

5

Article

Texto Livre Project: Teaching-learning practical through digital technologies

Daniervelin Renata Marques Pereira¹

Karlla Leaf²

Ana Cristina Fricke Matte³

ABSTRACT

Texto Livre group has as its proposal to encourage the production, revision and translation of documentation of/about free software, and it has been gaining emphasis due to the proposition of technical and pedagogical support space for teaching and learning through digital technologies. On the basis of partnerships is the union of two communities: academic and open softwares, both aiming to be a space for collaborative exchanges. By taking this proposal into the classroom of a university, the interest goes beyond the use of open software as just subject. The group's goal is to articulate teaching and learning practices, especially Portuguese, to the premises of Free Culture and Open Education.

Keywords: Teaching and learning. Language teaching. Open software.

RESUMÉN

El grupo Texto Livre tiene una propuesta para fomentar la elaboración, revisión y traducción de la documentación/información sobre el *software* libre, y se ha destacado al proponer un espacio de apoyo pedagógico

y técnico al aprendizaje de las tecnologías digitales. Sobre la base de las asociaciones, está la unión de dos comunidades: el *Software* libre y el académico, los dos con el objetivo de ser un espacio para el intercambio de colaboración. Para llevar esta propuesta para el aula de una universidad, el interés fue mucho más allá de usar *software* libre como un mero objeto. El objetivo de este grupo es articular las prácticas de enseñanza-aprendizaje, especialmente de habla portuguesa, los locales de la cultura libre y la Educación Abierta.

Palabras clave: Enseñanza-aprendizaje. Enseñanza de lenguas. *Software* libre.

RESUMO

O grupo Texto Livre tem a proposta de incentivar a produção, revisão e tradução de documentação de/sobre *Software* Livre, e vem se destacando por propor um espaço de apoio pedagógico e técnico ao ensino-aprendizagem pelas tecnologias digitais. Na base das parcerias, está a união de duas comunidades: a acadêmica e a de *Software* Livre, ambas almejando ser espaço de trocas colaborativas. Ao levar essa proposta para a sala de aula de

¹Universidade Federal do Triângulo Mineiro. E-mail: daniervelin@textolivre.org

²Universidade Federal de Minas Gerais. E-mail: karllaleal7@gmail.com

³Universidade Federal de Minas Gerais. E-mail: acris@textolivre.org

uma universidade, o interesse foi muito além de usar o *software* livre como mero assunto. O objetivo desse grupo é articular práticas de ensino-aprendizagem, principalmente de língua portuguesa, às premissas da Cultura Livre e da Educação Aberta.

Palavras-chave: Ensino-aprendizagem. Ensino de línguas. *Software* livre.

INTRODUÇÃO

We dedicate this first part of the text to describe the Free Text group and report its first steps, which will help us to explain its journey in gradually more specific work with the teaching and learning of the Portuguese language by digital technologies.

The Texto Livre Project⁴ began its operations in 2006 with a main theme: the documentation on Free Software (FS), which holds essentially in two very specific issues in Language area: a written production and the adequacy of the text to its context. These issues, as you will see in this study, are grounded in community and collaborative ideals as an educational proposal.

The software documentation is taken in the definition proposed by Matte (2008a, p. 14):

The documentation is the set of documents that makes an open source accessible to stakeholders: are documents that explain how it works, how it was done, how it can be used and what has been done in each update. Documentation is therefore a tool to access knowledge. It is therefore a spreading tool.

This author explains that "share" means "spread", opposite of "restricting", which means "focus". While the free software's philosophy is freedom, involved in "share", proprietary software gives priority to "restrict".

With the development of the group and its involvement in new partnerships, it was natural tendency to need to cover other issues demanded mainly by the insertion of information technology in the educational context. Currently, the Texto Livre is also open to broader issues such as new technologies teaching, Internet freedom, the free culture⁵, open education and others that allow different approaches to teaching and learning spaces. An example is the ability to assist in digital literacy through linguistic and pedagogical online support group that offers mainly students and Portuguese-speaking teachers.

In addition to the active work which provides linguistic support (basically translation and / or revision) to the documentation/about free software itself, and support to education mediated by new technologies, the Texto Livre has in its horizon help in writing troubleshooting faced by volunteer authors from various fields who wish to produce texts. This need was perceived as demand from FS own communities in dialogues with volunteers from academia. From 2006 to 2010, the volunteers of the Texto Livre - Language students who attended the blended online course "Writing Workshop" - actively participated in the organization of ideas, delivery of text and adequacy of tutorials and other recurring genres in SL documentation area. Such a demand from members of these communities sought readability for their texts and hence its greatest impact on the target audience - software users and / or critics, and others interested on the subject.

How to resolve such issues relying on two universes: academy and the FS community?

⁵ Free Culture is a vision of culture based on the freedom to distribute and modify works and creative works freely. It is opposed to the concept that is named "permission culture". The movement of Free Culture involves the production and the defense of various forms of free content, such as free software, free knowledge and free music, etc. (Based on Wikipédia: <http://pt.wikipedia.org/wiki/Cultura_livre>. Feb 9th. 2015).

⁴ Project Website: <<http://www.textolivres.org/>>.

This is the challenge that spurred the creation of the project - and then group research and extension - Texto Livre and that the group has claimed overcome as a way of collaboration between these two "worlds", aiming at better quality access to software by documentation, and ensure, therefore, more meaningful pedagogical practices to the subjects involved.

We will present, then, the three main objectives of this project:

1. Provide language support for texts (documentation) produced by FS communities;
2. Giving linguistic and instrumental support to those interested in improving the writing production (ex.: creation of educational manuals and activities for courses), through the development of educational resources and free open applications and to facilitate access to linguistic-textual knowledge;
3. Create forums for dialogue between students, teachers, researchers, critics, developers and other interested parties in the focused themes: free culture, digital literacy, FS documentation and use of free software in education, and so on.

The work in these terms and as is our goal, it is a methodology guidance of pedagogical practices, so that would be adequate or enhanced to meet its internal goals and also a socio-cultural concern which guides our philosophy: the free movement of knowledge with the possibility of appropriation, (re) creation and sharing. We also seek to publicize the project in the academy, stimulating research and also the continuity of its activities in other areas.

In the next part, we will present reports over Texto Livre in the classroom, details about the performance of students, teacher and FS communities as volunteers that make

up the Texto Livre Group. Then the path of Online Grammar will be exposed as well as the presentation of some applications that are associated with it. We conclude this text with consideration of the importance of documentation and the project's contribution to collaborative educational activities.

1. TEXTO LIVRE IN THE CLASSROOM

The idea was born from the contact of a professor at UFMG Language course, Ana Cristina Fricke Matte, with a FS community, Ubuntu Forums, which requested help in a formal adequacy work of articles written by volunteer authors of this project for publication. At the same time, occurred a problem with the disciplines of the same University Writing Workshop (mandatory for many university courses) in your menu, shown working with academic projects of students in textual adaptation to the context, despite most of these students do not have a project and do not have significant theme that orient their production. Thus, the idea of using the demand of FS communities in special interest that the students have in mastering the academic writing and all theoretical questions and practices involved.

The professor Matte began in 2006, using experimentally in their Writing Workshop disciplines UFMG, practical work and theoretical discussion on the initial activity: translate and revise texts for external circulation to the academy. The menu of this discipline focuses on academic writing or technique that, in turn, is a space that favors the production of summaries, projects and reports. Generally, the problem in addressing the specifics of the menu of this course, the requested productions do not go beyond our old familiar themes, such as "My Vacation", that is, even the teacher to work with topics of interest to students, the texts are produced specifically for the teacher. However, studies in the field

of Education show that the essence of teaching/writing learning is the communicative act (Bakhtin, 2003): the meaning of the text is in communication and therefore the more real the situation of communication, increased productivity of activity.

This need for a real situation in practice is allied, then, with the fact that the vast majority of volunteers engaged in the production documentation for the FS do not have training in the areas of writing and translation, towards the construction of a complementary project .

In this context, the proposed interaction between stakeholders in the process is productive for both parties because it is a concrete collaborative situation of students in Writing Workshop discipline with specific FS communities.

Thus, the creation of the Texto Livre Group sought to enable not only the implementation of that experience by professors from different institutions in the country, working with students from different areas of knowledge, but also the interaction between these teachers and students, the best collaborative style FS, will be in the constant improvement of the project. This experience, 2006-2010, resulted in a list of articles that, after being translated and reviewed by students, were published on the portal Underlinux⁶, which is an important site about free software. This portal was constant ally of the project since its inception and open space for the performance of students in its wide experience linked to the academy. From the second half of 2010, the performance of students of the Writing Workshop disciplines was directed towards the production of scholarly articles and publication on a *blog*⁷. This welcomes research papers that students of these online courses are encouraged to develop to

perform at *online event*, the UEADSL⁸. The final texts, amended in the writing process and compliance with ABNT norms during the online course, are evaluated and approved as published Proceedings⁹. Thus, students remain working with writing perspective out of the closed confines of the classroom, both towards the free software community, the academic community, and promote, beyond the academic experience and knowledge of the world of free culture, sharing their research done during the semester.

Then, follows the description of the roles of volunteers within the project. Despite their overlapping in the process, we try to cut privileged moments for the actions of each party involved.

1.1. The role of volunteer students

Early in the project, a reference site was created for lessons in blended format. This site was based on a content management system, the free software Xoops¹⁰, which was used as a learning management platform to which were added unto them suitable modules to work on discipline (forum, chat and some others). Among them, there was never used for teaching: the ticket system, much used by companies in general.

The *tickets system* (PEREIRA e CURTO, 2008) is a tool in order to meet any demand sent to the team in charge of sector. A classic example of its use in Texto Livre happened this way: the teacher posted a translation request in the ticket system. Students proposed suggestions were discussed among them until the end of the allotted time, generating a final version. This version was sent to the review team to then provide the version that would

⁶ Official website: <<http://under-linux.org/blogs/>>.

⁷ See on: <<http://textolivre.pro.br/blog/>>.

⁸ UEADSL: Congresso Nacional Universidade, EAD e Software Livre: <<http://ueadsl.textolivre.pro.br/>>.

⁹ Available on: <<http://www.periodicos.letras.ufmg.br/index.php/ueadsl/issue/current>>.

¹⁰ Official Website in Brazil: <<http://xoopscube.com.br/>>.

be returned to the author or, more frequently, published on the website Under-linux.

This system goes to the communication proposal from Benveniste (1976), which provides a self that sets out and you receiving the message. That even you can become me, establishing the nonlinear and dynamic communication (BARROS, 2007). Thus, students were enunciators and enunciated the same time to carry out exchange of information for a better result at the end of the production chain. In the publication, the names of everyone involved in the process of translation and review were cited, giving due credit to their work.

Due to some problems (bugs) in the system, it was abandoned and the process started to happen more freely. A group of students was responsible for editing a text (that they themselves could choose to disclose sites suggested by the teacher or other in their interest), in general doing the translation and revision in the same group, and the final version was sent to Professor evaluate and publish on the website with the names of volunteers.

An example of this performance is the translation and revision of the article by the students, whose excerpt follows:

Escute e grave transmissões de áudio e vídeo com o Mplayer

A maioria das transmissões de áudio e vídeo na Internet são feitas em formatos proprietários tais como RM, RAM, WMV e ASF. Felizmente, o aplicativo de fonte aberta MPlayer pode tocar e até mesmo gravar quase todos os formatos.

[...]

Source (in English): <<http://www.linux.com/feature/119987>>.

Translation and Resvision: Texto Livre (Henrique Murta e Marcos Daniel)

(Published on Under-linux on Nov 6th 2007: <<http://under-linux.org/7904-escute-e-grave-transmissoes-de-audio-e-video-com-o-mplayer.html>>¹¹).

This text takes two penalties with values ranging from the specific to the general: the note to the discipline and recognition of production outside the academy, implemented by the name of the student added to the published text and comments of appreciation from readers of the publication.

With this opportunity, students are seen as collaborators in real situations of production and circulation of genres, as advocated Bakhtin (2003) and his followers, as Maciel and Lucius (2008). In addition, portal readers have more readable texts on various subjects from the world of computing, especially on FS, focus of Under-linux.

So that students could post their experiences and reflections on this participation, a blog was created from the project volunteers, common space with other previous classes. Thus, students can continue posting messages on the blog after the course, thus avoiding its limitation to activities restricted to the discipline.

In the current format, students continue being protagonists in textual productions that now convey various issues of concern associated with problems specific to their area of study or related to their everyday problems, with space for deepening these matters, reflection on language, the choice of genres and dialogue with readers and critics of the texts, presented on UEADSL event blog.

¹¹ Unfortunately, the site with the translation was not available at the time of the consultation (February / 2015), a common problem of losing information that the digital environment is subject. The above listed only in our personal files on the history of Texto Livre.

1.2. The role of the teacher

The teacher, with this method of teaching is called to be a mediator and advisor, realizing and taking advantage of issues raised in the practice of students while working with the text, according to Freire's pedagogy (FREIRE, 2004). From there, it can help in adapting to the context and lead to theoretical reflections on genres and text types, grammatical issues, among others. The main purpose is to create a foundation for academic work of the student and in the long run, promote their professional training as well.

The group develops software in order to assist in teacher performance. Based on a site available on the internet search for Portuguese Language teaching (PEREIRA, 2008), We noticed a trend for simple implementation of educational activities from print to digital, without a worry in benefit of the tools available in this environment that can add significant value to the differentiated classroom practice. Based on this perception, those involved in the project try to change this situation by proposing the most appropriate educational resources to the environment and teaching and learning of the subject.

In view, then, this limitation of educational options for the teacher, the Texto Livre group develops educational software for the teaching of Portuguese Language. There are already three applications that address specific aspects of using digital media:

1. *Virgulas pra quem te quero*¹² – This site is intended to assist the user in the use of commas by the spatial perception of separation established by that score in the sentence quoted by the user. It can be used as a complementary activity to practice the same as the teacher and the student activity for use independently, once

the exercise is available on the Internet¹³. It can also raise issues involving the use of software in the classroom for educational activities, which becomes increasingly interesting in Portuguese teacher training disciplines due to the growth of the presence of these new technologies in the lives of students (COSCARELLI, 2005).

2. *Crisis*¹⁴ – This exercise works with other grammatical question quite problematic in teaching Portuguese. Its use requires the insertion of a phrase with crase the place where the user has questions. The system then offers a smattering of phrases with the replacement of "à" with regular forms in the language and have the same value (i.e.: "*Fui à casa da Marília*" > "*Fui para a casa da Marília*").
3. *Linha do texto*¹⁵ – this program provides the creation of games based on parameters created by the author. For example, this author can create a game with five sentences whose criteria are "adequate" and "inadequate". The user to access the game, to vote in one of them, and the sentence will move from the middle to one of the chosen extremes. After that vote, you can check the percentage for each of the options so far, based on comparison with the responses of other players. It is an entertaining option and complement to other tasks. The teacher can use the application concurrently to the backquotes teaching, for example, after using the program *Crisis*, seeking deeper reflection on the same subject.

These three project deliverables are, therefore, tools in order to assist teachers and

¹²Software available on <<http://www.textolivre.org/aplicacoes/virgulas/>>.

¹³All softwares are available on: <<http://portugueslivre.org/blog/>>.

¹⁴Software available on :<<http://www.textolivre.org/aplicacoes/crase/crase.php>>.

¹⁵Software available on :<<http://150.164.100.6/textolivre.org/aplicacoes/linhadotexto/modulos/login/index.php>>.

students in addressing grammatical issues in the classroom. Recently, Online Grammar was created more as an ally of this collaborative process to the learning of languages. We will treat this project in section 3 below.

It is worth remembering that the teacher's guidance is important so that the activities are relevant to the students and complemented by other reflections in the classroom.

1.3. The Free Software communities

The technical part of the project aims to take care of support to teachers and students in the use of the tools required during the process of teaching and learning, but not only. In addition to technical support, the interaction between this community, team teaching and the documentation is aimed at constructive and interdisciplinary dialogue on the objects that serve a more tailored approach to an open and quality education.

In 2011, the technical team of the project engaged in creating a Free Professor Portal¹⁶ to be a space for the Brazilian professor, given this scenario: with the new laws of education guidelines and bases, the need for use of online resources grew, although the availability of free apps has not grown in the same proportion. Free does not mean for free: many free applications on the Internet change their status when they reach a sufficient number of users, starting to charge for their services and generating serious problems for teachers who used them in their classes. The Free Professor Portal It was based on free culture, which greatly enhances the principles of:

- freedom: free to use, free to copy, free to distribute;
- meritocracy: who does deserve credit;

- colaborativity: together we are strong;
- Information sharing: knowledge grows as the share.

This project, like the others presented, have in mind collaboration between developers, teachers and researchers concerned with the adaptation of environments and applications to students and staff interaction.

The contribution of FS communities still happens in the development of educational software already cited in partnership with the teaching team, seeking to enhance, through interdisciplinary dialogue, improvements to the project's volunteers. There is still much improvement to be made, but, with this interdisciplinary approach, we believe we can achieve a good level to meet the educational interests.

The Free Software communities become allied according to the needs that arise and new proposals for the creation of educational software. Thus, we established important partnerships in the project route, such as contact with the Free Software Education, to be reported below.

2. TEXTO LIVRE AND SL EDUCATIONAL IN TRANSLATION OF STAMPS TUXPAINT

In 2008, the Texto Livre received an invitation from Software Livre Educacional to collaborate with TuxPaint¹⁷, a free educational program designed to encourage creativity, particularly children, using simple designs tools on computer.

The work was organized as follows:

PHASE A: individual translation of the terms: each student (the "Language and Technology" course aimed at masters and doctoral students of the UFMG Language

¹⁶ available on: <<http://www.textolivre.pro.br/aco/portal/>>.

¹⁷ available on: <<http://tuxpaint.org/>>.

course) chose a class and translated on Wiki¹⁸, which they were created links to the pages of each class of stamps. At that stage, someone had already translated a term, the other could put your translation on the side, even if it was the same, emphasizing convergences and divergences. For example, for “A cuckoo”, the terms were suggested: “*Um cuco/cuco/corvo/cuco/cambachirra/anu branco (guira-guira) ou guira cuckoo/pássaro cuco*”. The English terms are in the site list of TuxPaint¹⁹.

PHASE B: We divided the volunteers into two groups. Each group tried to evaluate the translations made and sought to resolve faults and differences. In addition to using the class of e-mail list, an online chat meeting aimed to organize the work.

PHASE C: The two groups involved in the task met online together to discuss the latest pending.

PHASE D: Were transferred to the Entrans translations accepted the TuxPaint project. The Entrans is a free online translation tool, no longer access up to the the date of writing of this text.

PHASE E: Recording the words by children announcers. A program has been specially created for this step: Stamps Recording²⁰, and, then registered on SourceForge.net, an official website registration of free software.

The names of the stamps were inserted in complete sentences such as "Pretty cool: a European penny, don't you think?" so that more melodic stability was guaranteed the names recorded by children are being isolated

for incorporation in TuxPaint and published in Brazil. .

We think that the experience was very valuable for students because they could discuss the relevance of the work to their area of Language, to the knowledge of TuxPaint software for these translators, mostly were teachers and they could use it in their classes. We also recall the usefulness of the work for the project as a whole and for the users who will soon be able to count with the translation of the stamps into Portuguese.

3. ONLINE GRAMMAR

Linked to the group Texto Livre , Online Grammar²¹ It is intended for sharing language skills, taking the social perspective of language to propose an inclusion of the digital universe to the educational practices of teaching grammar. In this subproject, we have created and adapted a grammar textbook that supports the study of standard norm of the Portuguese language in order to cater to academic writing. This grammar material is freely accessible by an online address that allows learning the grammar study of a self-educated, dynamic and functional. This e-mail address, for the grammatical study gives us a concrete example of transformation of traditional educational practices related to the prescriptive grammar school through information technology geared to the educational context.

The program came under the discipline of online reading and texts production that met the students and staff of all units of the UFMG. Therefore, its commitment to the training of students with respect to reading and writing academic texts in different genres became more relevant. In the textual productions of the students were observed many spelling and grammatical problems to

¹⁸ Wiki Texto Livre: <<http://www.textolivres.org/wiki/index.php/TuxPaint>>.

¹⁹ Translation list: <<http://www.tuxpaint.org/stamps/>>.

²⁰ Software stamps recording: <<http://www.textolivres.org/aplicacoes/tuxpaint/>>.

²¹ available on: <http://www.textolivres.org/aplicacoes/gramatica_online/>.

inadequate formal registration demanded by textual proposals of the matter, jeopardizing the execution of activities during the course. Therefore, in line with the responsibility of the said discipline staff, to promote the quality of students' writing, creating a project that over these language difficulties was necessary, without harming the main focus of the subject.

We developed thus a pedagogical support to the study of grammar rule of the Portuguese language in an individual and autonomous perspective, so that students could be referred to the material for each specific problem, being able to study without the accompaniment of the team, proactively. Thus, within the Online Resources Programme grammatical support text production activities in Portuguese, came the Online Grammar that, first, met the students attending the course, but on the observed success, broke the barriers of the area initially intended, returning treated to the academic context of UFMG, and later for anyone interested.

The background material covers the grammatical rule and the rules of the New Spelling Agreement. To create a compendium of the Portuguese language standards, it has been adapted a material given by Professor Maria Auxiliadora Leal (TALK / UFMG). Such material consists of slides saved in HTML with links to a navigation didactically planned. They were also selected materials on the New Orthographic Agreement and, from these, created the online material, with special care for usability.

Therefore, the team produced materials under Creative Commons (CC) that get in the extensive prescriptive syntactic area through presentations that were shared in the application site, already mentioned, in order to free access. This idea has broken the boundaries of discipline, since its use is no longer restricted to students who attend the subject, but to all

those who take an interest in a simple and dynamic teaching focused on formal writing. The project was this successful outcome, with the faculty members and students from other scientific fields, in addition to Languages.

Among the themes of the productions are:

- Writing script;
- Essentials of sentence terms (subject and predicate);
- Terms Members of a sentence;
- Accessories Terms of a sentence;
- New Spelling Agreement;
- Regency;
- Crasis;
- Pronouns (This, That, the One);
- Agreement;
- Period Composed of coordination;
- Substantive sentences;
- Adverbial sentences;
- Subordinated adjective sentences;
- Pronominal placement;
- Linguistic varieties.

On the last topic, we look for a meta-linguistic and social reflection on the material posted in Online Grammar, highlighting the importance of language varieties. We explained, therefore, that the Online Grammar seeks to develop only one type of grammar: the traditional, without, however, belittle other forms of grammar study as those seen in the descriptive and internalized grammars. These seek reflection on writing and speech (seeking enplane designing complete dichotomy between the two), language arrangements as well as the distance you notice between the prescription and the linguistic reality of the speaker. We agree with Travaglia (1996) that to develop the communicative competence of language users, you need to open the school to the plurality of discourses and the use of the linguistic system in different ways.

By observing the difficulties related to the use of standard Portuguese variety in

newsrooms produced in the field of discipline "Reading and Writing Workshop Production", the construction found itself required a grammar compendium that orient students about the prescriptive rules. This means that, in the academic field (related to formal writing domain), the default rule is charged, it is important and fundamental comprehension, a reflective approach to science that ever remade. Here not only teaches the language code, restricted to descontextualizadas practice, but the functional aspect of such a system, in which digital created tools become helper instruments for studying the formal aspect of the trailer language to the production and reception of interactive text and dialogical.

In addition to the address provided, we have another great partner for the dissemination of the work: the free Portuguese blog. Blogging gained significant space in cyberspace with a significant number of bloggers and readers, working on the principles of microcontent (short texts, with relevant information, placed in standard mode). In growing popularity, such technological instrument contributes to language exchange, which promotes the intercommunication between subjects and institutions:

Blogs bring building a network of relationships, buildings and meanings. The reader of a text, for example, is invited to check its source (via a link), observe the discussion on the subject (by commenting) are invited to read other texts dealing with the same subject in other blogs (via trackback) and can even make your own

relationships through active participation as a commentator or blogger like in your own blog (RECUERO, 2003, p. 57).

Therefore, seeking to promote the pluralization of voices and social contact (students that were accessed concurrently, authors and readers), were posted every week in this cyberspace system, information about the project and the theoretical material provided, trying to describe how the program was contributing to a significant improvement of academic written productions of students. In partnership with Texto Livre, we note that its various digital activities (in blogs, softwares and websites) helped as a comprehensive tool in teaching and learning, not only informative but also interactive.

Thus, within the Online grammar course, there were many activities that have contributed to its construction and subsequent operation:

- Creation and adaptation of learning support material from formal written in Portuguese for individual studies, available in presentations in format .swf / .pdf and Creative Commons license;
- Survey available on the web material online and evaluate the relevance and suitability of this material for teaching and learning of prescriptive rules;
- Creation of indexes for easy handling of grammar compendium, developed by scholars, as shown in Figure 1, below:



Image 1: Project site Online Grammar, theTexto Livre²²

- Data collection relating to the discipline of textual production classes Reading and Texts production during the years 2010, 2011 and 2012. From this corpus, we seek to bring the theoretical material to frequently linguistic deficiencies;
- Standardization of web pages with basics of grammar and new spelling;
- Creation of tools for assessment of support material produced under the project;
- Improvement software for the standard norm of teaching, namely: Commas and Back quotes;
- suitability of the material based on the evaluation of resource use by students.

Over the two years of the project, new perspectives on learning grammar emerged and, with them, the adaptation of initial goals, always prioritizing the student and the most effective way to assimilation with regard to shared linguistic content. And this innovative field of grammar teaching that fall within the crisis and commas programs within the Online Grammar, product of a joint effort of the Texto Livre group.

The crisis educational software, already mentioned, was designed as a consultation and testing mechanism to assist the grammar teaching Portuguese. To the query, you can include in the "search" a phrase by entering the crase on site that judges be correct. As an example, take the phrase "Eu fui à escola":

²²Is currently developing version 3, more dynamic, accessible by phone and that facilitates collaboration of grammar teachers, giving them due credit for published work.

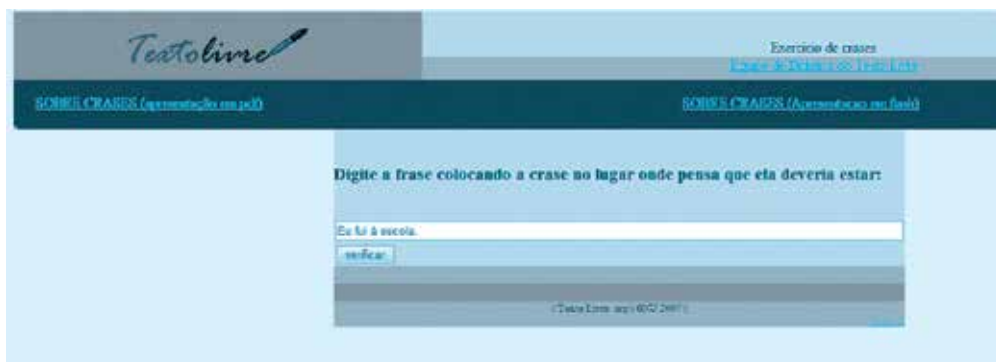


Image 2: Exemplo de uso do software Crases.



Image 3: Results obtained using the crasis software.

The program offers, according to Figure 3, a number of replacements for the sentence, so that if any sentence is consistent and productive use of crasis at the location indicated by the student will likely be appropriate; in the case proposed, there are several

possibilities consistent as: “*Eu fui para a escola.*” e “*Eu fui a uma escola.*”. Therefore, the sentence will require the contraction of the article with the preposition. However, in cases such as: “*Eu andei a cavalo*”, will appear the following suggestions:

Observe as substituições abaixo. Se alguma das opções for adequada ao sentido que você espera obter, então a crase está correta.

Na sentença

"Eu andei à cavalo."

caberia uma dessas substituições?

"Eu andei para a cavalo."

ou

"Eu andei na cavalo."

ou

"Eu andei a uma cavalo."

ou

"Eu andei da cavalo."

ou

"Eu andei em a cavalo."

Image 4: Other results obtained by Crasis software.

All of the in Figure 4 are ungrammatical, warning of the mistake the student to enter crasis before masculine words.

The inadequacy is here worked as a cognitive tool to aid in the teaching and learning as it constitutes an observable mechanism in the construction of knowledge. The student will know the reason for the "error", leading him not only to decorate the rule, but understand it through substitutions: promotes is thus a naming study coupled with reflective context of production. Thus, the technology (previously experienced the life of the individual)

is required as a method for the assimilation of the object. For Campos and Nigro (2009), carrying out activities that expand the alternative conceptions of students promotes the perceived need for change. And for this, the software is an alternative learning tool.

The program offers a practical and educational dynamic way, because at the same time that the student is exercising the use of crasis, may have the theoretical material in .pdf and .swf, developed under the Online Grammar, on the subject through a link in the upper corner of the software:

[SOBRE CRASES \(apresentação em pdf\)](#)

[SOBRE CRASES \(Apresentação em flash\)](#)

Image 5: Crasis top bar of the software, available on: <<http://www.textolivre.pro.br/teste/crase/crase.php>>.

Ainda em dúvida?

Se o substantivo após a crase for um substantivo masculino, veja se cabe "ao" no lugar da crase.

Image 6: Aid available in crasis software.

Currently, the program has undergone several improvements. Among them, a list of exceptions, which is crafted with the presentation of grammatical rules regarding crasis, with the inclusion of functional examples and

lists of cases and adverbias expressions / conjunctive / most common prepositional, for example, when there crasis the indication of hours ("Eu sai às dez horas").

The project, therefore, seeks to remedy the language difficulties by introducing a dynamic and innovative way in the teaching of Portuguese Grammar rules. Relying on an organized division of the material produced, the survey has become even more profitable, presenting itself as a solution to problems related to the field of grammatical rule. Therefore, online related tools to share knowledge beyond the physical limits of formal education, and exceeded the boundaries of the discipline who welcomed the project, encouraging student initiative with regard to the quality of its academic productions through online mechanisms for independent study, providing a more effective insertion in the academic literate world.

Developed by Professor Matte, along with their mentees and Leal grammar teacher, both cited above, the Online Grammar intends to be more open and useful to users from different areas of knowledge that can benefit from it. It is true that a grammatical foundation allows students to construct essays consistent with the standard norm, but the focus in a collaborative method of Free Text, based on social and relevant textual work, helps to break the school traditional grammar school limited to memorization: "The grammar is a function of understanding and producing oral and written texts" (ANTUNES, 2003, p. 92).

4. THE IMPORTANCE OF GOOD DOCUMENTATION

The project *Texto Livre* bet on initiatives to support documentation - whether software or open educational resources to promote linguistic knowledge, but always as access tool to knowledge - to believe that this is a requirement for Free Software can inspire greater security and confidence to its users, since the quality of the texts that disseminate their ideas in general confirms the image that it reflects.

Another objective is to make working with text by letters professionals is recognized

and has a space to contribute to the proper training for a translator, a proofreader and a language teacher.

It is with this concern that we intend to reduce negative news like this one:

Errors in translation: GCompris criticized in the Portuguese press

"Due to errors in translation available to students, the GCompris educational software (gcompris.net) was central news in major newspapers and TVs in Portugal, this coming weekend. The weekly *Expresso*, one of the most respected ones, writes "There poorly constructed sentences, others that begin in the second person singular and continue in the third (treat the reader by you and for you), absurd phrases and sentences that just do not make sense." The report is titled "Blunders Festival in Magellan" (CAMPOS, 2009, s/p).

An educational program that contains spelling inadequacies is unacceptable for use in the classroom and the impact of this fact was unfortunate: Even with the release of a new version of GCompris with the fixes, the government had already ordered the deletion program computers. Such errors actually cause insecurity in society about the accuracy and quality of the teaching materials.

Faced with this news, our contention that the documentation is very important for software release is enhanced. Even if it is very good, yet it would not be accepted because, in the educational context, a software inadequacies with no use for teaching purposes.

FINAL CONSIDERATIONS

We believe that in the current context of expanding the use of digital technologies in everyday life of people, all contributions to the debate on their use, their improvement

and the possibility of collaborating with other areas and people are valid. The supporting documentation for the use of software, as proposed by Texto Livret, is a contribution to this reality.

Remembering the concept of collaborative learning (see Figueiredo, 2006), reinforced the pursuit of academic and community project Texto Livre by conscious actions for vocational training and, more importantly, for cognitive development, according to which the students, as they learn together, learn more than individuals working separately.

In addition, the collective work provides situations in which students learn more with a more competent peer. Thus, the learning tasks done with a partner tend to have the effect of learning more efficiently.

It is based on this argument to defend the teaching of design practices in the academy, which also boosts the staff on the development and integration of the project to non-academic communities, because this is the reality that students face in everyday life. So what's the point of a closed practice in the classroom for them? We thought it would be very limited. Therefore, we agree with the Matte position (2008a, p. 8):

Strictly speaking, the walls of the room, even on the internet, only cease to exist if the teacher, in fact, let the world enter the classroom to expand their boundaries. This can only be done by integrating the content of the lessons with the realities accessible over the Internet. Otherwise, the teacher will seek to keep the walls in order to protect the contents of your classes the distractions present on the internet.

These are the bases of a project in constant construction and in order to contribute to dynamic and interdisciplinary actions at university, thus meeting the increasingly pressing needs of teachers, students and other interconnected communities.

REFERENCES

- ANTUNES, I. **Aula de português: encontro e interação**. São Paulo: Parábola, 2003.
- BAKHTIN, M. **Estética da criação verbal**. São Paulo: Martins Fontes, 2003.
- BARROS, D. P. de. A comunicação humana. In: FIORIN, J. L. (Org.). **Introdução à linguística**. São Paulo: Contexto, 2007. p. 25-53.
- CAMPOS, A. Erros na tradução: GCompris criticado na imprensa portuguesa. **Br-Linux.org**. 2009. Disponível em: <<http://br-linux.org/2009/erros-na-traducao-gcompris-criticado-na-imprensa-portuguesa/>>. Acesso em: 9 fev. 2015.
- BENVENISTE, E. **Problemas de linguística geral**. São Paulo: Nacional/Edusp, 1976.
- CAMPOS, M. C. da C.; NIGRO, R. G. **Teoria e prática em ciências na escola: o ensino-aprendizagem como investigação**. São Paulo: FTD, 2009.
- COSCARELLI, C. Alfabetização e letramento digital. In: _____; RIBEIRO, A. E. **Letramento digital**. Belo Horizonte: Autêntica, 2005. p. 25-40.
- FIGUEIREDO, F. J. Q. A aprendizagem colaborativa de línguas: algumas considerações conceituais e terminológicas. In: _____ (Org.). **A aprendizagem colaborativa de línguas**. Goiânia: Editora UFG, 2006. p. 11-14.
- FREIRE, P. **Pedagogia da autonomia: saberes necessários à prática educativa**. 30. ed. Rio de Janeiro: Paz e Terra, 2004. (Coleção Leitura).
- MACIEL, F. I. P.; LÚCIO, I. S. Os conceitos de alfabetização e letramento e os desafios da articulação entre teoria e prática. In: CASTANHEIRA, M. L.; MACIEL, F. I. P.; MARTINS, R. M. F. (Org.). **Alfabetização e letramento na sala de aula**. Belo Horizonte: Autêntica, 2008. (Coleção Alfabetização e Letramento na Sala de Aula).

MATTE, A. C. F. Análise semiótica da sala de aula no tempo da EaD. In: CONGRESSO DE TECNOLOGIAS NA EDUCAÇÃO. 1., out. 2008a. Disponível em: <<http://tecnologias-naeducacao.pro.br/revista/a1n1/pal3.pdf>>. Acesso em: 9 fev. 2015.

_____. Uma definição informal de documentação: análise semiótica. **Texto Livre: Linguagem e Tecnologia**. Belo Horizonte, v. 1, n. 2, p. 45-59, 2008b. Disponível em: <<http://www.periodicos.letras.ufmg.br/index.php/textolivres/article/view/15/14>>. Acesso em: 9 fev. 2015.

PEREIRA, D. R. M. Discurso vs prática em sites educativos para ensino de línguas. In: SIMPÓSIO INTERNACIONAL SOBRE ANÁLISE DO DISCURSO, 3., 2008, Belo Horizonte. **Emoções, ethos e argumentação**. Belo Horizonte: Faculdade de Letras/UFMG, v. 1, p. 1-10, 2008.

_____; CURTO, V. G. O sistema de *tickets* no Texto Livre: perspectivas para o uso da ferramenta no ensino. **Revista Instrumento**, Juiz de Fora, p. 111-119, jan./dez. 2008. Disponível em: <<http://instrumento.ufjf.emnuvens.com.br/revistainstrumento/article/view/52>>. Acesso em: 9 fev. 2015.

RECUERO, R. **Comunidades virtuais em redes sociais no ciberespaço**: proposta de estudo. Trabalho apresentado ao 28º Congresso Brasileiro de Ciências da Comunicação, 2005, Rio de Janeiro, 2005.

TRAVAGLIA, L. C. A variação linguística e o ensino de língua materna. In: _____. **Gramática e interação**. São Paulo: Cortez, 1996.