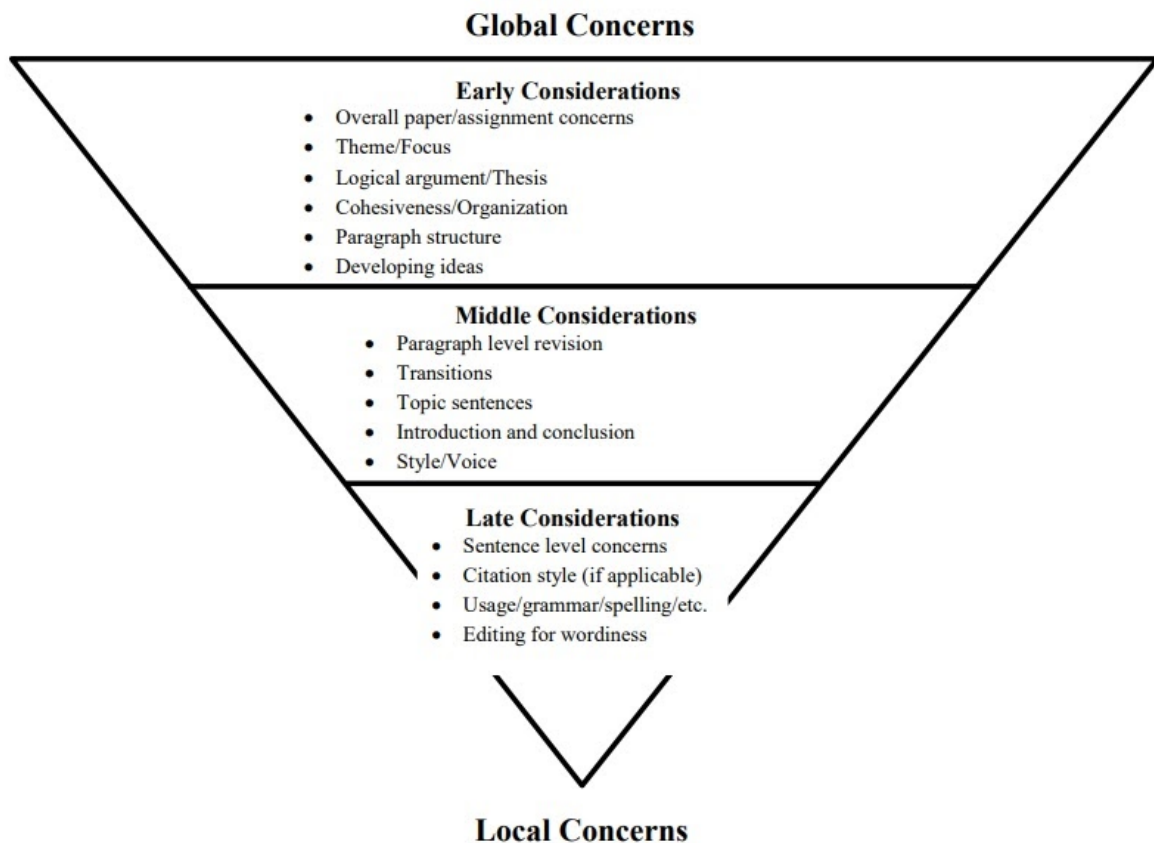
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<sup>2</sup> Unipampa is a multi-campus university. Bagé is one of the cities the university is located, the one in which I study.

process. Finally, the author draws the personal motivations of the writer as a guidance on their writing process development.

On a more operational level, the process of writing can be divided in two groups, one focusing on what is called the global concerns (related to topic knowledge, argumentation and developing of ideas, for example) and the other one called local concerns (related to sentence level and grammatical accuracy, for example). The contents of this two groups can be better summarized on the image below:

Image 1 - Global and Local Concerns



Source: Connors Writing Center (2021)

The writing center consultations should focus mainly on helping students on the Global Concerns, considered the most important and complex. After that, the consultation moves on to the Local Concerns. Considering the context of multilingual writing centers, it is very difficult not to focus on Local Concerns also, because language learners and tutors - that have a good proficiency in the language of the text - tend to worry a lot about these matters.



## 2.5 Tutoring

The concept of tutoring or monitoring is not a new concept, and according to Topping (2005, p. 2) it is as old as any form of community collaborative action, and has probably always taken place implicitly or vicariously. But in Higher Education environments, this practice is becoming more formalized - through, but not only by, Writing Centers - and more popular, due to the researches in this area showing improvement outcomes for the students.

Tutoring can also be referred as cooperative/collaborative learning, peer collaboration or peer learning, and it can be defined as:

the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing. (TOPPING, 2005, p. 1).

As mentioned before, the research studies on peer tutoring show positive impacts on both tutors and tutees, reporting increased personal development, confidence and motivation (HAMMOND et al, 2010). Students also mentioned they like the friendlier and relaxed environment and the opportunity to socialize and initiate friendships with their peer tutors on their consultations (BIGGS, 2007). Colvin even considered peer tutoring as “the most powerful influence in undergraduate education, even more so than advisors and instructors” (COLVIN, 2007, p. 166).

Research studies on this matter also show that after being a tutor during graduation, students start to consider teaching as a profession, thus, benefiting the institutions as a form of teachers’ recruitment (WHITMAN, 1988). Also, working in a multilingual Writing Center can create an interest in different professional areas, such as editing and translation of texts.

As a Languages student that entered university with a high proficiency level in English, I believe that the experience of tutoring in a writing center would have been an extraordinary experience. I have always taken interest upon working with translation and revising, which are not the main focus of the Languages courses. In the humanities areas, we do not always have the chance to have scholarships during the graduation, and a writing center could be a space for this opportunity.

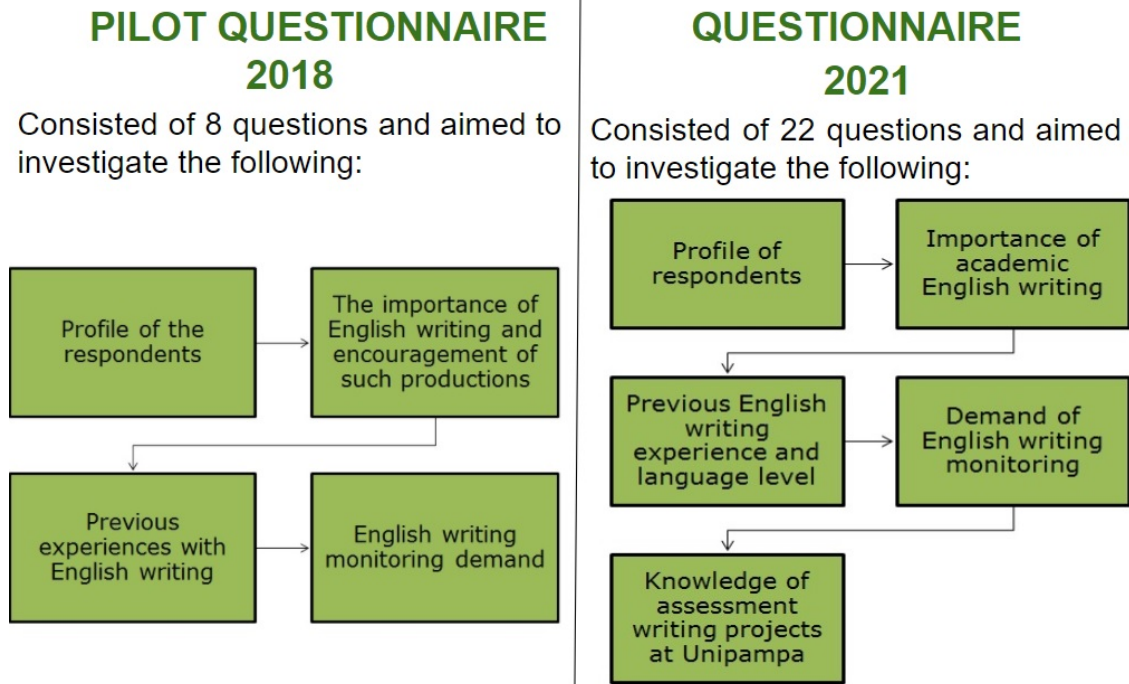
### 3 METHODOLOGY

This research was conducted through a descriptive research method, which has been very common procedure to various disciplines. According to Nassaji (2015) this type of research has begun to be increasingly used in the field of second language teaching and learning. The author points out that the goal of a descriptive research is to describe a phenomenon and its characteristics and it is more concerned with what instead of how and why. Therefore, in this research, the objective is to investigate what is the demand for a writing center and in what it can benefit UNIPAMPA's academic community. To accomplish the descriptive research observation and survey tools are often used to gather data and the data collected is often analyzed using frequencies, percentages, averages or other statistical analyses to establish relationships (NASSAJI, 2015).

In order to investigate the demands for a writing center at UNIPAMPA a questionnaire (Appendix 1) was developed for students, professors and the entire academic community to answer on their views about academic and scientific writing in English and their knowledge of project of CEU – *Centro de Escrita da UNIPAMPA*. The questionnaire is made of twenty-two questions, both dissertation or multiple-choice. There is also a pilot questionnaire (Appendix 2), developed in 2018, in which answers were collected only among students, professors and staff from UNIPAMPA Campus Bagé. The pilot questionnaire was considered to improve the questions to the final version of the survey. Later in the results analysis there will be a comparison between both questionnaires and the data collected.

The image below represents a summary of both questionnaires, in which it is possible to compare both of the survey instruments used for the research.

Image 2 – Summary of the questionnaires



Source: Author (2021)

### 3.1 Pilot Questionnaire – 2018

The pilot questionnaire starts with personal information questions such as name, institutional affiliation, field of study and which semesters the students were in (professors and workers could select that they are not students in this question).

After these questions, the survey aimed to focus on the importance of English writing and the encouragement received by students, professors or university staff to write papers in this language. The first question to fulfill this objective was if they considered writing in English very important, important or not important to their field of study. Subsequently, the participants answered if they had already received any type of encouragement to write in English by professors or colleagues. And finally, the respondents answered if they have already written any type of academic text in English or not, choosing from the following options: abstract, academic article, simple and expanded summary, TCC, master's thesis or doctoral dissertation.

At the end of the questionnaire the objective was to investigate the demand of a writing tutoring among UNIPAMPA's campus Bagé students and staff members. The participants answered if they would use or not this resource if offered by the university.

The pilot questionnaire was used as a draft to improve the questions and the results of the research. It was important for understanding which questions to use in the official questionnaire and how to get the information needed to fulfill the research objectives. It will also be used to compare the data collected in 2018 and now, 2021.

### **3.2 Questionnaire – 2021**

The questionnaire starts with personal information questions such as: name, e-mail and institutional affiliation (student, professor, staff member etc.) and Campus location. There were also questions about the field of study and if the person was an undergraduate or graduate student.

The follow-up questions were about the importance of English writing in the person's field of study and there was a space for comments. After that, the survey asked if the person writes or has written any English academic text and there was also a space for commentaries. Subsequently, the participants could select the type of text they have written, given the following options: abstract, academic article, simple or extended summary, TCC, master's or doctoral thesis, reports, annotated bibliography, book chapter or others (with a space for commentaries). They could also select that they have never written any academic text in English. On the following question, the respondents stated their general proficiency level in English: basic, intermediate or advanced.

To better investigate the views of the academic community on the demand of English monitoring, the next questions were focused on this matter. The questionnaire asked that if in case of needing to write an English paper and the university offered monitoring, would the participant use the resource. They could also comment this answer. Afterwards, the question was about the monitoring itself, asking which of these formats would fit better the consultations: online, face-to-face (when allowed), both or if the format is indifferent for the participants. In relation to the aspects of the text that could be addressed in the monitoring, the respondents could choose their concerns among the following options: verbs, sentence order, vocabulary adequacy, prepositions, punctuation, translations, paragraphs, argumentation, paragraph transitions, sentence transitions, authorial credibility,

introduction, final considerations or conclusions, text-body organization or others (with a space for comments).

The next section of the survey aimed to investigate if the participants knew or heard about both writing assessment projects that are part of UNIPAMPA, CEU and COW. The first question was if the respondents knew or used COW's monitoring at Campus Bagé between the years of 2015 and 2019. Following, the question was about CEU, if the participants knew or used the project to work on Portuguese, English or Spanish writing. There was a space for commentaries about these projects in the survey. Finally, the questionnaire asked if the participants would take part in a follow-up interview about the subject.

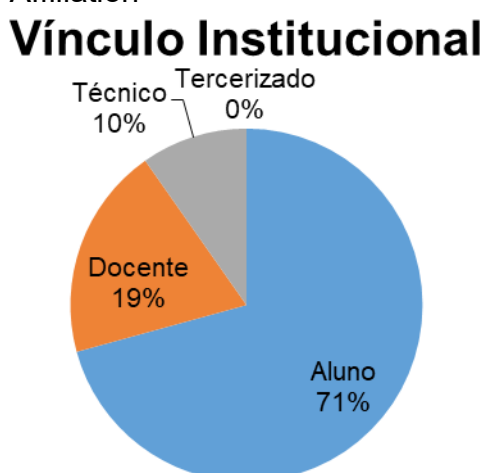
## 4 DATA ANALYSIS

Based on the methodology presented on the previous chapter, in this section an analysis of the data collected on the questionnaires will be made. There are a number of questions in which the respondents could comment their answers. These comments will be better addressed during the following section of the research, but they are all available for consultation in the Appendix. In the data analysis the questionnaire made in 2021 is presented first due to the fact that it has more complete and updated information about the research.

### 4.1 Questionnaire – 2021

In the questionnaire made in 2021 (Appendix 1), 41 answers were obtained. All participants agreed that their answers were used in the research and after identifying themselves on the first questions (name, e-mail), the next answer was based on their institutional affiliation. The graph that represents the answers to this question is shown in the image below:

Image 3 - Institutional Affiliation



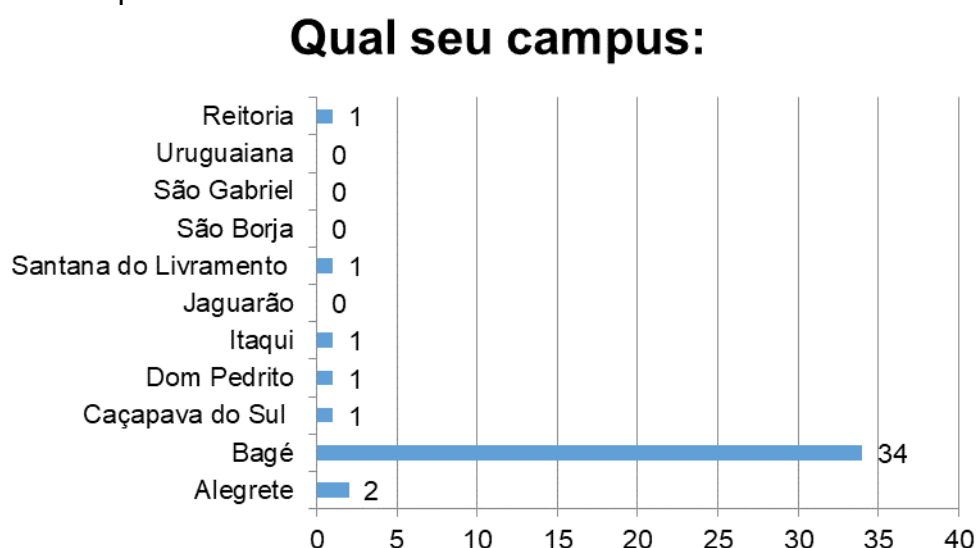
Source: Author (2021)

In the graph it is possible to see that from the 41 people that answered the questionnaire, 29 are students from UNIPAMPA, which represents 70.7% of the total answers. There are 9 answers by professors from the University, representing 19.5%

of the data. From staff working on the University, 4 answered the survey, representing 9.8% of the answers obtained.

The next question was related to which Campus the respondents study or work. Below, the graph that shows the answers:

Image 4 – Campus Location

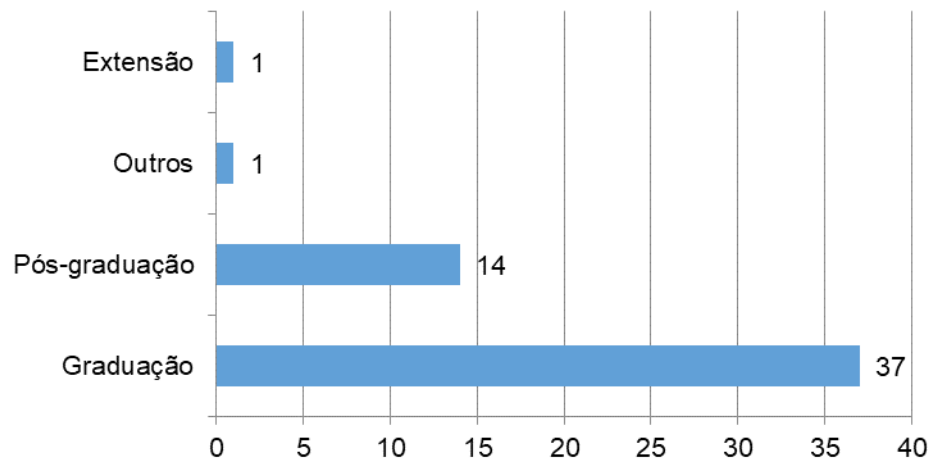


Source: Author (2021)

It is possible to see that 34 people answered that they are from Campus Bagé representing 82.9% of the total answers in the survey. It is relevant to point out that the probable reason for higher number of answers in Bagé is because this is campus I am located in. Campus Alegrete had 2 answers, representing 4.9% of the answers. There are 1 respondent from each of the Campi in Caçapava do Sul, Dom Pedrito, Itaqui and Santana do Livramento representing each 2.4% of the answers. One person working at UNIPAMPA Rectory answered the survey, also representing 2.4% of the total answers. There were no answers from the Campi Jaguarão, São Borja, São Gabriel and Uruguaiana.

The following question the participants of the survey had to answer if they are involved with under graduate, graduate courses or working at any part of the university. Below we have the graph with the answers:

Image 5– Undergraduate, Graduate, Professor or Staff member

**Você está envolvido com:**

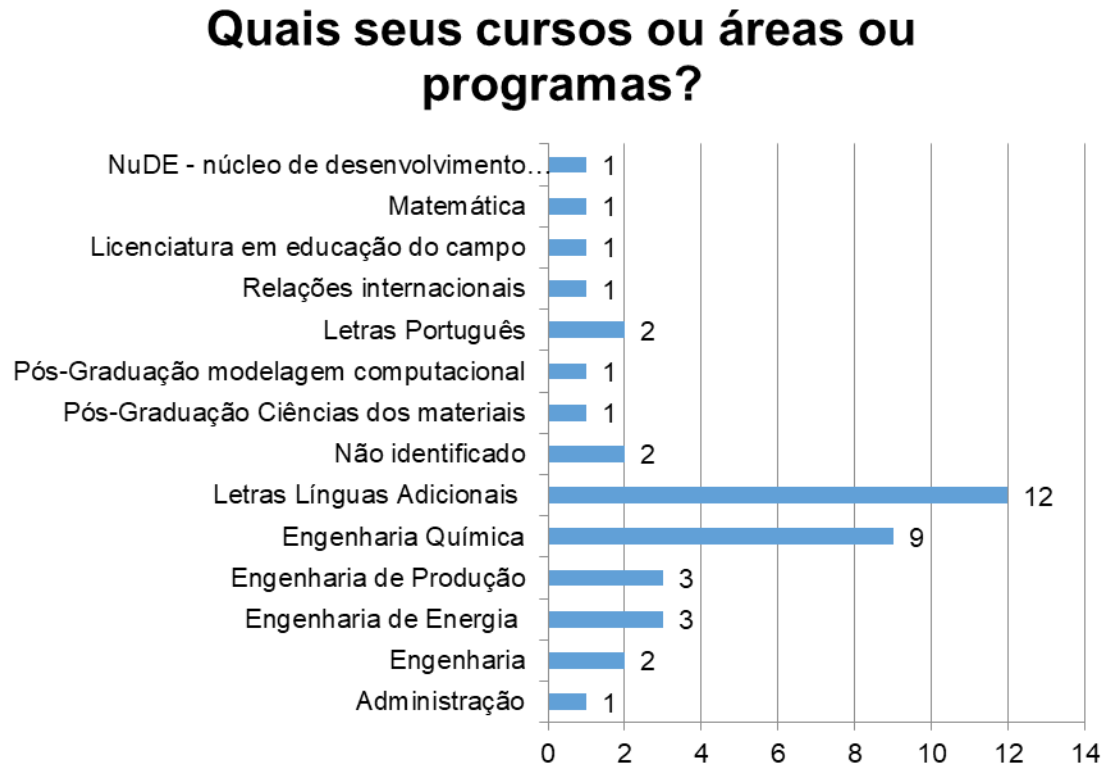
Source: Author (2021)

The answers collected showed that 31 people are involved with undergraduate courses and 13 with graduation courses. There are professors and staff members of the university that are involved with both areas, that is the reason why the total of answers in this questions exceeds the total answers of the survey. One person that works at DAIINTER – *Diretoria de Assuntos Institucionais Internacionais*, a part of the institution that deals with international affairs also participated in the survey. One person is involved in service learning.

The following question was related to the field of study, work or research in which people that answered the survey are. This section the respondents typed the name of their area. Below, there is a graph showing these answers:



Image 6 – Course or field of Study



Source: Author (2021)

In the graph, it is possible to see that 12 students or professors from Languages Degree – English and Spanish and Literatures answered the questionnaire. I believe more people from this course answered the survey also because it is the course I study. The second area that had more answers is Chemical Engineering, with 9 answers. Production Engineering and Energy Engineering had 3 answers each. The course of Languages – Portuguese and Literatures had 3 answers in the survey. Two people didn't identify their area and 2 others didn't specify which Engineering they study or teach. Some other undergraduate courses had 1 answer each: Business Administration, Mathematics Degree, International Relations and Countryside Educationn. Two answers are from graduate students from Materials' Science and Computational Modeling. One person that works at NuDE – *Núcleo de Desenvolvimento Educacional* an institutional body responsible of assisting students financially (through scholarships) and psychologically also participated in the questionnaire.

The next question aims to investigate the importance of academic English writing in the person's field of study or work. The graph below shows the answers:

Image 7– Importance of English writing

**Qual a sua opinião sobre a escrita acadêmica em inglês na sua área?**

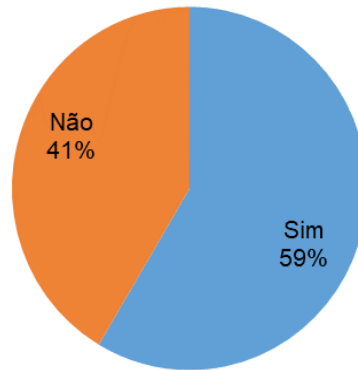
Source: Author (2021)

In the graph it is possible to see that 32 people answered that academic English writing is very important in their field, which consists in 78% of the total answers. The following option chosen by the participants is that English writing is important to their areas, with 9 answers – 22% of the total. There were no answers for “not important”. After this question there was a space for comments, which will be latter addressed.

In the next question asked in the questionnaire, the respondents had to answer if they had written academically in English before. Here are the answers:

Image 8 – Previous English writing experience

### Você já escreve/escreveu academicamente em inglês?



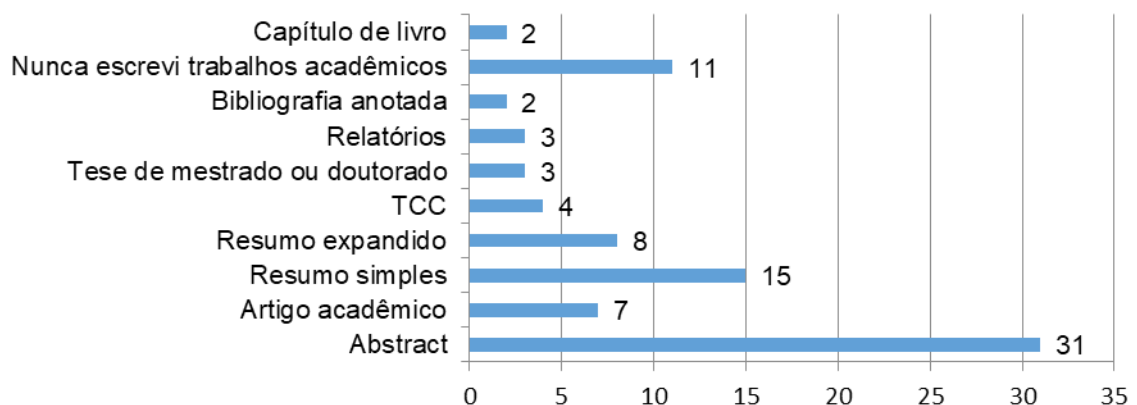
Source: Author (2021)

It is possible to see that the majority of people - 24 answers - the equivalent of 58,5% of the survey, said that they had to write in English before during their academic life and 17 people - 41.5% of the answers - said that they have never had the experience of writing in the language. In addition to this question there was also a space for commentaries.

The following question aimed to know which type of academic production the survey participants have written. The graph with the answers is shown below:

Image 9 – English writing productions

### Marque as opções de trabalhos acadêmicos em inglês que já escreveu:



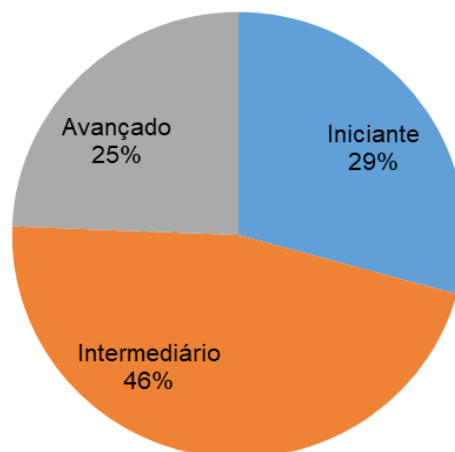
Source: Author (2021)

The information in this graph shows that the most common academic genre written by the participants is the abstract, with 31 answers meaning that 73.2% of the respondents has written this type of production. The next most written academic text is the simple summary, that 14 people have written, the equivalent of 34.1% on the survey. There were 10 people that said they have never written any production in English, which is 24.4% of total. There were 8 respondents that have written expanded summary in the questionnaire, 19.5% on the survey. Academic articles were written by 7 of the respondents, a total of 17.1%. There were 4 people that have written their TCC in English, being 9.8% of the survey. The answer “master’s or doctoral thesis” along with the option “reports” have each received 3 answers, the equivalent of 7.3% of the research. Book chapter and annotated bibliography have each received 2 answers, 2.4% of the survey. After this questions there was also a space for commentaries.

The following question is about the general level of English of the participants on the questionnaire. The graph below shows the answers:

Image 10 – Level of English

### Qual o seu nível de inglês no geral?



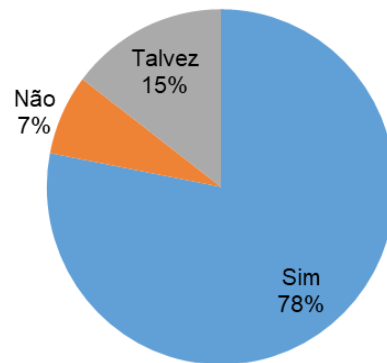
Source: Author (2021)

Answering this question, 19 people said that they consider to have an intermediate level of English, 46.3% of the survey. People that consider having a beginner level of proficiency were 12, 29.3% of the answers. The ones that consider to have an advanced level of English were 10, 24.4% of the answers.

To continue the questionnaire, the participants were asked if they would use a writing monitoring consultation in case they needed to write an academic paper in English. The answers are shown in the graph below:

Image 11 – Monitoring demand

Se você precisasse escrever algum trabalho acadêmico em inglês e a universidade oferecesse monitorias para ajudar na escrita, você utilizaria esse recurso?



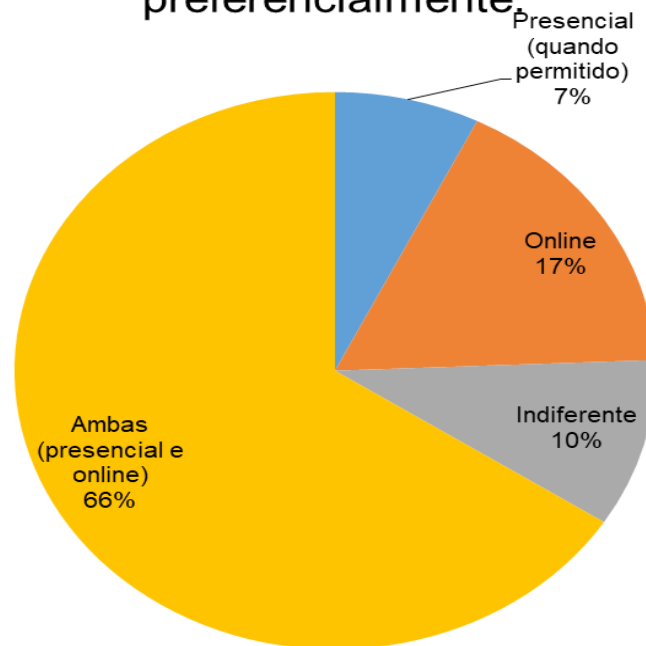
Source: Author (2021)

Most of the respondents said that yes, they would use the monitoring, summing 32 answers – 78% of the survey. There were 6 people, 14.6%, that said they would maybe use the consultation. Regards people that would not use the monitoring, the survey received 3 answers, 7.3% of the total. After this question there was a space for commentaries.

The following question was if the participants would prefer this monitoring to be face-to-face, online, both or indifferent. The graph below shows the answers:

Image 12 – Monitoring format

Esta monitoria/assessoria de escrita seria preferencialmente:



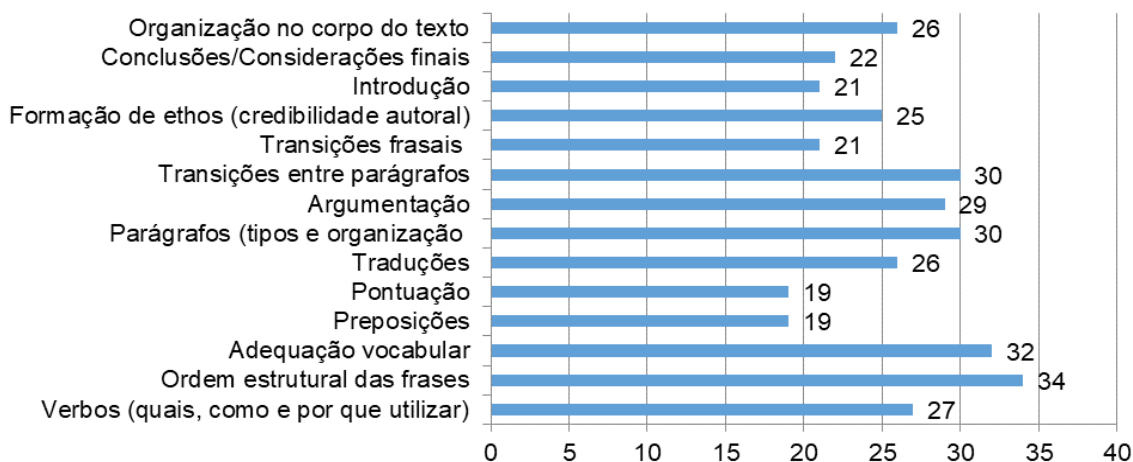
Source: Author (2021)

Most of the participants (27) said that they would prefer if the monitoring happened both face-to-face (when allowed) and online, 65.9% of the survey. There were 7 people that answered they would prefer that the monitoring sections were only online, 17.1%. There were 9 people that said they are indifferent to this matter, being 9.8%. There were 3 people that answered they would prefer to have face-to-face monitoring only, which represents 7.3% of the survey.

The next question was about the help provided by a writing center. The respondents could choose which matters they would like to address in a consultation. Below there is a graph with the answers:

Image 13 – Aspects to work in a monitoring consultation

**No que você entende que um 'Writing Center' (Centro ou Assessoria de Escrita) poderia auxiliar na elaboração de textos acadêmicos em inglês?**



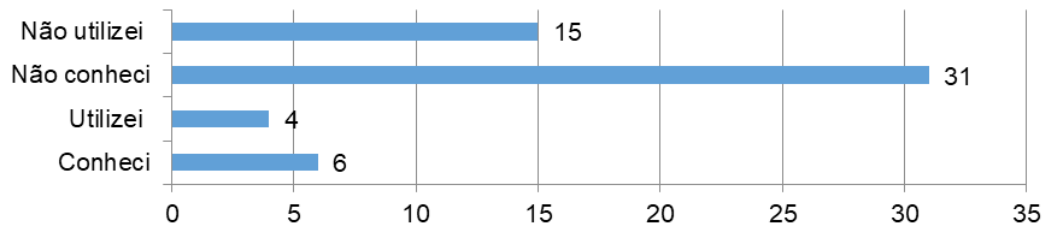
Source: Author (2021)

In the graph it is possible to see that 34 people (82.9%) said they would seek for help related to the sentence structural order. There were 32 people (78%) that said they would need assistance related to adequate the vocabulary. There were 30 people (73.2%) that said they would use the help with paragraphs and the transition between paragraphs. There were 29 people (70.7%) that would use the monitoring to work with argumentation. There were 27 people (65.9%) that would use the consultations to work with how, why and which verbs to use. There were 26 people (63.4%) that would need help with both translations and text-body organization. There were 25 people (61%) that would need help to establish their authorial credibility (ethos). There were 22 people (53.7%) that would use the monitoring to work on their final considerations and conclusion. There were 21 people (51.2%) that would use the assessment to work in the introduction and transition between sentences in their text. There were 19 people (46.3%) that would use the writing center monitoring to work on their text's prepositions and punctuation.

The following question was about COW and the writing assessment offered between 2015 and 2019. People were asked if they knew or used this project. Below is the graph with the answers:

Image 14 – Knowledge or use of Center of Writing (COW)

**Você conheceu e utilizou a assessoria oferecida pelo projeto COW - Center of Writing at Unipampa - no Campus Bagé de 2015-2019?**



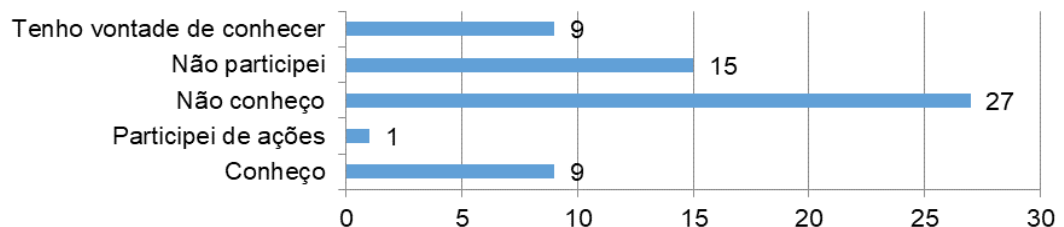
Source: Author (2021)

There were 31 people (75.6%) that had never heard of the project before and 15 people (36.6%) that hadn't used COW's assessment. There were 6 people (14.6%) that knew the project and 4 people (9.8%) used the assessment.

The next question was about CEU. The participants had to answer if they knew or participated in the activities offered by the project. The graph below shows the answers:

Image 15 – Knowledge or use of Centro de Escrita da Unipampa (CEU)

**Você conhece e já participou de ações do projeto Centro de Escrita da Unipampa (CEU) que trabalha com escrita acadêmica em português, espanhol e inglês?**



Source: Author (2021)

There were 27 people that answered that they didn't know the project, 65.9% of the survey answers. There were 15 people that said they didn't participate in any of the project's activities (36.6%). There were 9 people (22%) that answered



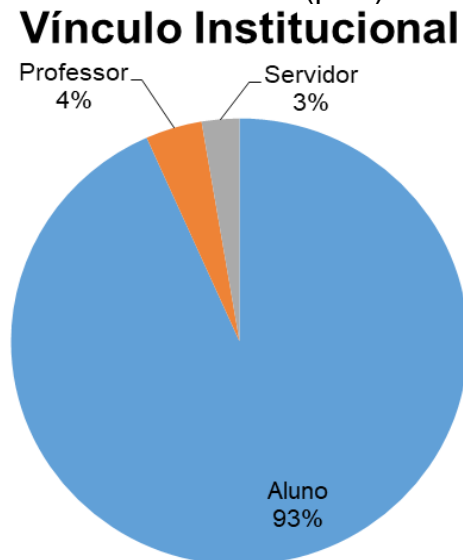
that they knew the project and also 9 people that answered they want to know it. After this question there was a space for comments.

Finally, the participants were asked about the participation in a possible interview and asked to leave their e-mail if they agreed to participate.

#### 4.2 Pilot questionnaire – 2018

The pilot questionnaire was developed in 2018 and used to sharpen the questions for the final version. This questionnaire was made only for Campus Bagé and 75 answers were obtained in total. The survey started asking the participants names and the second question was about their affiliation in the University. The graph below shows the answers obtained:

Image 16 – Institutional Affiliation (pilot)

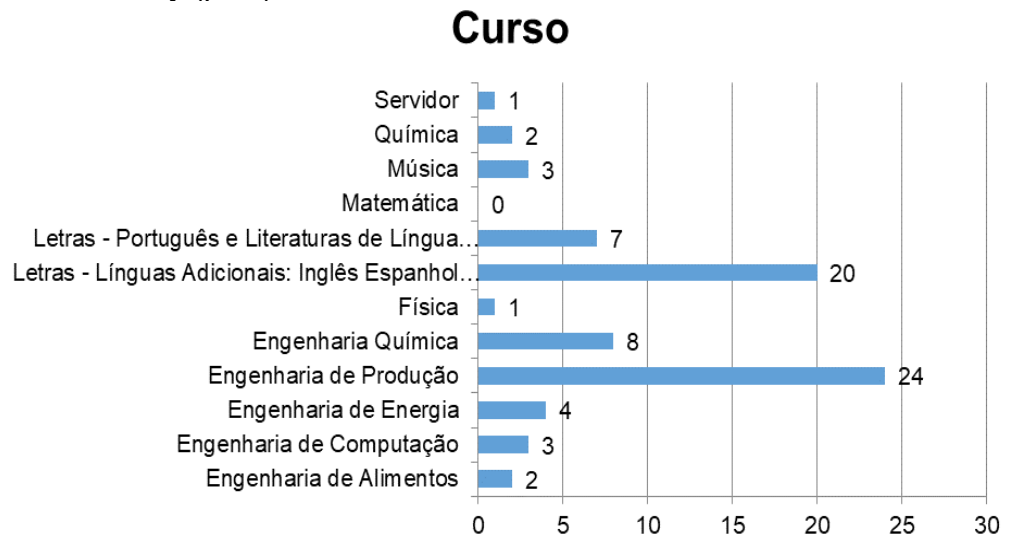


Source: Author (2021)

It is possible to see that 70 students answered the survey, being 93.3% of the total participants. There were 3 professors that answered the questionnaire, 3%. And staff members that participated were 3%, 2 people.

The following question aimed to know which course or area the participants actuated in. Below it is possible to see the answers:

Image 17– Field of study (pilot)

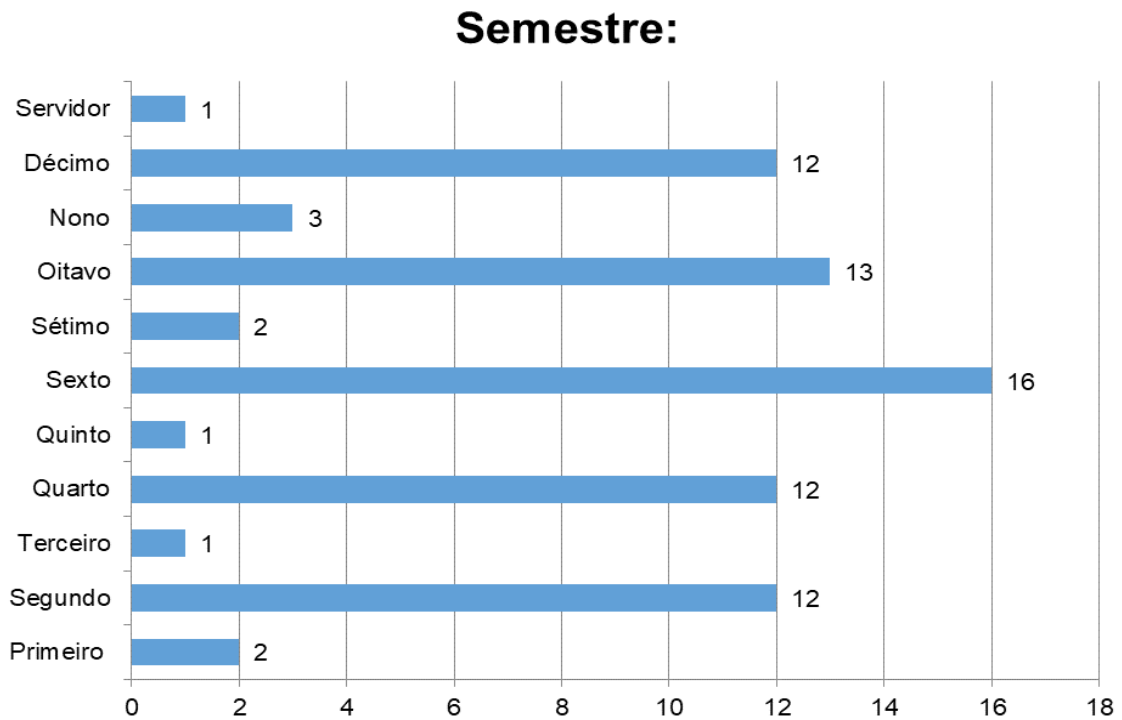


Source: Author (2021)

From the answers received, most were by students or professors from Production Engineering. There were 24 answers for this course, being 32% of the survey. There were 20 answers for Degree in Languages – English and Spanish and Literatures, that being 26.7% of the survey. The course of Chemical Engineering had 8 answers, 10.7%. There were 7 answers by people in the course of Degree in Languages – Portuguese and Literatures, the equivalent of 9.3% of the total in the questionnaire. There were 4 people (5.3%) that answered from the course of Energy Engineering. Both Computer Engineering and Music courses had 3 participants each (4%). There were 2 participants (2.7%) in the courses of Chemistry Degree and Food Engineering. There were 1 staff member and 1 person from the Physics Degree course that answered the survey, the equivalent of 1.3% each. Nobody from the Mathematics Degree course answered the survey.

The following question was about each semester of the course people were enrolled in. Below there is a graph showing the answers:

Image 18 – Semester (pilot)



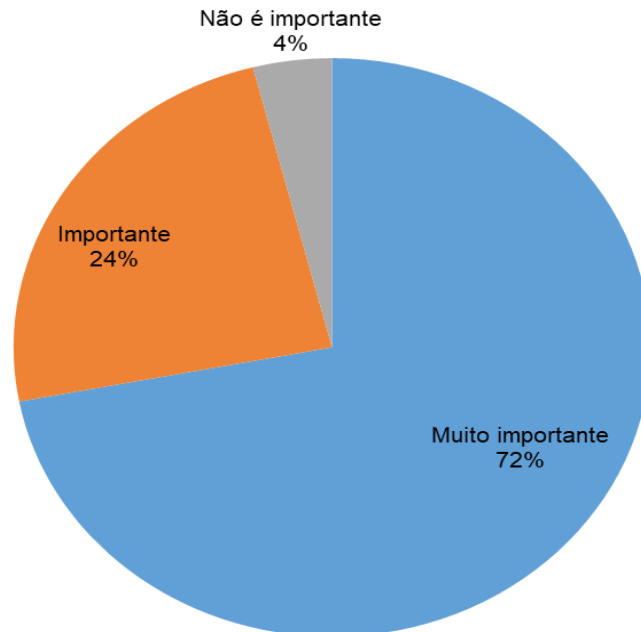
Source: Author (2021)

In this graph it is possible to see that most people (16) that answered were in the sixth semester being 21.3% of the total. There were 13 people coursing the eighth semester, 17.3%. There were 12 people that answered the survey in the tenth, fourth and second semester, being 16% of the survey each. There were 3 people (4%) in the ninth semester that participated in the survey. There were 2 people (2.7%) for the seventh and first semester each. There was 1 person (2.7%) in the first, third and fifth semester each. Also, 1 staff member answered, 2.7%.

The following question aimed to investigate the importance of academic English writing. Below are the answers:

Image 19 – English writing opinion (pilot)

**Qual a sua opinião sobre a escrita acadêmica em inglês na sua área?**



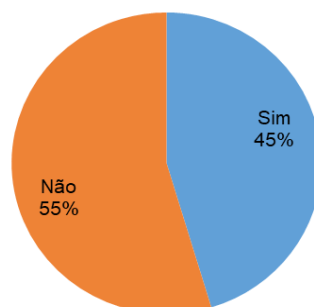
Source: Author (2021)

There were 54 people (72%) that answered that academic English writing is very important to their field of study. Eighteen people (24%) answered that it is important and 3 people (4%) said it is not important.

The next question wanted to investigate if there was any type of encouragement of professors/colleagues to English productions. The graph below shows the answers:

Image 20 – English writing encouragement (pilot)

**Existe algum tipo de incentivo para esse tipo de produção por seus professores ou colegas?**



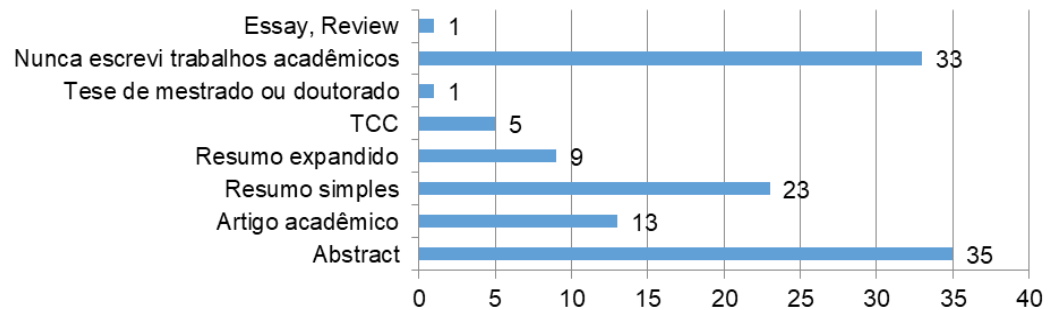
Source: Author (2021)

There were 41 people (55%) that answered that there is no encouragement to write in English from their professors or colleagues and 34 people (45%) answered that they are encouraged to do so.

The following question asked the participants if they have written any academic text in English before. Here are the answers obtained:

Image 21 – English writing productions (pilot)

**Você já produziu algum trabalho acadêmico em inglês? Se sim, marque as opções.**



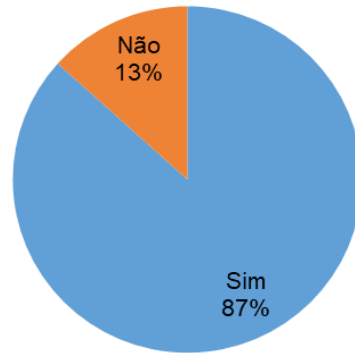
Source: Author (2021)

There were 35 people (46.7%) that have written abstracts, 33 people (44%) that have never written in English before, 23 people (30.7%) that have written simple summaries in English, 13 people (17.3%) that have written academic articles, 9 people (12%) that have written expanded summary, 5 people (6.7%) that have written their TCCs in English, 1 person (1.3%) that has written his or her master or doctoral thesis in English and 1 person (1.3%) that has written essays or reviews in English.

Finally, the questionnaire aimed to investigate the demand of English writing monitoring in the university. The participants were asked if they would use this resource. Below are the answers:

Image 22 – English monitoring demand (pilot)

**Se a universidade oferecesse  
monitorias para ajudar na escrita  
acadêmica em inglês, você utilizaria  
esse recurso?**



Source: Author (2021)

Most of the participants, 87% (65 people) said that they would use English writing monitoring and 13% (10 people) said they would not use this resource.

## 5 DISCUSSION OF DATA

In this chapter the discussion of the data collected will be made, focusing in three main aspects: the importance of writing in English and the experience people that answered the questionnaire had with academic writing in the language; the views of the respondents towards the demand of an English writing assessment program in the university and the knowledge and use of COW – The Center of Writing and CEU – *Centro de Escrita* at UNIMPAMPA by the survey participants. It is important to mention that the number of responses to the final questionnaire decreased in relation to the pilot questionnaire due to the pandemic and the difficulties to advertise the research among all university campi.

### 5.1 The importance of Academic Writing Assessment in English

Analyzing the answers of the questionnaire developed in 2021, when asked about the importance of English writing, 78% of the respondents in the survey said that is very important and nobody said it is not important. In the pilot questionnaire, 72% of the participants answered that English writing is very important in contrast to 4% that said it is not important to their field of study. There are some commented answers that are worth to mention here to connect with the literature:

Image 23 – Answer 1

A escrita acadêmica em inglês é importante para divulgação do resultado de trabalhos acadêmico-científicos desenvolvidos em minha área de atuação.

Source: Author (2021)

Image 24 – Answer 2

Hoje até as revistas brasileiras estão traduzindo os artigos que publicam para o inglês. Precisamos melhorar muito nossa escrita na língua inglesa. Deixar mais sintético. É outra forma de escrever academicamente.

Source: Author (2021)

Image 25 – Answer 3

Através da escrita acadêmica, pode haver disseminação de conhecimento, compartilhamento de experiências, estabelecimento de parcerias, reelaboração de projetos de ensino, pesquisa e extensão, conhecimento de outras ações, práticas e reflexões sobre vários prismas de geração e de interpretação de dados. In other words, há possibilidade de troca, de construção e de (re) estabelecimento de parâmetros - contribuindo para um ser humano mais crítico e reflexivo.

Source: Author (2021)

## Image 26 - Answer 4

É importante publicar em inglês para darmos visibilidade ao que produzimos no Brasil na nossa área

Source: Author (2021)

## Image 27 – Answer 5

Acredito que a escrita acadêmica em inglês e outras línguas seja fundamental no meio acadêmico pois permite que nossos estudos ultrapassem as fronteiras do nosso país, fazendo com que tenham um caráter praticamente universal (pensando mais especificamente no inglês). Além disso, acredito que escrever em inglês abra portas para experiências práticas, como por exemplo alguma oportunidade de ensinar ou aprender visitando outras universidades ao redor do mundo. Para finalizar, pensando mais burocraticamente, cada vez mais instituições como a Capes tem exigido publicações em inglês nos currículos dos pesquisadores, o que em um momento de seleção para bolsa se torna um diferencial importante.

Source: Author (2021)

## Image 28 – Answer 6

para que uma pesquisa tenha uma inserção mundial é necessário que esteja escrita em inglês. E ter um centro de escrita na Universidade facilitaria muito a vida do pesquisador que não é nativo na língua inglesa.

Source: Author (2021)

When analyzing these answers, it is possible to see that the demand for internationalization/globalization of universities exists in the participants' views. It is possible to relate these answers to what Flowerdew (2013) says about the view of the authors that the use of English language will give voice and projection to their researches. It is also possible to point out that it is a common view to the participants that publishing in English would make their work reach a broader and more relevant audience worldwide. It is understood from the answers that the pressure mentioned before does exist and needs to be addressed by the institutions. The commentaries about the productions written in English often mention insecurities and lack of encouragement, as show below:

## Image 29 – Answer 7

Já escrevi. Atualmente, não tenho tanto contato como tinha no começo da universidade. Minhas redes neurais devido o desuso foram enfraquecidas. Sinto medo de escrever algo no momento e até mesmo de falar.

Source: Author (2021)



**Image 30 – Answer 8**

Estou finalizando o meu TCC e recém agora escrevi academicamente em inglês e espanhol. Não por incentivo ou ter algum suporte para tal, e sim por obrigatoriedade (abstract). Pois antes disso, por não ter tanta segurança na fluência no idioma/estar "enferrujada", não me arrisquei. Acho que isso acontece com outros alunos também (os poucos que possuem algum conhecimento em inglês). Inclusive noto que a maioria nem chega a ter contato com inglês (além do básico do colégio) por não ter recursos para investir em um curso particular, e na hora de concluir uma graduação por exemplo, precisam buscar profissionais que façam o serviço de tradução. Então escrever academicamente artigos inteiros e demais trabalhos mais complexos estão um pouco fora da realidade. Claro, isso dentro das minhas percepções e vivências com os colegas de ADM.

Source: Author (2021)

**Image 31 – Answer 9**

Como não tive aperfeiçoamento no aprendizado da Língua Inglesa, optei por redigir em Espanhol e Francês, que são as línguas que tenho proficiência.

Source: Author (2021)

**5.2 The demand of English Writing Assessment at UNIPAMPA**

When asked about the use of a tutoring offered by a writing center focused on international publications in English, the answers in the questionnaire showed that most of the participants would use this resource. In the pilot questionnaire, 65 people (86%) said that they would use the monitoring and on the questionnaire made in 2021, 32 people (78%) also said they would participate in this initiative. Some of the commentaries in this question are shown below:

**Image 32 - Answer 10**

Um assessoramento profissional , através de acadêmicos dos cursos de letras inglês seria bastante valorizado na Unipampa.

Source: Author (2021)

**Image 33 - Answer 11**

Acho pertinente e necessário um suporte de incentivo à Língua Inglesa aos servidores e aos estudantes.

Source: Author (2021)

**Image 34 - Answer 12**

Sim, utilizaria. Considero muito relevante - como política linguística e política de internacionalização - que a Universidade disponha deste tipo de monitoria.

Source: Author (2021)

Analyzing the answers in this section, it is possible to see that the monitoring would bring collectively benefits to both tutors and tutees. Socializing the writing process could bring confidence, motivation and personal development to all parts involved in the process (HAMMOND et al, 2010).

### **5.3 The Knowledge and Use of COW – Center of Writing and CEU – *Centro de Escrita***

In the last part of the questionnaire answered in 2021, the participants were asked about their knowledge or use of Center of Writing (COW) and *Centro de Escrita da Unipampa* (CEU). Analyzing the data, it is possible to see that a small part of the participants knew or used both projects, 10 in total. Below we can see some of the comments made from people that used or knew the projects:

Image 35 - Answer 13

Encaminhei alguns alunos para o CEU.

Source: Author (2021)

Image 36 - Answer 14

Conheço e considero um projeto de muita relevância para nossa universidade, pois funciona como espaço de formação para os alunos/bolsistas participantes, além de favorecer e propiciar condições para uma maior participação da comunidade acadêmica da Unipampa em comunidades científicas diversas, através da publicação nas línguas abarcadas pelo CEU (espanhol, português e inglês).

Source: Author (2021)

Analyzing these answers, it is possible to understand the relevance of such projects to the academic community at Unipampa. The writing center is a tool to fulfill and provide the growing pressure of publishing internationally, not only in English but in all additional languages present at the university.

Most of the participants in the survey did not use or knew about the projects. One of the difficulties of having a multi-campus university can be the advertisement of such projects in all the campi. Below there are some comments made from participants that had no knowledge of the projects:

Image 37 - Answer 15

Muito interessante a iniciativa. Gostaria que pudesse ter um Centro de Escrita em todos os campus da Unipampa.

Source: Author (2021)

**Image 38 - Answer 16**

Não sabia da existência desse centro, assim, sugira a sua divulgação a todos os Campi e possibilite a sua oferta a todos os servidores e estudantes (ampliação de oferta institucional).

Source: Author (2021)

**Image 39 - Answer 17**

Muita coisa carece de maior divulgação entre os alunos.

Source: Author (2021)

The data collected shows that the demand for a writing center at Unipampa exists but there are still many challenges to face in order to its consolidation. In the next chapter, a discussion about this challenges and points to work on future researches and activities offered by the writing center will be addressed.

## 6 FINAL CONSIDERATIONS

In the face of the data collected and the literature review, it is possible to conclude that yes, there is a high demand for a writing center at Unipampa and it would be a great asset to the whole academic community. A project like CEU – *Centro de Escrita da Unipampa* that encompasses not only Portuguese but Spanish and English writing is a necessary resource to fulfill the pressure students, professors and staff members face to publish in international journals and successfully achieve the internationalization of the institution. There are already efforts to make CEU a solid reality at Unipampa but there are also still many challenges to face in order for it to happen. Researchers on this matter help not only to advertise the project throughout Unipampa's campi but also to reflect in how to establish a concrete space to rethink academic writing.

Collectively with thinking about the implementation of the writing center it is also necessary to contemplate the conception of writing and its role in the academic community in the country. As said before in the literature review, writing centers are still a new concept worldwide, only recently expanding outside the United States (RAFOTH, 2015), which increases the challenges for a better insertion of CEU in the institution. The discussion of teaching writing and some of the beliefs rooted in this process need to be promoted and rethought. It is necessary to consider that there are misconceptions about tutoring in our context, and the work of a writing center could be related only to translation and text revision focusing on the foreign language. In addition, professors and students could see the writing center only as a space for the ones that have some sort of trouble with writing and not as a space to improve and socialize the process. It is important to conceive the writing center as a space for collaborative learning and shift the view of writing as an individual act to a social act.

For future considerations aiming to consolidate the writing center at Unipampa it is necessary firstly to establish discussions and resources for writing to the community. Based on what I learned from my research, I have some suggestions that could help to reach this consolidation. Firstly, CEU needs to amplify the offer of workshops and lectures about writing at the university. Secondly, the training of graduate and undergraduate students to work as tutors and foment the research in this area is also needed. Finally, the writing center also needs to get closer to the

institution management in order to promote academic writing efficiently in every campus.

In conclusion, a writing center can be a space to train teachers and students and to value and socialize the process of writing. A space like CEU is a path to change the cultural perception of academic writing and production in Brazil. There is no science without its publication (the act of writing) and therefore it must be valued and encouraged.

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## APPENDIX

### Appendix 1: Questionnaire 2021

02/05/2021

A escrita acadêmica em Inglês na UNIPAMPA: A Case for a Writing Center at Unipampa

# A escrita acadêmica em Inglês na UNIPAMPA: A Case for a Writing Center at Unipampa

## TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você é convidado(a) a participar, como voluntário(a), de uma pesquisa sobre a escrita acadêmica em inglês e a possível demanda para monitoria/assessoria de escrita em língua inglesa na Universidade Federal do Pampa.

Após ser esclarecido(a) sobre as informações a seguir, no caso de aceitar fazer parte do estudo, responda se autoriza o uso de suas respostas para compor o Trabalho de Conclusão do Curso de Licenciatura em Letras - Línguas Adicionais: Inglês, Espanhol e Respectivas Literaturas da discente Julia Nunes Portinho ([juliaportinho.aluno@unipampa.edu.br](mailto:juliaportinho.aluno@unipampa.edu.br)) orientada pela professora Dra. Kátia Vieira Morais ([katiamorais@unipampa.edu.br](mailto:katiamorais@unipampa.edu.br)).

Esta pesquisa tem como objetivo principal investigar a existência (ou não) (se existe, como é e porque existe) de demanda para a institucionalização de um Centro de Escrita que também se especialize em escrita em língua inglesa na Universidade Federal do Pampa.

Propomos a obtenção de dados por meio de um questionário online que no todo e/ou em excertos integrarão o corpo da pesquisa.

O presente documento atesta que o/a participante está ciente de que suas respostas serão publicadas anonimamente em formato de monografia em meios digitais pela SISBI-UNIPAMPA e poderão ser utilizadas para posterior publicação de artigo.

É garantido a/ao participante retirar seu consentimento a qualquer momento, sem que isso leve a qualquer penalidade. Basta enviar e-mail a pesquisadora responsável e sua orientadora.

**\*Obrigatório**



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1. DECLARAÇÃO DO(A) PARTICIPANTE OU RESPONSÁVEL - Concordo em participar do estudo aqui especificado. Declaro que, de maneira clara e detalhada, fui informado(a) pela pesquisadora sobre os objetivos da pesquisa e esclareci minhas dúvidas. \*

*Marcar apenas uma oval.*

Autorizo que as respostas nesse questionário integrem no todo ou em parte o Trabalho de Conclusão de Curso de Julia Nunes Portinho e qualquer publicação posterior do mesmo em formato de monografia ou de artigo.

Não Autorizo que as respostas nesse questionário integrem no todo ou em parte o Trabalho de Conclusão de Curso de Julia Nunes Portinho e qualquer publicação posterior do mesmo em formato de monografia ou de artigo.

2. Nome: \*

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3. E-mail:

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4. Vínculo institucional: \*

*Marque todas que se aplicam.*

- Aluno  
 Docente  
 Técnico  
 Terceirizado

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## 5. Qual seu Campus: \*

*Marque todas que se aplicam.*

- Alegrete
- Bagé
- Caçapava do Sul
- Dom Pedrito
- Itaqui
- Jaguarão
- Santana do Livramento
- São Borja
- São Gabriel
- Uruguaiana
- Reitoria

## 6. Você está envolvido com:

*Marque todas que se aplicam.*

- Graduação
- Pós-graduação
- Outro:  \_\_\_\_\_

## 7. Quais seus cursos ou áreas ou programas?

\_\_\_\_\_

## 8. Qual a sua opinião sobre a escrita acadêmica em inglês na sua área? \*

*Marcar apenas uma oval.*

- Muito importante
- Importante
- Não é importante

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9. Comente sua opinião. \*

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10. Você já escreve/escreveu academicamente em inglês? \*

*Marcar apenas uma oval.*

Sim

Não

11. Comente sua resposta.

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12. Marque as opções de trabalhos acadêmicos em inglês que já escreveu: \*

*Marque todas que se aplicam.*

Abstract

Artigo acadêmico

Resumo simples

Resumo expandido

TCC

Tese de mestrado ou doutorado

Relatórios

Bibliografia anotada

Nunca escrevi trabalhos acadêmicos em inglês

Capítulo de livro

Outro:  \_\_\_\_\_

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13. Comentários são bem vindos. Se marcou outros, pode especificar?

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14. Qual o seu nível de inglês no geral? \*

*Marcar apenas uma oval.*

- Iniciante  
 Intermediário  
 Avançado

15. Se você precisasse escrever algum trabalho acadêmico em inglês e a universidade oferecesse monitorias para ajudar na escrita, você utilizaria esse recurso? \*

*Marcar apenas uma oval.*

- Sim  
 Não  
 Talvez

16. Você gostaria de comentar sua resposta?

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17. Esta monitoria/assessoria de escrita seria preferencialmente: \*

*Marcar apenas uma oval.*

- Presencial (quando permitido)
- Online
- Indiferente
- Ambas (presencial e online)

18. No que você entende que um 'Writing Center' (Centro ou Assessoria de Escrita) poderia auxiliar na elaboração de textos acadêmicos em inglês? \*

*Marque todas que se aplicam.*

- Verbos (quais, como e por que utilizar)
- Ordem estrutural das frases
- Adequação vocabular
- Preposições
- Pontuação
- Traduções
- Parágrafos (tipos e organização)
- Argumentação
- Transições entre parágrafos
- Transições frasais
- Formação de ethos (credibilidade autoral)
- Introdução
- Conclusões/Considerações Finais
- Organização no corpo do texto

Outro:  \_\_\_\_\_

19. Se você marcou outros, poderia especificar?

\_\_\_\_\_

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A escrita acadêmica em Inglês na UNIPAMPA: A Case for a Writing Center at Unipampa

20. Você conheceu e utilizou a assessoria oferecida pelo projeto COW - Center of Writing at Unipampa - no Campus Bagé de 2015-2019?

*Marque todas que se aplicam.*

- Conheci
- Utilizei
- Não conheci
- Não utilizei

21. Você conhece e já participou de ações do projeto Centro de Escrita da Unipampa (CEU) que trabalha com escrita acadêmica em português, espanhol e inglês?



*Marque todas que se aplicam.*

- Conheço
- Participei de ações
- Não conheço
- Não participei
- Tenho vontade de conhecer.

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A escrita acadêmica em Inglês na UNIPAMPA: A Case for a Writing Center at Unipampa

22. Comentários:

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23. Você participaria de uma entrevista online sobre o tema? Se sim, deixe seu e-mail na resposta.

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Obrigada!

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Este conteúdo não foi criado nem aprovado pelo Google.

Google Formulários

## Participants comments about the importance of English writing:

Acho indispensável e deveria ter uma cadeira obrigatória para ensino no inglês

Mesmo em um curso de Língua Portuguesa, muitos textos teóricos das áreas de linguística e literatura estão em Inglês, ou ainda, são importantes como bibliografia adicional. Na produção de trabalhos acadêmicos o Inglês também é necessário, como por exemplo, para escrita de abstracts.

para que uma pesquisa tenha uma inserção mundial é necessário que esteja escrita em inglês. E ter um centro de escrita na Universidade facilitaria muito a vida do pesquisador que não é nativo na língua inglesa.

Existem muitos artigos em inglês na engenharia de produção que não são aproveitados por falta de conhecimento dos alunos para fazer resumos

Acredito que a escrita acadêmica em inglês e outras línguas seja fundamental no meio acadêmico pois permite que nossos estudos ultrapassem as fronteiras do nosso país, fazendo com que tenham um caráter praticamente universal (pensando mais especificamente no inglês). Além disso, acredito que escrever em inglês abra portas para experiências práticas, como por exemplo alguma oportunidade de ensinar ou aprender visitando outras universidades ao redor do mundo. Para finalizar, pensando mais burocraticamente, cada vez mais instituições como a Capes tem exigido publicações em inglês nos currículos dos pesquisadores, o que em um momento de seleção para bolsa se torna um diferencial importante.

É muito importante visto que meu curso em si é voltado para a língua inglesa.

A leitura é com certeza crucial, mas a parte de escrita não é muito cobrada. Apenas utilizei no Abstract.

As publicações com mais informações são em inglês

É importante por diversas vezes tive que ler livros e/ou artigos em inglês.

É extremamente necessário e deveria ser mais estimulado.



Necessário inglês pra não se limitar em artigos, pesquisas e livros em português, além de abrir portas pra trabalhar fora do país

Extremamente necessário nos dias atuais.

Mostra o nosso conhecimento da língua.

A escrita é possibilidade de se comunicar por meio dos símbolos. Estabelece uma comunicação, mas também processos neurais ocorrem e diversas áreas do cérebro são ativadas. A escrita melhora o desempenho da atenção, memória e vários outros aspectos.

Há diversas situações durante a graduação em que é importante dominar a escrita na língua inglesa, como por exemplo na elaboração de trabalhos para eventos

Por estar me formando como professora de inglês e que no futuro quero fazer um mestrado fora, a escrita acadêmica em inglês para o meu futuro e minha área é muito importante

Acho importante, mas não tenho domínio da língua.

Pois alguns conteúdos, tanto em vídeo (legendado), livros, artigos, revistas publicam em inglês, sabendo a escrita, facilitaria muito mais no entendimento

Como são trabalhos inéditos, inovadores e de alto impacto científico, é totalmente necessário que os trabalhos sejam publicados em periódicos internacionais.

Principais eventos e revistas na área da computação só aceitam artigos em inglês

Hoje o inglês é indispensável

É importante publicar em inglês para darmos visibilidade ao que produzimos no Brasil na nossa área

É importante poder fazer com que o conhecimento produzido na região esteja acessível em outros lugares

Todo servidor que atua no setor de relações internacionais deve ser capaz de ler e responder uma comunicação entre instituições em inglês.

Penso que é extremamente importante pra quem deseja continuar na área acadêmica. Essencial! Já para quem não pretende (meu caso), acredito que seja importante para ter um plus no currículo, mas deveria ter algum incentivo e apoio maior durante a graduação. Afinal, saber qualquer idioma além do nativo, além de viabilizar o estudo de temas relacionados à graduação do aluno em outras fontes (que estejam em outro idioma), já possibilita melhores oportunidades no mercado de trabalho também.

Através da escrita acadêmica, pode haver disseminação de conhecimento, compartilhamento de experiências, estabelecimento de parcerias, reelaboração de projetos de ensino, pesquisa e extensão, conhecimento de outras ações, práticas e reflexões sobre vários prismas de geração e de interpretação de dados. In other words, há possibilidade de troca, de construção e de (re) estabelecimento de parâmetros - contribuindo para um ser humano mais crítico e reflexivo.

É muito importante para proporcionar maior visibilidade para a divulgação dos trabalhos acadêmicos.

Hoje até as revistas brasileiras estão traduzindo os artigos que publicam para o inglês. Precisamos melhorar muito nossa escrita na língua inglesa. Deixar mais sintético. É outra forma de escrever academicamente.

Muito importante

É muito importante, pois a maior parte do curso, temos que ler artigos, ou escrever um em inglês ou seja o conhecimento nessa área deve ser existente

Ela é utilizada em abstract,

maior visibilidade do trabalho

A escrita acadêmica em Inglês é relevante em todas as áreas. Entretanto, escrevo em Espanhol e em Francês.

Como estou cursando EE e esta engenharia é de caráter de estudo universal o idioma inglês é de extrema necessidade pois é o idioma mais utilizado no mundo globalizado em que estamos vivendo principalmente na área acadêmica.

Só é menos importante que em Mandarim

Na área das Engenharias é muito complicado não saber o mínimo da escrita inglesa, oportunidades acabam passando por não ter essa habilidade.

A escrita acadêmica em inglês é importante para divulgação do resultado de trabalhos acadêmico-científicos desenvolvidos em minha área de atuação.

Na area de engenharia muitos trabalhos sao na lingua inglesa, manuais, tutoriais

## Comments about the participants' experiences with English writing:

Já escrevi alguns abstracts para trabalhos próprios e de colegas.

Sim, durante a graduação tive oportunidade de escrever academicamente em inglês dentro das avaliações e propostas dentro das disciplinas que cursei. Após a graduação, sabendo da importância de escrever academicamente em inglês, enviei alguns resumos expandidos na língua para eventos. Além disso, tenho trabalhado com a tradução de artigos e resumos para ex-colegas e professores.

Abstract de trabalhos.

Já, pra artigo científico

Ensaio sobre temas variados.

Já escrevi. Atualmente, não tenho tanto contato como tinha no começo da universidade. Minhas redes neurais devido o desuso foram enfraquecidas. Sinto medo de escrever algo no momento e até mesmo de falar.

Sinceramente tenho um pouco de dificuldade

Fiz alguns essays em alguns componentes curriculares

A única coisa escrita em inglês na graduação foi o abstract, na época, com ajudar de alguns amigos

Nunca fui solicitada para tanto.

Estou finalizando o meu TCC e recém agora escrevi academicamente em inglês e espanhol. Não por incentivo ou ter algum suporte para tal, e sim por obrigatoriedade (abstract). Pois antes disso, por não ter tanta segurança na fluência no idioma/estar "enferrujada", não me arrisquei. Acho que isso acontece com outros alunos também (os poucos que possuem algum conhecimento em inglês). Inclusive noto que a maioria nem chega a ter contato com inglês (além do básico do colégio) por não ter recursos para investir em um curso particular, e na hora de concluir uma graduação por exemplo, precisam buscar profissionais que façam o serviço de tradução. Então escrever academicamente artigos inteiros e demais trabalhos mais complexos estão um pouco fora da realidade. Claro, isso dentro das minhas percepções e vivências com os colegas de ADM.

Escrevi Abstracts apenas. Minha meta este ano são os artigos completos.

Não tive oportunidade ainda

Ainda não, pois estou no segundo semestre do curso

Na nossa área de educação o mais usual é o espanhol e o português

Trabalho na area de Modelagem Computacional

Como não tive aperfeiçoamento no aprendizado da Língua Inglesa, optei por redigir em Espanhol e Francês, que são as línguas que tenho proficiência.

Só escrevi artigos em português

Vários email e Artigo completo em Revista qualis A1

Não tenho tanta habilidade na escrita.

Já produzi textos acadêmicos com resumo em inglês (abstract).

Estou me preparando

### Comments about other academic texts writing in English:

Sugiro cursos específicos para técnicos com objetivo de comunicação com alunos em inglês.

Escrevi parecer para TCC e agora vou escrever slides para uma palestra que tenho que dar em inglês na próxima semana

Revisões de artigos

Como tenho conhecimento muito superficial na língua inglesa, optei por redigir trabalhos acadêmicos em língua espanhola e francesa.

Sugiro um programa proprio da universidade com módulos on line d apoio academico a escrita em ingles com certificações ao final de cada etapa

### Comments about the use of English writing tutoring:

Claro que sim. Seria excelente

Claro, seria de grande importância e aprendizado

Compartilhar saberes

Acho pertinente e necessário um suporte de incentivo à Língua Inglesa aos servidores e aos estudantes.

Sim, utilizaria. Considero muito relevante - como política linguística e política de internacionalização - que a Universidade disponha deste tipo de monitoria.

Apesar de não utilizar o recurso como aluna, acredito que uma iniciativa como essa ajudaria muitas pessoas que não falam a língua, ou mesmo as que não se sentem seguras para escrever em Inglês, mesmo com certo conhecimento. É uma realidade, as pessoas costumam ter dificuldade com o Inglês, especialmente quando envolve uma escrita crítica, como é o caso da acadêmica.

Eu usaria se tivesse dificuldade, mas acho que não seria necessário para meu nível. Acho que seria muito útil pra acadêmicos de nível iniciante ou intermediário.

Se tivesse termos muito técnicos e específicos da engenharia, talvez eu precisasse e buscasse ajuda pra escrever

Todo desafio é bem vindo.

Acredito que a monitoria auxiliaria a sanar dúvidas mais rapidamente, escrever corretamente e manter o contato (semanal) com a língua estrangeira

Um assessoramento profissional , através de acadêmicos dos cursos de letras inglês seria bastante valorizado na Unipampa.

#### Comments about the knowledge and use of CEU or COW:

Muita coisa carece de maior divulgação entre os alunos.

Muito interessante a iniciativa. Gostaria que pudesse ter um Centro de Escrita em todos os campus da Unipampa.

Encaminhei alguns alunos para o CEU.

Não foi anunciado aos alunos ingressantes

Não sabia da existência desse centro, assim, sugira a sua divulgação a todos os Campi e possibilite a sua oferta a todos os servidores e estudantes (ampliação de oferta institucional).

Conheço e considero um projeto de muita relevância para nossa universidade, pois funciona como espaço de formação para os alunos/bolsistas participantes, além de favorecer e propiciar condições para uma maior participação da comunidade acadêmica da Unipampa em comunidades científicas diversas, através da publicação nas línguas abarcadas pelo CEU (espanhol, português e inglês).

## Appendix 2 – Pilot questionnaire

02/05/2021

A importância da escrita acadêmica em Inglês na UNIPAMPA - Campus Bagé

# A importância da escrita acadêmica em Inglês na UNIPAMPA - Campus Bagé

Esse formulário faz parte de um Trabalho de Conclusão de Curso que tem como um dos objetivos investigar a importância da produção acadêmica em Inglês no Campus Bagé da Universidade Federal do Pampa.

**\*Obrigatório**

1. Primeiro nome: \*

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2. Vínculo Institucional: \*

*Marcar apenas uma oval.*

Aluno

Professor

Servidor

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## 3. Curso: \*

*Marcar apenas uma oval.*

- Engenharia de Alimentos
- Engenharia de Computação
- Engenharia de Energia
- Engenharia de Produção
- Engenharia Química
- Física
- Letras - Línguas Adicionais: Inglês Espanhol e Respectivas Literaturas
- Letras - Português e Literaturas de Língua Portuguesa
- Matemática
- Música
- Química
- Servidor

## 4. Semestre: \*

*Marcar apenas uma oval.*

- Primeiro
- Segundo
- Terceiro
- Quarto
- Quinto
- Sexto
- Sétimo
- Oitavo
- Nono
- Décimo
- Servidor

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5. Qual a sua opinião sobre a produção acadêmica em inglês na sua área? \*

*Marcar apenas uma oval.*

- Muito importante
- Importante
- Não é importante

6. Existe algum tipo de incentivo para esse tipo de produção por seus professores ou colegas? \*

*Marcar apenas uma oval.*

- Sim
- Não

7. Você já produziu algum trabalho acadêmico em inglês? Se sim, marque as opções. \*

*Marque todas que se aplicam.*

- Abstract
- Artigo acadêmico
- Resumo simples
- Resumo expandido
- TCC
- Tese de mestrado ou doutorado
- Nunca escrevi trabalhos acadêmicos em Inglês

8. Se a universidade oferecesse monitorias para ajudar na escrita acadêmica em inglês, você utilizaria esse recurso? \*

*Marcar apenas uma oval.*

- Sim
- Não

**Obrigada!**