



## BLOGS: INNOVATIVE POSSIBILITY FOR TEACHING PORTUGUESE?<sup>1</sup>

### BLOGS: POSSIBILIDADE INOVADORA PARA O ENSINO DO PORTUGUÊS?

*Edmilson Francisco<sup>2</sup>*

*Ilsa do Carmo Vieira Goulart<sup>3</sup>*

*Patrícia Vasconcelos Almeida<sup>4</sup>*

#### ABSTRACT

This paper aims to problematize the use of a blog as a tool for the teaching Portuguese. *Blog*, a *web* page that is supposed to be updated very frequently through the placement of messages or “posts” consisting of images and / or texts, was created as a popular option for online texts publication, considering the fact that it does not require advanced knowledge in computer science. The study to be presented here is a descriptive research with a qualitative approach. The analysis was based on Miller and Sheppard (2004) excerpts from the concepts of Sociodiscursive Interactionism (ISD) of Bronckart’s framework of analysis procedures (2009, 2003, 2004, 2006, 2008) and Bronckart and Machado (2009). The results indicated that the style of the blog studied emphasizes the personal and professional experience of its creator, because the content uploaded in the blog seems to represent the freedom of selection and presentation of the blogger. The blog is seen by the user as an attempt to follow the digital advances, through a technological determinism, without the use of the resource in all its potential for the teaching Portuguese

**KEYWORDS:** Blog; Portuguese Language Teaching; Sociodiscursive Interactionism.

#### RESUMO

Este artigo visa a problematizar a utilização de um blog como ferramenta para o ensino do português como língua materna. O *blog*, uma página na *Web* que se pressupõe ser atualizada com grande frequência, por meio da colocação de mensagens ou “posts” constituídos por imagens e/ou textos, foi criado como uma opção popular para a publicação de textos online, que dispensa conhecimentos avançados em informática. O estudo constitui-se como uma pesquisa descritiva, de abordagem qualitativa. A análise baseou-se nos apontamentos feitos por Miller e Sheppard (2004) e de recortes feitos dos conceitos do Interacionismo Sociodiscursivo (ISD) do quadro de procedimentos de análise de Bronckart (2009, 2003, 2004, 2006, 2008) e Bronckart e Machado (2009). Os resultados indicam que o estilo do blog estudado enfatiza a experiência pessoal e profissional da sua criadora, que o conteúdo representa a liberdade de seleção e apresentação da blogueira. Reconhece-se o blog como uma tentativa de acompanhar os avanços, por meio de um determinismo tecnológico, sem a utilização do recurso em toda a sua potencialidade, para o ensino de língua portuguesa.

**PALAVRAS-CHAVE:** Blog; Ensino de Língua Portuguesa; Interacionismo Sociodiscursivo.

1 This text is a fragment of a Dissertation developed to obtain a Master’s Degree in Education.

2 Mestre em Educação pela Universidade Federal de Lavras. Professor do Ensino Básico nas disciplinas de Língua Portuguesa e Língua Inglesa na Prefeitura Municipal de Lavras/MG.

3 Professor Ajunto A, classe A, do Departamento de Educação e Professora Permanente do Programa de Pós-Graduação em Educação da Universidade Federal de Lavras

4 Professora de Língua Inglesa na Universidade Federal de Lavras, no Departamento de Estudos da Linguagem. Professora no Programa de pós-graduação da Educação (Mestrado Profissional) e da Pós- Graduação em Letras (Mestrado Acadêmico).



## **Introduction**

The use of digital technological devices and resources in everyday social life has generated changes in the way people communicate and interact. Associated with the use of digital technologies, the expansion of the internet has also reconfigured the ways people learn. This context brings to education the need for a formation which has to consider the students formation to deal with digital technologies and use these differentiated resources in the classroom context. In addition, teachers are required to seek initial and continuous formation since their students already use digital technological resources daily, through which they obtain new knowledge and, often, have challenged teachers about the content to be taught. Thus, the challenge presented in our contemporary educational environment is to incorporate the use of digital media in teaching and learning processes.

As communicating is a skill to be developed, it is possible to say that today it has crossed the boundaries of space and time, unlike the communication established in oral society, whose participants shared the same space and time. According to Castells (1999), we are in the “information age” and new relationships are established between subjects and knowledge, and this relationship is now mediated by technologies, in a space named cyberspace.

For Castells (1999), interconnection, global or local, is a basic principle of cyberspace, its dynamics are dialogical. For Lévy (1999), virtual communities are based on affinities of interests, knowledge, projects. They are based in a mutual process of cooperation and exchange.

In the face of social transformations, Lévy (2007) refers to changes in reading and writing support, which modification from printed text to computer screen causes changes in the production process and interaction with reading and writing, depending on the media on which the texts are configured. If such changes have changed the way one reads and writes, consequently, the way one teaches to read and to write should also be modified. In this sense, it becomes emerging to think about how Portuguese language teachers can teach reading and writing considering a technologicalized society.

As teachers, the role is predominant in the mediation between the process of appropriation of knowledge, enabling reflection on what occurs in society. This relationship between the digital world and a reality experienced by students and school, is a relevant aspect to be inserted in our pedagogical practice and in the development and planning of school activities.

Therefore, some studies have pointed out the blog as an appropriate tool for teaching the Portuguese, such as Vieira (2016), Miller and Shepherd (2004) and others. According to Vieira (2016), many experts claim that there are safer and more adequate digital environments to teach Portuguese and, among these environments, “blogs are among the main ones, besides being also a representative of digital genres” (VIEIRA, 2016, p. 52, translated by the authors)<sup>5</sup>.

One can think that a relationship between blogs and the practice of teaching Portuguese

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<sup>5</sup> In portuguese: “os blogs figuram entre os principais, além de serem também um representante dos gêneros digitais” (VIEIRA, 2016, p. 52).

has to consider due to the fact that blogs can give a consistent structure for reading and writing work. According to Vieira (2016, p. 52), blogs can be created “for the production of texts, narratives, poems, analysis of literary works, reports of visits and study excursions, publication of texts, photos, drawings and videos produced by students” (translated by the authors)<sup>6</sup>. Therefore, this research aims to problematize the use of a blog to teach Portuguese as a mother language thinking critically about the knowledge or contents made available in relation to its social use and how it can help teachers.

In this perspective, we chose a blog that was not linked to any institution and that had the possibility of “reaching” a greater number of readers. This methodological decision is based on the interest of knowing how the creator of the blog organized a pedagogical proposal through a digital tool and how communication was established in the virtual environment. Initially, some aspects were considered for the blog choice such as: number of hits, thematic content posted and how the teacher presented herself on the homepage.

To guide the proposed discussions, the text is organized into three sections: the first brings a reflection about blogs, as concepts, origin and characteristics; the second focus on Sociodiscursive Interactionism in an epistemological position from Bronckart’s conception (1999) and the third describes the teacher’s Portuguese language blog based on discursive interactionism.

### **Blogs: concepts, origin and features**

The expression *Weblog* or Blog (abbreviated form) was created in December 1997 by the american Jorn Barger. It is configured as a *web 2.0* tool, a concept that, according to O’Reilly (2006), presents a new way of using the internet (worldwide computer network) as a platform, with different possibilities of *online* interaction.

What distinguishes blogs from the pages and sites that are available on the network is how they can be created, edited and published. Blogs are configured as a phenomenon of possibilities brought by technology on the Internet and “have historicity, preserve the construction and not only the product (archives), and are dynamic publications that favor the formation of networks” (GUTIERREZ, 2004, p. 12, translated by the author)<sup>7</sup>. The dynamism of publications and the formation of links between texts allow teachers and students to experience writing and reading from a new form, the hypertext. According to Pierre Lévy (1993), a hypertext is a set of nodes bound by connections, which can be words, pages, images, graphics or parts of graphics, sound sequences, complex documents which can themselves be hypertexts. Lévy (1993) states that hypertext is a type of program for the organization of knowledge or data, which provides

6 In portuguese: “para produção de textos, narrativas, poemas, análise de obras literárias, relatórios de visitas e excursões de estudo, publicação de textos, fotos, desenhos e vídeos produzidos pelos alunos” (VIEIRA, 2016, p. 52).

7 In portuguese: “possuem historicidade, preservam a construção e não apenas o produto (arquivos), e são publicações dinâmicas que favorecem a formação de redes” (GUTIERREZ, 2004, p. 12).

acquisition of information and communication.

The blog was created as a popular option for publishing texts online, since it does not need advanced knowledge in computer science. Silva (2010) says that “The simplicity in updating and maintaining the texts in a network was a decisive aspect for the dissemination of this tool considered self-expression (SILVA, 2010, p. 45, translated by the authors)<sup>8</sup>.

Miller and Shepherd (2004) analyzed the cultural period in which blogs emerged and established the central trends of what is identified as blogging and examined its constitution, form, and rhetorical action and explored the ancestral genres that offered rhetorical precedents and standards for blogging.

For Miller and Shepherd (2004, p. 9), “the cultural moment in which the blog emerged is a *kairós* that changed the boundary between the public and the private and the relationship between the mediated and the unmediated experience»(MILLER; SHEPHERD, 2004, p. 9)<sup>9</sup>. The authors explain that in the mid-1990s, there was an immersion in a “simulation culture” making the direct and real experience seemed less attractive than the mediation provided by the media. Miller and Shepherd (2004) quote Baudrillard (1981) when they say that the relations between the real and the simulated began to reverse and that, instead of representing the real, simulation constitutes the real. And it is in this context that the blog emerged as a digital tool and to be used as diaries where people exposed their experiences.

Miller and Shepherd (2004, p. 9), when talking about the semantic content or substance of a blog, used Rodzvilla (2002) words to state that bloggers seem to agree that content is the most important feature of a blog. According to the authors, *the Weblog Review*, a blogging review site, evaluates 3 (three) resources on a 5-point scale: design, consistency, and content, with most of the ranking weight, 80 to 90 percent, for blog content.

Miller and Shepherd (2004), by going deeper into the theme of blogs, found that several sources confirmed the perception of two main types of blogs, based primarily on a different substantive emphasis: a previous type that emphasizes access to information with links to other sites of interest and a later type that emphasizes personal writing as a journal.

According to Miller and Shepherd (2004, p. 12), “content is important to bloggers because it represents their freedom of selection and presentation” (MILLER; SHEPHERD, 2004, p. 12). The authors emphasize that blogs are personal and imbued with the writer’s temperament, constitute as a tool of self-expression, reveal about who he is, what he knows and what he thinks. They also state that «the «reality» offered by blogs is, therefore, a completely perspectivist reality, anchored in the blogger’s personality and, although this reality seems to

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8 In portuguese: “a simplicidade em atualizar e manter os textos em rede foi um aspecto decisivo para a difusão desta ferramenta considerada de autoexpressão” (SILVA, 2010, p. 45).

9 In portuguese: “o momento cultural em que o blog surgiu é um *kairós* que mudou a fronteira entre o público e o privado e a relação entre a experiência mediada e não mediada” (MILLER ; SHEPHERD, 2004, p. 9).

be <immediate> (i.e., not mediated), it is, of course, highly mediated» (MILLER; SHEPHERD, 2004, p. 12). That is, blogs reveal, from a perspective, who is the person behind that tool.

Another aspect considered no less important by Miller and Shepherd (2004) concerns semantic immediacy, formally represented by the use of the time present in the dated entries, because the reverse chronology (recent posts appear first and then the oldest ones) and the time stamping on the posts create an “expectation of updates”. Hourihan (2002) points out that the combination of links and comments is what distinctively characterizes a blog, creating connections that “link” bloggers to a community.

For Miller and Shepherd (2004), “many bloggers see blogging as a way to develop relationships, keeping them connected whenever possible as an *online* community, and manage those relationships through links and comments, which become forms of social control, signs of approval, acceptance and value” (MILLER; SHEPHERD, 2004, p. 16)<sup>10</sup>.

According to the authors, the subject of blogs is involved in self-revelation, because the blog allows four functions of self-revelation to be revealed: self-enlightenment, social validation, relationship development and social control. In the authors’ conception, the blog can reveal the identity and nature of the blogger, that is, a rhetorical version of “his own nature”, through the contents posted on it.

Miller and Shepherd (2004) see the blog as a genre that addresses a timeless rhetorical requirement in specific ways to their time. In it, “the potentialities of technology, a set of cultural patterns, rhetorical conventions available in antecedent genres and the history of the subject combined to produce a rhetorical explanation that found a conventional reason for expression” (MILLER; SHEPHERD, 2004, p. 24)<sup>11</sup>.

In Brazil, people started to take credits to blogs around the year 2000. When they became popular, ideas emerged of exploration this support in a differentiated way, including as a pedagogical tool. Added to this, “the blog came to be known as a privileged space for the organization of classes, workshops, research, registration of activities given in the classroom, as well as proposal of extraclass works or unusual form of written debate, finally a true *webfolio* of learning” (BOLLELA *et al*, 2006, p. 1, translated by the authors)<sup>12</sup>.

According to Gomes (2005), the blog,

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10 In portuguese: “muitos blogueiros veem o blog como uma forma de desenvolver relações, mantendo-as ligadas sempre que possível como uma comunidade online, e gerir essas relações através de ligações e comentários, que se tornam formas de controle social, sinais de aprovação, aceitação e valor” (MILLER; SHEPHERD, 2004, p. 16).

11 In portuguese: “as potencialidades da tecnologia, um conjunto de padrões culturais, convenções retóricas disponíveis em gêneros anteriores e a história do assunto combinados para produzir uma explicação retórica que encontrou uma razão de expressão convencional” (MILLER; SHEPHERD, 2004, p. 24).

12 In portuguese: Somado a isso, “o blog passou a ser conhecido como um espaço privilegiado para a organização de aulas, oficinas, pesquisas, registro de atividades dadas em sala de aula, assim como proposta de trabalhos para se fazer extraclasses ou na forma inusitada de debate escrito, enfim um verdadeiro *webfolio* de aprendizagem” (BOLLELA *et al*, 2006, p. 1).

as a digital tool, is able to ‘encompass’ various educational contents and materials and constitute itself as “space for access to specialized information or a space for the provision of information by the teacher; and as a strategy can take the form of a digital portfolio, a space for exchange and collaboration, a space for debate and integration. (GOMES, 2005, p. 312-313, translated by the authors)<sup>13</sup>.

The blog can be understood as a virtual space that allows the Portuguese language learner to perform an active work in the development of skills, either “building meanings for the texts through reading, or practicing writing, from their objectives, their knowledge about the subject, about the author, everything they know about the language: characteristics of gender, the bearer, the system and the school”. (BRASIL, 2001, p. 53, translated by the authors)<sup>14</sup>.

In this sense, the blog is perceived as a simple tool, but at the same time, by it, students can take an active stance, interacting, sharing doubts, information and knowledge about the language, becoming co-responsible for their learning process.

The use of blogs in education enables the enrichment of the educational process and the enhancement of learning, through the publication and interaction of ideas on the Internet. Moreover, they are excellent instruments for the formative and continuous evaluation, since they allow evaluating the writing and the quality of hypertextual writing, ability to create links (*links*), way of writing and making comments.

The blog was designed in order to allow the teacher to organize and guide the work done in the context of the classroom, serving as a vehicle of connection between the contents learned, the school and the reality of the student.

In a school context, in which a diverse culture is increasingly observed, the blog can be used as a space of integration, where students are called to share knowledge and collaborate, presenting their perspectives, experiences and cultural realities. According to Cruz (2008) and Machado (2009), blogs can be used in educational activities to (1) publish short texts that students should comment on in order to develop skills in the writing area; (2) publish activities, photographs; (3) launch research proposals; (4) put up warnings; (5) produce educational or didactic material; (6) produce summaries of the studied matter; (7) create learning portfolios; (8) talk about subjects initiated in the classroom that can be more explored in mailing lists or in forums.

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13 In portuguese: De acordo com Gomes (2005), o blog, como ferramenta digital, é capaz de “abarcas” conteúdos e materiais didáticos diversos e se constituir como “espaço de acesso à informação especializada ou um espaço de disponibilização de informação por parte do professor”; e como estratégia pode “assumir a forma de portfólio digital, um espaço de intercâmbio e colaboração, um espaço de debate e de integração”. (GOMES, 2005, p. 312-313).

14 In portuguese: “construindo significados para os textos através da leitura, seja praticando a escrita, a partir dos seus objetivos, do seu conhecimento sobre o assunto, sobre o autor, de tudo que sabe sobre a língua: características do gênero, do portador, do sistema e da escola”. (BRASIL, 2001, p. 53).

Blogs, used as educational projects, according to Gutierrez (2003) can:

[...] promote among the participants the exercise of written, artistic, hypertextual creative expression and the exercise of dialogue, authorship and co-authorship. They also allow participants to return to their own production, exercising critical thinking, resuming and reinterpreting concepts and practices (GUTIERREZ, 2003, p. 233, translated by the authors)<sup>15</sup>.

The blog enables and enhances learning through interaction (necessary in the exchange of experiences and learning), awakening in the learner the desire to use the language in the performance of a given activity.

Through the blog it is possible to exercise the interaction between subjects and between the subject and knowledge, foster the students' participation, creating real communication situations with the objective of checking/ testing / practicing, initiating dialogues with colleagues, teachers and other speakers; find answers, ask other students, read texts in their mother tongue, share questions and experiences, resume concepts, make comments and criticisms about posts, movies, consult previous content and work understanding of small texts. In this direction, Gomes (2005) states that:

There are blogs created and streamlined by teachers or individual students, there are blogs of collective authorship, teachers and students, there are blogs focused on themes of specific disciplines and others that seek to achieve a transdisciplinary dimension. There are blogs that constitute digital portfolios of the school work performed and blogs that function as a space for representation and presence on the Web of schools, departments and student associations. (GOMES, 2005, p. 311, translated by the authors)<sup>16</sup>.

Therefore, it should be considered that technological and scientific development is inter-related with daily and social life, established inside and outside the classroom, and this inter-relationship (between technology and society) involves a series of factors (social and cultural) and principles that, once observed, may promote a reelaboration of teachers' pedagogical practice and, consequently, a reelaboration of the teaching and learning process.

### **Sociodiscursive Interactionism**

Sociodiscursive Interactionism (ISD) is a term created by Bronckart (1999; 2004) to name the result of an epistemological positioning about the conditions of human development, based on the propositions of Spinoza, Marx, Vygotski and Bakhtin.

15 In portuguese: [...] promover entre os participantes o exercício da expressão criadora escrita, artística, hipertextual e o exercício do diálogo, da autoria e co-autoria. Possibilitam, também, que os participantes retornem à sua própria produção, exercendo o pensamento crítico, retomando e reinterpretando conceitos e práticas (GUTIERREZ, 2003, p. 233).

16 In portuguese: “Há blogs criados e dinamizados por professores ou alunos individuais, há blogs de autoria coletiva, de professores e alunos, há blogs focalizados em temáticas de disciplinas específicas e outros que procuram alcançar uma dimensão transdisciplinar. Há blogs que se constituem como portfólios digitais do trabalho escolar realizado e blogs que funcionam como espaço de representação e presença na Web de escolas, departamentos e associações de estudantes” (GOMES, 2005, p. 311).

ISD can be considered a more specific aspect of social interactionism, which is an epistemological position in which several currents of philosophy and human sciences are inserted (BRONCKART, 1999). According to the author, this position considers the historicity of the human being, with regard to the conditions in which they develop, in the species, particular ways of organizing themselves in society and forms of interaction of semiotic character, in view of the process of formation of the human organism in person.

According to Bronckart (2006), “the central thesis of sociodiscursive interactionism is that action constitutes the result of the appropriation by the human organism of the properties of social activity mediated by language” (translated by the authors)<sup>17</sup>. In this sense, “the agent is assigned the existence of a motive, an intention and a responsibility related to his/her action” (BRONCKART, 2006, p. 42, translated by the authors)<sup>18</sup>.

Bronckart (1999) pointed out that human behaviors are analyzed as situated human actions, products of socialization and verbal behaviors are conceived as specific forms of action and in interdependence with non-verbal actions. For the author, communicative action is instituted as an instrument by which language actions are attributed to a subject (agent) and materialize in the empirical entity that is the text. Based on this understanding, studies based on the theoretical foundations of ISD have focused on the discussion of a semantics of action, from the analysis of texts.

According to Bulea (2010), based on relationships established between the choice of thematic content and the type of discourses mobilized, it is possible to identify four different types “records of action”: acting situated, acting past event, acting canonical and acting experience.

The author mentioned that the situated action presents an understanding of the acting-referent as a set of textualization and characterized by a strong degree of action contextualization. It is presented almost exclusively in textual segments of interactive discourse and its construction mobilizes elements available in the immediate context. The past event action presents a retrospective understanding of the action, which occurs in a disjointed way of the textualization situation

The acting experience is characterized by an understanding of the referent action taken from the angle of personal crystallization of action experiences and it is mobilized in interactive speech text segments and presents itself in a decontextualized way, always being recontextualized when its general configuration is applied to a particular context; and canonical action proposes an understanding of acting in the form of theoretical construction.

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17 In portuguese: Para Bronckart (2006), “a tese central do interacionismo sociodiscursivo é que a ação constitui o resultado da apropriação, pelo organismo humano, das propriedades da atividade social mediada pela linguagem”.

18 In portuguese: “ao agente é atribuída a existência de um motivo, de uma intenção e de responsabilidade referentes ao seu agir” (BRONCKART, 2006, p. 42).

By producing a text, the agents (senders and receivers) mobilize the representations of human organisms and this text becomes the product of individual and collective representations, creating distance from the environment, thus making possible the autonomization of semiotic production.

Bronckart (1999, p. 95) “distinguishes the notions of emitter/enunciator, agent-producer and author” (BRONCKART, 1999, p. 95, translated by the authors)<sup>19</sup>. For the author, the same sender can produce texts in which he plays different enunciative roles (role of father, teacher, student, etc.), since the instance responsible for the elaboration of a text must be defined from a physical point of view and also socio-subjective.

After this distinction is made, it is necessary to recognize, however, that the instance responsible for the text production is a single entity that must be defined, at the same time, from a physical point of view and from a sociosubjective point of view. In this way, we could call this individual an emitter-enunciator.

These criteria are related “to the conditions of production of the texts, as regards the analysis of the internal architecture of the texts, (Bronckart, 1999, p.120, translated by the authors)<sup>20</sup> presents the concept of infrastructure as corresponding to the general plan of the text, which in turn is determined by the specific combinatoric of the types of discourse, sequences and other forms of planning present in it.

For Bronckart (1999), the types of discourse are understood as linguistic forms identifiable in textual production and that translate the creation of specific discursive worlds. The types of discourse can be understood as belonging to two axes: narrating and exposing.

The axis of narrating can be implicated or autonomous, that is, it may present or not implication in relation to the act of production (through spatial, temporal and person deitics). In the axis of narrating, the facts would necessarily not be linked to the ordinary world, as if it were situated in another “place”. “The axis of the expose (conjunction) can also be implied or autonomous and the facts are presented as accessible in the ordinary world of protagonists” (BRONCKART, 1999, p. 153-155, translated by the authors)<sup>21</sup>.

Within these two axes, there is another division that gives rise to the types of discourse: narrating – disbonded and autonomous (type of discourse narration); narrate - disjointed and implied (type of discourse report-interactive) and expose - set and implied (type of interactive discourse) and expose - set and autonomous (type of theoretical discourse) (BRONCKART,

19 In portuguese: Bronckart (1999) estabelece uma distinção para as noções de emissor/enunciador, agente-produtor e autor. (BRONCKART, 1999, p. 95).

20 In portuguese: Bronckart (1999, p.120) apresenta o conceito de infraestrutura como correspondente ao plano geral do texto, que por sua vez é determinado pela combinatória específica dos tipos de discurso, das sequências e de outras formas de planificação presentes nele.

21 In portuguese: O eixo do expor (conjunção) pode também ser implicado ou autônomo e os fatos são apresentados como acessíveis no mundo ordinário dos protagonistas (BRONCKART, 1999, p. 153-155).

2006; 2008).

Pereira (1999), when discussing the mechanisms of textualization, says that these “correspond to the rules of general organization of the text comprising nominal cohesion, verbal cohesion and connection mechanisms”(PEREIRA, 1999, p. 1687, translated by the authors)<sup>22</sup>. According to the author, the enunciative mechanisms, however, refer to the evidence of enunciative positions, as well as to the explicitness of modalizations. As for modalizations, the author explains that, according to Bronckart (1999), they contribute to the establishment of pragmatic coherence of the text, starting to explain both the evaluations, judgments, opinions, feelings which can be formulated on aspects related to the theme as well as the sources of these evaluations.

Pereira (1999, p. 1687) also states that

modalizations are relatively independent of linearity and textual progression, insinuating themselves at any level of textual architecture and belong to the configurational dimension of the text and contribute to the establishment of its pragmatic coherence (PEREIRA, 1999, p. 1687, translated by the authors)<sup>23</sup>.

According to Bronckart (1999) “the performance of a language action implies the mobilization of a vast set of knowledge, by authorship, which refer to the physical and social context of his intervention, the thematic content and his own status as an agent (capacity for action, intentions)” (BRONCKART, 1999, p. 321, translated by the authors)<sup>24</sup>.

For Nascimento (2016), the author undertakes a language action “to the extent that he uses a gender model available in the intertext of a social group, which organizes the lexicon, morphosyntax, types of discourses, types of planning, in short, which uses the resources of the language. It is this action, therefore, that makes the individual the author of the text” (NASCIMENTO, 2016, p. 102, translated by the authors)<sup>25</sup>. And it is in this collective instance that the set of operations on which the infrastructure and textualization mechanisms are based are involved, which intervene in enunciative mechanisms, specifically in voice management and modalizations.

According to Pérez (2014), ISD aims to demonstrate, in line with Vygotsky and Sauss-

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22 In portuguese: “correspondem às regras de organização geral do texto que compreende a coesão nominal, a coesão verbal e os mecanismos de conexão” (PEREIRA, 1999, p. 1687).

23 In portuguese: “modalizações são relativamente independentes da linearidade e da progressão textual, insinuando-se em qualquer nível da arquitetura textual e pertencem à dimensão configuracional do texto e contribuem para o estabelecimento de sua coerência pragmática” (PEREIRA, 1999, p. 1687).

24 In portuguese: “a realização de uma ação de linguagem implica a mobilização de um vasto conjunto de conhecimentos, por parte da autoria, que se referem ao contexto físico e social de sua intervenção, ao conteúdo temático e ao seu próprio estatuto de agente (capacidade de ação, intenções)” (BRONCKART, 1999, p. 321, traduzido pelos autores).

25 In portuguese: “na medida em que utiliza um modelo de gênero disponível no intertexto de um grupo social, que organiza o léxico, a morfossintaxe, os tipos de discursos, os tipos de planificação, enfim, que utiliza os recursos da língua. É essa ação, portanto, que faz do indivíduo o autor do texto”(NASCIMENTO, 2016, p. 102).

ure's thesis, that the appropriation of the sign is the origin of the constitution of human conscious thought, that is, "[...] the language practices situated (or the texts-discourses) are the main instruments of human development, both in relation to knowledge and knowledge and in relation to the capacities of action and identity of people" (BRONCKART, 2006, p. 10, translated by the authors)<sup>26</sup>.

Regarding language practices as instruments of human development, Pérez (2014) points out that, for ISD,

this notion of language action, in its social and individual dimension, is extremely important, since it is fundamental to understand and analyze specifically human behaviors. It is necessary to consider the social dimension of this action, because it is in the social that the representations of the world are constructed and validated; as well as the individual dimension, because it is understood that the human individual, making a cut in social activity, acts languageically, and this action is the result of its internalization of the evaluations related to the modes built socio-historically. (PÉREZ, 2014, p. 36, translated by the authors)<sup>27</sup>.

The performance of this activity, that is, of language action, "runs in the form of texts that can be understood as the linguistic materialization of the language activities of a given social group, which would correspond to the linguistic embodiment of a language action" (BRONCKART, 2006, p. 139, translated by the authors)<sup>28</sup>.

As to the notion adopted by ISD, Pérez (2014) explains that, in order for a language action to happen or develop, "it is necessary that the group where the interaction occurs share certain knowledge, within what it calls as 'theory of acting', as belonging to three orders, which define three worlds: the objective, the social and the subjective world (PÉREZ, 2014, p. 36, translated by the authors)<sup>29</sup>. Bronckart (1999) inspired by Habermas' communicative action and proposes the existence of three worlds: the objective, the social and subjective world, historically constituted and constantly modified.

For Bronckart (1999, p. 37), when considering these 3 worlds proposed by Habermas, it

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26 In portuguese: "[...] as práticas languageiras situadas (ou os textos-discursos) são os instrumentos principais do desenvolvimento humano, tanto em relação aos conhecimentos e aos saberes quanto em relação às capacidades do agir e da identidade das pessoas" (BRONCKART, 2006, p. 10).

27 In portuguese: "essa noção de agir de linguagem, em sua dimensão social e individual, é de extrema importância, já que ela é fundamental para se entender e analisar as condutas especificamente humanas. É preciso considerar a dimensão social desse agir, pois é no social que se constroem e se validam as representações do mundo; como também a dimensão individual, por se entender que o indivíduo humano, fazendo um recorte na atividade social, age languageiramente, sendo essa ação o resultado da sua internalização das avaliações referentes aos modos contruídos sócio-historicamente" (PÉREZ, 2014, p. 36).

28 In portuguese: "corre na forma de textos que podem ser entendidos como a materialização linguística das atividades de linguagem de um determinado grupo social, que corresponderia à concretização linguística de uma ação de linguagem" (BRONCKART, 2006, p. 139).

29 In portuguese: "faz-se necessário que o grupo onde ocorre a interação partilhe certos conhecimentos, dentro que denomina como 'teoria do agir', como pertencentes a três ordens, as quais definem três mundos: o mundo objetivo, o social e o subjetivo" (PÉREZ, 2014, p. 36).

indicates that the signs direct us towards the physical aspects (parameters of the environment), constituted by the collective knowledge acquired in relation to the physical environment. This knowledge (built) forms the objective world. The social world refers to the way the members of the group organize common tasks. The forms of cooperation between the members of the group and the collective knowledge accumulated for the accomplishment of a task is what defines the subjective world.

### **Portuguese language teacher's BLOG**

To carry out this study, we opted for a descriptive research, with a qualitative approach, to present the purpose of a non-institutional educational blog that deals with teaching Portuguese. At first, from the descriptor "Portuguese-language blogs", 112 blogs were selected which characteristics were close to our work proposal.

Of the total found, 97 (ninety-seven) dealt with language teaching and 5 (five) with teacher formation. From this observed amount, it was possible an initial classification of three predominant characteristics: (1) those that are directed to students, offering content and activities of Portuguese language; (2) those who address students and teachers with proposals for activities and grammatical contents and (3) those who specifically target teachers, structuring their discourse in order to establish a dialogue with teachers. We opted, then, by a blog directed to teachers and students and to the teaching of norms and rules of the Portuguese language, not linked to any institution.

As analysis procedures, we rely on the characteristics pointed out by Miller and Shephard (2004) and on the theoretical assumptions that constitute the discursive textual analysis model developed by Bronckart's ISD (1999, 2004, 2006, 2008), in order to understand, from a linguistic-discursive perspective, issues related to the educational work developed by the blogger teacher (BRONCKART; MACHADO, 2004).

To help the analysis, we made a cut in the notes made by Bronckart and Machado, using questions that allowed selecting a large number of data, contributing to the understanding of the objectives set by the teacher blog when proposing a process of teaching and learning through a blog.

### **Identifying the educational blog analyzed**

Professora Maria's blog was created in 2011 and aimed at students, teachers and people interested in language learning. The original name of the blog is the personal name of the teacher, so to preserve the identity of the teacher, another name was used and her photo was hidden

*Figure 1 – Teacher Maria's Blog, July 2017*



The image in *Figure 1* shows the aspect of the blog's homepage when we started writing our study in the second half of 2017. In *Figure 2*, we have the image of the blog reconfigured, in which we can notice changes in the layout of the written elements and also change in some themes of the contents of the blog. We observed that the themes “Text Interpretation”, “Public Tender”, “Morphology” and “Semantics” prevailed. The theme “Syntax” has been replaced with “Syntactic Analysis”. The themes “Games”, “Poets” and “Reflection” were removed and the theme “Vestibular” was inserted.

*Figure 2* - Blog setup in August 2018



The changes made in the blog by the teacher demonstrate that the tools that make up

this virtual environment facilitate and allow its author to make changes and organize the space when desired. By updating the blog, the teacher may be looking for a better way to organize it to establish better communication with the readers-users, since, in it, communication occurs through language in written form.

### **Teacher Maria's blog's thematic composition**

Teacher Maria's blog is a technological tool and repository of activities and contents and functions as an extension of the classroom. The teacher uses the blog as a tool, as an additional resource and support to her classes, through which she organizes and broadcasts content, in addition to those addressed in the classroom.

The blog consists of 7 (seven) themes, which are linked various contents, which can be accessed through *link*. The contents posted on the blog are chosen by the teacher, based on needs presented by the readers-users. According to the blogger teacher, the contents are searched in books of professionals in the area and on some websites and blogs. However, on the blog do not appear the sources from which these contents are removed<sup>30</sup>.

Regarding the theme addressed in the teacher's blog, the contents of the posts are related to *Phonology, Morphology, Syntactic Analysis, Semantics, Public Tender, Text Interpretation* and *Vestibular*, as we can observe in *Table 2*:

*Table 1: Blog Posts Themes*

Themes	Total links
Phonology	4 links
Morphology	11 links
Syntatic Analysis	19 links
Semantics	10 links
Public Tender	5 links
Text Interpretation	15 links
Vestibular	Link off

*Source: Research Archive (2019).*

The theme *Phonology* brings grammar content aimed at the study of language sounds. Under this theme we have links that deal with “Graphic accentuation – rules”, “Phoneme and letter” and “Syllabic Division”. Like other topics, the blogger teacher explains what each content is about and provides activities and exercises to readers-users. The post with the

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30 To this appropriation of content arranged on the internet, Rojo (2012, p. 12) calls it *fatrimonium*. According to the author, “the possibility of creating texts, videos, music, tools, non-unidirectional, controlled and authorial designs, but collaborative and interactive, dilutes (and at the fracture limit and transgresses) the very idea of ownership of ideas: [...] a “*fatrimonium*” of humanity and no longer as a “heritage”.

theme *Morphology* brings a study on each of the grammatical classes: noun, adjective, article, pronoun, numeral, verb, adverb, preposition, conjunction, interjection. When we click on the link *Morphology*, we find two other links (one that deals with the structure and formation of words and the other about the word classes).

In the link on “Structure and word formation”, we find information about how words are formed (by morphemes), about radical (part that sustains words, according to the teacher), thematic vowel (of names and verbs), desinences (nominal and verbal) affixes, prefixes and suffixes, as well as other contents related to the formation of words and exercises related to content. The theme *Syntactic Analysis* aims to deal with sentence structure (placement syntax, concordance and verbal regency) and the terms of prayer (subject, predicate, direct and indirect object, nominal complement, adnominal and adverbial adjunct, passive agent, bet, predicate and vocative). Each of the terms of the prayer is conceptualized and followed by activities with similar characteristics: questions with multiple choice questions, the answers are available at the end of the activities.

In the theme *Semantics*, the content posted is directed to readers-users to understand the meaning of words. The teacher uses links that allow blog users to have contact with content about antonyms, synonyms, homonyms, paronyms, figures of language (construction, words, thought and sound), functions of language (phatic and poetic) and ambiguity (double meaning).

The theme *Public Tender* is directed to internet users interested in providing public tenders. It has subjects that are requested in these types of selection process. It brings tests, links of abstracts, required books and commented questions of selection processes already performed. By clicking on the links, they direct us to activities that include texts for interpretation (with open and multiple choice questions) and grammar exercises, worked in a contextualized way.

In the theme *Text Interpretation*, were arranged and, later, questions about the text. The questions, in most texts, are composed of objective questions (multiple choice) and discursive questions. Of the 13 (thirteen) texts posted under the title *Text Interpretation*, in none of them the answers are available. To access the answers, readers-users need to click on the link “View my full profile”, in the lower right margin, just below the photo of Professor Maria. By clicking on the “Questions and feedback” link, users will get answers to the activities. Initially, there were difficulties in finding answers to the proposed exercises. Possibly, beginning readers-users face the same difficulties, because the way the answers are available on the blog can compromise the interactivity (human-machine relationship).

Regarding the theme *Vestibular*, the images brought refer to content posted, possibly, until the date of October 2, 2018. At the time of the search, the link to the theme *Vestibular* is disabled not allowing us to view any content.

In addition to the links linked to the themes, we can click on several others (a total of 273

links) that are on the right margin of the blog, with various Portuguese-language content.

### **Sociohistorical context of Teacher Maria's formation**

The data available on the blog present Teacher Maria. She was born in state of São Paulo, she is graduated in Languages, with a postgraduate degree in Teacher Formation of Elementary School and Teaching Portuguese Practice. She has been teaching Portuguese in public and private schools for 30 years<sup>31</sup>, working in various stages of Basic Education, such as Elementary School, High School, Preparatory Courses and private classes. During the research period, she worked with revision and preparation of text (all genres).

For the proposal of this study, we analyze the posts made by the teacher in the form of texts and comments made by readers-users of the blog. The analyses made allow us to confirm the importance of the production context in the development of teaching and learning process and pedagogical practice developed through the blog.

When observing the blog and the teacher's posts, the look is directed to an analysis that brought, mainly, the representations and social values present, subjectively, in the pedagogical proposal elaborated by the teacher and in the texts posted on the blog. According to Bronckart ([1999] 2009, p. 13), linguistic units belonging to texts are taken as properties of human conducts. According to Bronckart (2008), this means that, for Bakhtin “discourses always have a dialogical character: they are inscribed in a social horizon and address a social auditorium” (BRONCKART, 2008, p. 75, translated by the authors)<sup>32</sup>. In addition, also because the word is the product of the interaction between individuals and these should be the first to be considered in an analysis.

It is noted that the blog studied constitutes as the social place in which interaction with the contents is promoted are published. In it, the social position of the issuer reveals and determines that the blogger teacher represents her social role, that is, as a teacher, writer, reviewer and Christian practitioner of her religion (refers us to values that teacher probably brings with her).

The aspect of religiosity is relevant, because through a link in the teacher's main blog, another blog made by herself, called “*Teacher Maria's blog – The words in heart*”, brought biblical reflections. This makes it possible to think that the teacher's professional identity is an important component, supported by values derived from a type of social practice, that is, that of religious practice. The fact that the teacher uses a link to direct us to this other blog, sounds to us like a new discourse that presents itself, a discourse that, it is supposed to want to provide its

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31 The fact that the blogger teacher has taught for more than 30 (thirty) years is an important fact for our study, since, probably, her initial training occurred in the mid-1970s and 1980s. In the decades of the 1970s and 1980s, the social-political context lived was a dictatorship imposed by the military government and a conteudist and traditional teaching of the Portuguese language.

32 In portuguese: “os discursos apresentam sempre um caráter dialógico: eles se inscrevem em um horizonte social e se dirigem a um auditório social” (BRONCKART, 2008, p. 75)

readers-users, in addition to grammatical contents, others that lead them to reflect on life, faith and religiosity.

The link made between the two blogs makes us assume that the teacher wants to say something more about you. This can be proven by reading in their professional background that they are also graduated from a Christian institute, dedicated to the development of leaders, with the aim of mobilizing them to be better agents of the Kingdom of God in the society where they operate, in addition to carrying out the messages of the gospel with cultural sensitivity. Highlighting this aspect (cultural sensitivity) is relevant to our study, because the creation of the blog by the teacher demonstrates that she seeks to put into action this cultural sensitivity and adopt in her action a new style of pedagogical practice.

The objective of the teacher who created the blog, as an enunciator, referred to providing its recipients with the possibility of learning the Portuguese through the use of the blog as an extension of the classroom. From the point of view of the enunciator (blogger teacher), the objective has not changed, given that the contents (themes) of the posts, even though they are different, are related to the teaching and learning of the Portuguese. In order, to get the recipients (readers-users) to use the rules of the language in the various levels of education of which they are part, taking into account what is requested by these levels.

It is emphasized that the teacher's initiative to work with the blog, as a technological tool, undergoes periodic updates and modifications in its structure since the date of the first post, however, remains within the proposal of the teacher's work a space in which it can manifest and perceive the needs of its readers-users to direct their actions. The resources, strategies and contents change as the requirements arising from the classroom and the suggestions made by the readers-users of the blog require it.

The blog presented in this work is a digital tool capable of contributing to the learning of readers-users because it has essential characteristics for a digital learning environment. Such as: dialogicity, usefulness, efficiency, effectiveness, satisfaction, interactivity (human-machine relationship), accessibility and, mainly, interactive potential, which allows interlocutors to use the digital environment to post their doubts, questions, appreciations etc.

As for communication, interaction and established relationships, it is observed that the blog studied (1) has the potential to constitute itself as a tool of interaction, because the blogger teacher establishes dialogue with readers-users in an asynchronous way, (2) it is characterized as an instrument of learning mediation, because readers-users who are interested in the blog's posts and activities can remedy their doubts through posts in the form of comments, (3) promotes the construction of autonomous learning, characterizing itself as a tool of consultation and research on rules and norms of the Portuguese language, and (4) promotes in the readers-users the adoption of an active and autonomous posture, interacting, requesting information and contents about the language, being co-responsible for the teaching and learning process.

However, the blog, as structured and with the types of activities proposed, distances itself from a socio-interactionist perspective, it is limited in relation to the development of communicative skills in students. Due to it contemplates only one aspect of teaching and learning Portuguese, which is the knowledge of the linguistic and grammatical resources of the language.

With regard to the use of language and language in the communicative process, placing students in close proximity to social reality, that is, to make use of language and language as a means of interpreting the world, as well as integrating students, teachers and mother tongue in the dynamics of linguistic communication, this the blog disregards. In addition, the blog does not include multimodal text posts and does not allow readers-users to construct meanings through the exchange of utterances made between participants of language activity.

The activities posted on the blog follow a content and non-reflective teaching line about the social use of Portuguese, marked by the representations constructed by the blogger teacher in her initial training and throughout her professional experience, teaching, mainly, grammar in courses and schools in the teacher's city.

Travaglia (1996, 2003) discusses the issue of the importance of teachers developing the communicative competence of students, rather than simply indicating grammatical rules to them. According to Travaglia (2003), language is more than theory, it is a "set of linguistic knowledge that the user has internalized for effective use in concrete situations of communicative interaction" (TRAVAGLIA, 2003, p. 17, translated by the authors)<sup>33</sup>. Thus, the ways of use are an aspect to be problematized, thus, the modes of use show themselves to be an aspect to be problematized, given that proposals for teaching Portuguese language unrelated to application in concrete situations of communicative interaction, possibly not achieving the expected goal.

### **Final considerations**

In carrying out this study, it is clear that pedagogical practices and teaching and learning process can be carried out in a virtual environment. However, both teachers and students and the school community need to undergo initial and continuous training for the use of digital technologies in the classroom so that they are associated and integrated with disciplinary content, that is, that the insertion of digital technological resources in the school environment is not constituted only as a result of a technical appropriation.

Added to this, it is essential to think of a teaching process that is not only a conteudist and technicalist, but linked to a social and historical context, in which the subjects can use the novelties presented by the advances of the various sciences to develop. In this perspective, language teaching and the possibilities of use a language in daily communication, carried out in

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<sup>33</sup> In portuguese: "conjunto de conhecimentos linguísticos que o usuário tem internalizados para uso efetivo em situações concretas de interação comunicativa" (TRAVAGLIA, 2003, p. 17).

the digital space, will constitute a strategy capable of contributing to the development of people.

The chosen blog does not constitute a model to be followed, but has become a possibility of studies and research, evidenced by the high number of daily hits. The language activity is an attempt by the blogger teacher to develop a pedagogical practice, following the technological advance, approaching the students virtually, but that exposes gaps with regard to working with language and language in digital media.

It is considered that, by using the blog as a digital resource for teaching Portuguese, the teacher does so by bringing with her all the experience she has acquired over more than 30 (thirty) years as a Portuguese language teacher. By deepening the study, it is perceived that the teacher develops her process of teaching and learning the Portuguese language from a conteudist perspective, based on the teaching of the norms, rules, structure and functioning of the language attributing to the blog a characterization of a reservoir of activities.

Throughout this study it was found that the language action performed by the blog teacher was to obtain an expressive number of accesses to the blog when intending to teach the Portuguese language through the rules and grammar.

Although it is possible to verify that the blogger teacher is achieving her goal, it is noted that there are theoretical and methodological gaps in the teaching and learning process presented. Given the advance of digital technologies that has taken all instances of society, the blog is observed as an attempt to follow these advances, through a technological determinism. Possibly “pressured” by the urgency of using digital technologies and the Internet, the teacher adopted the blog as a digital tool, although not using it in its entire potential for Portuguese teaching process.

Thus, given the expansion of digital and internet technologies in schools and the increased use of smartphones, mobile phones and tablets, it is essential that teachers seek an improvement for the insertion and use of technological resources in the classrooms. However, the use should not be a strategy to save the teaching and learning process, but a means to collaborate with the teacher in the development of his pedagogical practice. Moreover, the use of technologies by teachers needs to be aligned with a well-structured pedagogical project, since it is needed to know the content taught, in addition to providing proximity to the student’s reality, his desires, his inclusion in society, where he can develop as a person and a citizen. Pedagogical work with language needs care not to incur a teaching that contemplates only grammatical or linguistic aspects, but that reaches the discursive, dialogical and interactional dimension of language, in a way associated with the use of digital technologies.

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