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PALOMA LAVÍNIA BRITO DO NASCIMENTO

THE USE OF DIGITAL TOOLS FOR WRITING INSTRUCTION IN EFL: A CASE STUDY

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Dissertation written as a requirement for the attainment of the degree Bachelor in English Language Teaching

Supervisor: Fatiha Dechicha Parahyba

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TCC apresentado ao Curso de Letras - inglês da Universidade Federal de Pernambuco, Centro de Artes e Comunicação, como requisito para a obtenção do título de xxxxxxxxxx em Xxxxxxxxxxx.

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Profº. Dr. Xxxxxxxxx Xxxxxxx (Examinador Interno)

This work is dedicated to my parents, Glória and Carlos.

ACKNOWLEDGMENTS

"Today's students are no longer the people our educational system was designed to teach". (...) (PRENSKY, 2001, p. 1)

Abstract: The use of digital tools in education has become an indispensable alternative for a more efficient and motivating approach to the teaching of foreign languages (KRAJKA, 2000). However, while a large number of studies have been reported in this research area, little has been explored about the use of digital tools for writing instruction in EFL. This work, therefore, aims to analyze a teacher's perception of the use of digital tools for the teaching of textual genres and its contributions to the process of teaching and learning writing in English as a foreign language. The theoretical framework of this work is based on the notion of genre presented in Bakhtin (1997) and on the contributions of Dolz and Schneuwly (2004) and Marcuschi (2005) on the teaching of languages based on textual genres. The research also relies on Xavier (2005) who addresses themes such as the concept of digital genres and the importance of their insertion in the educational context. This research is also based on Krajka (2000), Dudeney and Hockly (2008), Bingimlas (2009), and Sweeny (2010;) who support teaching mediated by digital technologies. The corpus consists of a transcribed interview carried out with a teacher of English. The findings indicate a positive attitude of the teacher regarding the incorporation of digital tools for writing instruction. Furthermore, this research demonstrates that the teacher's confidence when integrating digital tools in the classroom can be positively influenced by the following factors: level of digital literacy, technology training, and technical support from the school. The conclusion reached in this work is that digital tools are great resources for the development of writing practice in English and, if used properly, they can improve the students' writing capacities.

Keywords: digital tools; writing instruction; textual genres.

Resumo: O uso de ferramentas digitais na educação tornou-se uma alternativa indispensável para uma abordagem mais eficiente e motivadora do ensino de línguas estrangeiras (KRAJKA, 2000). No entanto, embora um grande número de estudos tenha sido relatado nesta área de pesquisa, pouco tem sido explorado sobre o uso de ferramentas digitais para o ensino de escrita em ILE. Este trabalho, portanto, tem como objetivo analisar a percepção de um professor sobre o uso de ferramentas digitais para o ensino de gêneros textuais e suas contribuições para o processo de ensino e aprendizagem da escrita em inglês como língua estrangeira. O referencial teórico deste trabalho é baseado na noção de gênero apresentada em Bakhtin (1997) e nas contribuições de Dolz e Schneuwly (2004) e Marcuschi (2005) sobre o ensino de línguas a partir de gêneros textuais. A pesquisa também conta com Xavier (2005) que aborda temas como o conceito de gêneros digitais e a importância de sua inserção no contexto educacional. Esta pesquisa também se baseia em Krajka (2000), Dudeney e Hockly (2008), Bingimlas (2009) e Sweeny (2010;) que apoiam o ensino mediado por tecnologias digitais. O corpus consiste em uma entrevista transcrita realizada com uma professora de inglês. Os resultados indicam uma atitude positiva da professora em relação à incorporação de ferramentas digitais para o ensino da escrita. Além disso, esta pesquisa demonstra que a confiança do professor ao integrar ferramentas digitais em sala de aula pode ser influenciada positivamente pelos seguintes fatores: nível de letramento digital, treinamento em tecnologia e suporte técnico da escola. A conclusão alcançada neste trabalho é que as ferramentas digitais são ótimos recursos para o desenvolvimento da prática da escrita em inglês e, se usadas adequadamente, podem melhorar as capacidades de escrita dos alunos.

Palavras-chave: ferramentas digitais; ensino de escrita; gêneros textuais.

LIST OF ABBREVIATIONS

EFL   English as a Foreign Language

ICT   Information and Communication Technology

IM   Instant Messaging

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INTRODUCTION

Recent advances in technology have made a tremendous impact on the way young people read, write, and communicate nowadays. As stated by Sweeny (2010, p. 121): "their writing uses the mediums of instant messaging (IM), text messaging (or texting), Twitter, and e-mail, as well as shared electronic documents and postings on blogs and social networking sites". This phenomenon has resulted, thus, in a significant increase of new textual genres, which provided new forms of communication and interaction between people. And, since the advent of the internet has led to new communication habits in terms of writing, the teaching of textual production mediated with digital tools constitutes an alternative to engage and motivate learners into writing activities in the English classroom.

Today students are increasingly connected to the virtual world and to different communication tools. In this sense, Xavier (2005) argues that many of these learners have great knowledge of a wide variety of new textual genres that are present in their daily lives. However, according to the author, they show lack of interest in writing activities at school and even difficulties in producing textual genres proposed by the teachers. This suggests that although the students have daily contact with writing through these emerging genres, they have a hard time dealing with writing at school. Based on this argument, it becomes necessary to reflect upon strategies and techniques to support the teaching of writing to this new generation of learners. According to Lint (2017, p. 4), "incorporating digital tools to support and improve writing skills is a growing area of research as teachers search for new and better ways to increase student engagement and improve student learning". A large number of resources, tools, and apps that promote interaction and collaboration among students and teachers are made available. However, Dutra, Santos, and Silva (2019, p. 282) emphasize:

> Even though the digital technologies inserted in the school context offer great diversity of resources for teachers and students and collaborate with the promotion of real learning situations closer to student reality, they require preparation on the part of the teacher so that he can meet this demand. This professional needs to be prepared to select tools, apps, sites, and other options, which are characterized as the most pertinent with the content that will be worked on in class.[1] (DUTRA, SANTOS, SILVA, 2009, p. 282)[2]

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[1] All quotations in Portuguese in this work have been translated by the author.

[2] Embora as tecnologias digitais inseridas no contexto escolar ofereçam grande diversidade de recursos para os professores e alunos e colaborem com a promoção de situações reais de aprendizagem mais próximas da realidade discente, elas exigem preparação por parte do professor para que ele possa atender a essa demanda. Esse

Therefore, teachers must be properly prepared to integrate the digital tools into their pedagogical practices since "little is gained by adding random on-line activities into the classroom" (KRAJKA, 2000, par. 15). In view of this, the assumption made in this work is that if the teacher of English has adequate knowledge of digital tools to teach writing and a clear pedagogical objective, the students may have significant improvements in the learning of writing. Thus, the current study was designed to address the following research questions:

1. What are the teachers' perceptions of the effectiveness of digital tools for the development of writing in EFL?
2. What are the main barriers teachers face when integrating technology and digital tools into writing tasks?

To this effect, the present work seeks to reflect on the relevance of the use of digital tools in the teaching of writing in English. The main objective of this research is to identify to what extent the use of digital tools is beneficial in the teaching and learning of writing in English. The secondary objective is to investigate the possible barriers EFL teachers might face when integrating digital tools to teach writing. The theoretical framework is based on the notion of genre presented in Bakhtin (1997) and on the contributions of Dolz and Schneuwly (2004) and Marcuschi (2005) on the teaching of languages based on textual genres. The research also relies on Xavier (2005) who addresses themes such as the concept of digital genres and the importance of their insertion in the educational context. This research is also based on Krajka (2000), Dudeney and Hockly (2008), Bingimlas (2009), and Sweeny (2010;) who support teaching mediated by digital technologies. The corpus consists of a transcribed interview carried out with a teacher of English. This work is divided into three sections. The first one provides a systematic literature review of the usage of textual genres for writing instruction. The second section discusses the scenario of incorporating technology and digital tools in English lessons into the Brazilian context. And the last one addresses the findings collected from the interview.

1. TEXTUAL GENRES

profissional precisa estar preparado para selecionar ferramentas, aplicativos, sites e outras opções, as quais se caracterizam como as mais condizentes com os conteúdos que serão trabalhados em sua disciplina.

Textual genres have been extensively studied in the field of Applied Linguistics, by scholars such as Bakhtin (1997), Dolz and Schneuwly (1999), Miller (1984, 2008), and Bazerman (2004) among others. Marcuschi (2005, p. 1) defines textual genres as a "historical phenomenon, deeply linked to cultural and social life"[3]. In other words, it could be said that textual genres are dynamic and modified over time, in this sense, they are shaped under the influence of the historical-social context. According to Bakhtin (1997, p. 279), "the wealth and diversity of speech genres are boundless because the various possibilities of human activity are inexhaustible"[4]. A classic example is the advance of technology, which has resulted in a series of new digital genres that meet the numerous communicative situations that emerged, such as chats, e-mails, blogs, and wikis.

Xavier (2005, p. 11) claims that "the new social and interpersonal relationship contexts are those that demand the creation of new textual genres"[5]. Likewise, Bakhtin (1997, p. 285) states that "the historic changes of language styles are inseparable from the changes that take place in discursive genres"[6]. In this sense, textual genres are in a process of permanent evolution and adaptation to the various realities and communicative situations. Marcuschi (2005, p.2) emphasizes that these new genres are not absolute innovations since they are derived from other existing genres. He further states that this fact was already noted by Bakhtin (1997, apud MARCUSCHI, 2005, p. 2), who talked about the "transmutation of genres and the assimilation of one genre by another, generating others"[7]. As an example, the genre letter has evolved into the genre e-mail due to its velocity and facilities. However, certain elements have been preserved, which includes the use of greetings, senders, and receivers. Therefore, it becomes clear that the emergence of new genres depends on various factors such as the communicative needs, the invention of new technologies, and the influence of social networks.

Bakhtin (1997) considers that people only communicate, write, and speak through the discursive genres. According to the author, these genres can be divided into two groups: primary and secondary. The primary ones are related to informal communicative situations, such as a personal letter or a daily dialogue. The secondary ones are found in more complex communicative situations such as a scientific thesis, a lecture, or a novel. Thus, individuals

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[3] "fenômenos históricos, profundamente vinculados à vida cultural e social"

[4] "A riqueza e a variedade dos gêneros do discurso são infinitas, pois a variedade virtual da atividade humana é inesgotável"

[5] "São os novos contextos sociais e de relacionamentos interpessoais que reclamam a criação de novos gêneros textuais"

[6] "As mudanças históricas dos estilos da língua são indissociáveis das mudanças que se efetuam nos gêneros do discurso"

[7] 'transmutação' dos gêneros e na assimilação de um gênero por outro gerando novos"

have the challenge of mastering the genres of the different socio discursive spheres in order to effectively express themselves in the various communicative situations.

1.1 Teaching writing through genres

Schneuwly and Dolz (1999, p. 6) state that "it is through the genres that the language practices are embodied in the learners' activities"[8]. In the same line, Bronckart (1999, p. 103 apud MARCUSCHI, 2005, p. 10) claims that the genres are a "fundamental mechanism of socialization and insertion in human communicative activities"[9]. Thus, when considering that communication is a phenomenon that occurs collectively, the school becomes an enabling environment for students to comprehend and produce the existing and emerging genres. In this sense, Schneuwly and Dolz (1999, p. 8) claim that the school itself is conceived as an "authentic place of communication"[10] and the school situations as "occasions of production and reception of texts"[11]. Hence, it is the school's role to propose to the students diversified activities that encourage their creativity and allow them to develop their writing capacities.

According to Marcuschi (2005, p. 15), the work with textual genres in the classroom is an "extraordinary opportunity of dealing with the language in its most authentic uses in everyday life"[12]. Based on this premise, it is necessary that language learners are able to recognize and produce the various written genres of daily use. Concerning the work with textual genres, Dolz and Schneuwly (2004, p.11) state that the "the introduction of every genre at school is the result of a didactic decision which aims at precise learning objectives"[13]. According to the authors, these objectives concern the mastery of the genre. In this sense, the students become able to know, comprehend, and produce it both on and off school grounds.

In addition, the authors also emphasize the need to put the students into real communicative contexts. Therefore, in the authors' perspective, the learning of genres must be significant for the students, promoted through communicative situations in which they are really involved and that make sense for them. This way, by making use of textual genres that are part of the students' daily life, teachers can contribute to the learners' mastery of the genre.

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[8] "é através dos gêneros que as práticas de linguagem materializam-se nas atividades dos aprendizes"
[9] "a apropriação dos gêneros é um mecanismo fundamental de socialização, de inserção prática nas atividades comunicativas humanas"
[10] "lugar autêntico de comunicação"
[11] "ocasiões de produção e recepção de textos"
[12] "extraordinária oportunidade de se lidar com a língua em seus mais diversos usos autênticos no dia-a-dia"
[13] "toda introdução de um gênero na escola é o resultado de uma decisão didática que visa a objetivos precisos de aprendizagem"

According to Marcuschi (2015, p. 10), "when we master a textual genre, we do not master a linguistic form, but rather a way to linguistically perform specific objectives in a particular social situation"[14]. In this perspective, it can be concluded that the genres act as a rich medium of learning about a language in a contextualized way since it allows learners to recognize the characteristics of a variety of communicative situations and thus be able to use them competently when required.

1.2 Digital genres

Digital genres are a new modality of textual genres. These genres emerged with the advent of the Internet and they have enabled the creation of new possibilities of practicing writing. Among them, it is possible to mention blogs, e-mails, chats, fanfictions, among others. Xavier (2005) claims that the students of the current generation write and communicate fluently through these emerging genres, but they find it difficult to produce the genres proposed by the school.

According to Santos and Campos (2016, p. 3), the main problem faced by teachers when teaching formal language at school is that the students use the language of hypertext for being "more fragmented, easy, and dynamic, in opposition to the use of standard language ruled by the normative grammar used in the classroom"[15]. According to these authors, in virtual spaces people use the language according to the communicative needs provided by this environment. And they differ significantly from the genres that are usually addressed at school. Xavier (2005) emphasizes that each genre demands a specific type of writing and therefore not every genre needs to be formal and requires standard language. Thus, he suggests that the school should take advantage of the students' knowledge of digital genres:

> "The school must take advantage of the communicative competence of adolescents who make good use of the digital genres available on the virtual network to transform them into good producers of textual genres valued in the classroom and in the real world.[16]" (XAVIER, 2005, p. 12)

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[14] "Quando dominamos um gênero textual, não dominamos uma forma lingüística e sim uma forma de realizar lingüisticamente objetivos específicos em situações sociais particulares"

[15] "mais fragmentada, fácil e dinâmica, opondo-se ao uso da linguagem padrão regida pela gramática normativa utilizada na sala de aula"

[16] "A escola deve aproveitar a competência comunicativa dos adolescentes que usam bem os gêneros digitais disponíveis na rede virtual para transformá-los em bons produtores de gêneros textuais valorizados na sala de aula e no mundo real"

According to the author, these emerging genres enable the students to be in contact with a great variety of texts and therefore they often acquire digital literacy even before the literacy acquired at school. Thus, he claims that the interaction with these genres at school can serve to make the students comprehend in which situations each kind of language can be better used. In this sense, Xavier (2005, p. 7) argues that the use of digital genres in the classroom should make the students aware of the "need to behave differently given the various genres and textual support and thus adapt writing to each of them"[17]. In view of that, it is necessary to reflect on the importance of having these new genres taught at school so that the students can differentiate the characteristics of both traditional and digital genres.

1.3 Writing in English: challenges and possibilities

Writing is one of the most important skills in English language acquisition. However, teaching and learning how to write in a foreign language is not an easy task both for EFL teachers and for their students. Despite its importance, learners usually face many difficulties when it comes to writing in English. Belkhir and Benyelles (2017, p. 3) provide an overview of the main sources related to EFL learners' writing difficulties: lack of motivation, lack of reading, and the impact of students' first language in the target language. According to the authors, motivation plays a key role in the writing of a foreign language. Harmer (2001, p. 98) conceives motivation as "a kind of internal drive which pushes someone to do things in order to achieve something". The author further provides a distinction between intrinsic and extrinsic motivation:

> "Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (HARMER, 2001, p. 98)".

According to the author, most researchers came to the conclusion that intrinsic motivation provides better results than the extrinsic one. In this sense, EFL learners need to be motivated to achieve their needs in the target language. Harmer (2001) also suggests that there are many external sources of motivation, such as the students' goal, the society the students live

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[17] "a necessidade de se comportar diferentemente diante dos vários gêneros e suportes textuais e assim adequar a escrita a cada um deles"

in, the people around the students, and the students' curiosity. However, he emphasizes that sustaining the students' motivation is one area where teachers can make a real difference in order to help the learners to accomplish their tasks.

Harmer (2001) suggests that the activities performed by the teacher can be a great source of motivation in the students' learning process. In the author's words: "Our students' motivation is far more likely to remain healthy if they are doing things they enjoy doing, and which they can see the point of. Our choice of what we ask them to do has an important role, therefore, in their continuing engagement with the learning process (HARMER, 2001)." In view of that, language teachers must develop activities that contribute to meaningful learning of the practice of writing. These activities can be used in combination with different resources, e.g. the new digital tools as a support in text production classes since they have become part of the students' lives.

Regarding other aspects that prevent the students from writing, Belkhir and Benyelles (2017) also mention anxiety as one of the main difficulties faced by EFL learners when writing in English: "anxiety is another issue among these learners as it engenders most of the time negative attitudes towards the writing into the target language" (BELKHIR & BENYELLES, 2017, p. 83). According to Arnold and Brown (1999, p. 2 apud HARMER, 2001, p. 58), "in the presence of overly negative feelings such as anxiety, fear, stress, anger or depression, our optimal learning potential may be compromised". In this sense, when the teacher of English gives sufficient attention to the students' affective aspects, better results can be achieved in the learning process of writing.

Apart from these difficulties, Belkhir and Benyelles (2017) mention that the lack of reading is another factor that has a huge impact on the process of writing in English. According to Raimes (1994, p. 42 apud BELKHIR & BENYELLES, 2017, p. 83), "the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language". Besides, this practice also contributes to the development of the students' critical sense since they acquire different types of knowledge when reading. In addition to these challenges, the authors also mention the influence of the first language on target language writing. This is because by using the grammatical structure of their mother tongue the learners will transfer its specificities to writing in English. However, considering that each language has different patterns, this practice can limit the production of satisfactory texts in the target language.

2. DIGITAL TOOLS IN THE ENGLISH CLASSROOM

According to the definition given by Aziz and Robin (2022, p. 1479), digital tools are "programs, websites, or online resources that enable tasks to be completed easier". In the last few decades, they have become a necessary ally in the teaching and learning of foreign languages. Ferreira (2010, apud QUEIROZ, 2010, p. 3) claims that most teachers began to have access to these new technologies in adulthood, so they are defined as "digital immigrants"[18]. Queiroz (2018, p. 4) also argues that this generation has not mastered the digital language, and therefore it is faced with the challenge of learning and applying new knowledge through technology. In contrast, students nowadays are referred to as "digital natives"[19] (PRENSKY, 2001) since they have grown up familiar with-technology. Nevertheless, Dudeney and Hockly (2008, p. 5) define teachers as "often far less skilled and knowledgeable than their own students when it comes to using current technology". In this context, the challenge for the teachers emerges: how to effectively integrate digital tools in the classroom.

When it comes to the integration of digital tools in the classroom, Bingimlas (2009, p. 237) classifies the barriers faced by teachers into two categories: intrinsic and extrinsic ones. The teacher's confidence, level of familiarity with technology, beliefs, and practices are considered intrinsic barriers. Extrinsic barriers concerning training, time, support from institutions, and lack of access to technological resources are the biggest issues. These barriers converge with Dudeney and Hockly´s idea (2008, p. 8) when they claim that "the context in which teachers are working with technology can vary widely, and the access that teachers have to computers can affect what they can do in terms of implementing technology in the classroom".

Regarding the Brazilian context, research conducted by the British Council in 2015 shows that 81% of English teachers say that the biggest difficulty faced in the classroom is the lack or the inadequacy of didactic materials, which includes shortage of technological materials (e.g. stereos, projectors, notebooks, internet access). And, since the teachers participating in the research recognize English as a discipline that requires more playful and interactive activities, technological resources are one of their main demands. In addition to this challenge, to incorporate the new technologies in language teaching, the research shows that the lack of ICT (Information and Communication Technology) training for teachers means that there is still

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[18] "imigrantes digitais"
[19] "nativos digitais"

much to be done to achieve the effective integration of technology in language teaching. According to the research ICT in Education (2016), in terms of initial training, less than half of the teachers that majored in language teaching (25%) said they had attended a specific discipline during undergraduate studies about how to use computers and the internet in activities with the students. Thus, although technology is widely used outside the school, applying it in the classroom remains a challenge for many teachers of English.

According to Dudeney and Hockly (2008, p. 175): "a large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities, or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom". As these components are perceived as essential to the effective integration of technology in the classes, Bingimlas (2009, p. 243) states that "ICT resources including software and hardware, effective professional development, sufficient time, and technical support need to be provided to teachers". Apart from that, in a globalized world in which technologies are renewed at every moment, Brito and Purificação (2008) suggest that teachers can train themselves to effectively integrate the digital tools into their pedagogical practices. According to the authors, the teachers can seek by themselves ways of learning how to use technological resources since the act of teaching requires continuous improvement and self-reflection:

> "The teacher, in the first place, is a human being, and as such, is the builder of himself and of his history. This construction occurs by the actions in an interactive process permeated by the conditions and circumstances that surround it"[20]. (BRITO; PURIFICAÇÃO, 2008, p. 21).

Taking that into account, language teachers are expected to update their knowledge to keep up with the changes in the world and apply innovative methodologies. This ongoing education can be accomplished through various activities such as seminars, open courses, and specializations. Likewise, Krajka (2000) also raises some important considerations on the role of the teacher when integrating technology into the classroom:

> "It is essential that he/she should be extremely well prepared for the lesson, with every detail planned carefully in advance, including such things as: what is the content of the sites that students are going to view, how long it takes for them to load, whether the language is appropriate and how much support students need" (KRAJKA, 2000, par. 19)

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[20] "O professor, em primeiro lugar, é um ser humano e, como tal, é o construtor de si mesmo e de sua história. Essa construção ocorre pelas ações em um processo interativo permeado pelas condições e circunstâncias que o cercam"

In the author's view, the expertise of the teacher and active role in the process of learning of the students are the most important elements for the success of a lesson mediated with digital tools. The final point that should also be taken into consideration is the way schools deal with the implementation of the new technologies into education. Xavier (2006, p. 5) argues: "schools, that are unaware or distrust the functioning and advantages of the new technologies, have refused to use them in their daily activities"[21]. Thus, considering the changes brought by technological advances, it is necessary to ensure that schools in partnership with the teachers effectively employ the new technologies as a support tool for the improvement of students' learning outcomes.

2.1 WRITING INSTRUCTION THROUGH DIGITAL TOOLS

A collaborative study by the National Writing Project and the Pew Research Center (2013, p.2) found that most teachers see the internet and digital technologies "facilitating teens' personal expression and creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats". Moreover, the majority of respondents claimed that the use of these tools "encourage greater collaboration among students". This survey was conducted with 2,462 middle and high school teachers who were asked about the use of digital tools such as websites, wikis, or blogs in their classroom practices. These results reveal therefore that the incorporation of digital tools in the classroom ensures a greater engagement in the students' writing process.

In the same line, Sweeny (2010, p. 125) suggests that one of the main advantages of integrating digital tools into writing activities is the "user participation in the form of writing feedback, suggestions, and ideas generated by other writers". The author explains that when students post their writing on online platforms, the audience transforms from one person (usually the teacher) to a larger group of people. Thus, the writing process has a real purpose, and the students feel more motivated in their learning process. However, in spite of this benefit, Lint (2017, p. 4) states that as students are increasingly connected and distracted by technology, "educators seek verification on how digital tools can and should be used in writing activities". Besides, Sweeny (2010, p. 127) suggests that "when considering using technology for writing tasks, teachers should experiment to determine which vehicles are most effective for their

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[21] "As escolas, que desconhecem ou desconfiam do funcionamento e das vantagens das novas tecnologias, têm se recusado a usá-las em suas atividades cotidianas".

students and for specific writing tasks". In this sense, the integration of digital tools into writing activities needs to be based on a clear pedagogical proposal, which requires that the teachers are properly prepared to implement these tools into their practice.

The survey carried out by National Writing Project and the Pew Research Center (2013, p. 8) claimed that a large section of the interviewed teachers had received "extensive training in how to effectively teach writing in today's digital environment". Therefore, it is up to the teachers to be evolving constantly, as well as having reflective practices regarding their writing instruction. Finally, what can be concluded from this survey is that by developing contextualized and meaningful writing activities for learners and employing the variety of digital tools carefully, more effective and collaborative learning can be promoted in the classroom.

3. METHODOLOGY

The primary method of data collection was an interview carried out with a teacher of English. The work involved a qualitative exploratory case study in order to obtain detailed information from the participant. The objective of this study was to identify the main contributions and barriers of the use of digital tools for writing instruction with textual genres. The research subject is a female EFL instructor from the *Escola de Aplicação* at the *Universidade Federal de Pernambuco* (Cap - UFPE). She is in her fifties, and she has 26 years of teaching experience. The instructor holds a master's degree in Mathematics and Education Technology at *Universidade Federal de Pernambuco*. For ethical reasons, the name of the teacher is not disclosed. She is referred to under the pseudonym Celine. An interview covering fifteen questions (see Appendix 1) was conducted in Ms. Celine's office at the Escola de Aplicação. The interview addresses her perceptions of the effectiveness of digital tools for the development of writing capacities in English. It also aimed to find out the main challenges she faces when integrating technology and digital tools into writing activities. A cell phone application called Voice Recorder was used to record the interview, which lasted 20 minutes. Following that, the interview was transcribed based on the transcription norma developed by the Projeto da Norma Urbana Linguística Culta (NURC).

4. RESULTS AND DISCUSSION

In this section, the results obtained from the interview are presented. The analysis has focused on the following themes: (1) teaching of writing through textual genres, (2) integration of digital tools into classroom practice, (3) digital tools used for the development of students' writing capacities, (4) contributions of digital tools for the teaching and learning of writing, and (5) main challenges of the implementation of digital tools in the teaching and learning of writing.

4.1 The teacher's perception on the teaching of writing through textual genres

The findings indicate that the teacher sees the teaching of textual genres as indispensable for writing instruction. In her own words: "*I think language production happens through texts, it can be either oral texts and written texts*". She emphasized that written textual genres are part of people's daily lives, and that is the reason why she considers it important to teach writing through these genres. This position is in line with Schneuwly and Dolz's (2004) and Marcuschi's (2005, 2008;) conceptions of the teaching of textual genres. The interviewee claims that she works with all types of texts, whether written, oral, or what she denominated as 'multimediatic'[22].

When asked about her strategies when teaching textual genres for writing instruction, the teacher claimed that she always makes use of the communicative approach. Besides, she said that she takes into consideration that each activity needs to make sense for the students. Thus, when the teacher introduces a new textual genre, she asks questions connected to the student's daily lives in order to increase their interest. The teacher reported two examples of how she approaches a new genre, one of them being mediated by digital tools. According to the informant, when she decides to use a digital tool to mediate a writing activity in the classroom, she uses it from the beginning to the end of the class.

The approach of the textual genre fanfiction is one of the examples mentioned by the teacher. Considering that fanfictions are fictional stories created by fans who are inspired by productions that already exist such as movies, series, and books, this genre gained popularity with the advent of the internet and it is published online. The genre chosen to be addressed was manga. The teacher reported the steps for the production of this genre in the classroom. At first, the interviewee stated that she used the online tool Word search on the computer so then the students could find expressions related to Japanese culture. After that, she said that they were

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[22] The term she used refers to multimodal texts.

requested to talk about the meaning of these expressions and their basic differences. She explained that when they finished the discussion, they were asked to read a manga chapter and discuss it. After the discussion, the interviewee asked the students to create a fanfiction by writing a continuation of the story presented in the class. The teacher stated that all these activities can be conducted in a digital way, by using technology and digital tools such as websites. In addition, there is also the possibility of having these works published on online platforms. The other example provided by the teacher is the approach of the textual genre fairy tale. The interviewee said that when she deals with this genre, she usually tells the students a story and asks them to complete it by modifying the ending. After that, they have to perform what they wrote. According to the teacher, this strategy generates an intrinsic motivation in the students since they have a purpose for their writing.

Finally, although Celine reported examples of the use of textual genres in meaningful contexts of interaction with the target language, she was not able to explain the methods that she uses to teach them. In addition, she only provides two examples of activities carried out with textual genres (fanfiction and fairy tales). And only the genre fanfiction was mediated by digital tools. On this basis, the main conclusion that can be drawn from this report is that the teacher does not teach textual genres through digital tools systematically.

4.2 The teacher's beliefs on the integration of digital tools into classroom practice

This section addresses the following issues: (1) Teacher's confidence, level of familiarity with technology and training; (2) support from the institution and access to technological resources.

- Teacher's confidence, level of familiarity with technology and training

The theoretical framework of this study shows that teachers who have digital competence can plan technology-related activities more efficiently. In this sense, it is necessary to analyze the teacher's perceptions regarding her digital literacy. Despite being born in a generation that was not used to the many technological developments, the interviewed teacher demonstrated a differentiated level of familiarity with technology and digital tools. She explains:

> *"É... o meu nível de familiaridade ele tem crescido né era 0 e ele precisou... 0 não né que faz tempo que a gente tem acesso à tecnologias digitais e tal mas desde a pandemia pra cá a gente começou a precisar usar mais e a partir de então coincidiu que eu estava fazendo mestrado nessa área de educação tecnológica então precisei estudar profundamente alguns modelos metodológicos que inseriam muito a questão da tecnologia também então hoje eu sinto que eu tenho uma facilidade não sou a melhor do mundo não mas eu tenho uma facilidade maior e uma familiaridade grande em relação à essas... tools essas ferramentas."*
>
> "Yeah… my familiarity level has been growing right, it was 0 and it needed... 0 no it has been a long time since we have had access to digital technologies and such but since the pandemic we started to need to use it more and from then on it happened that I was doing a master's degree in this area of technological education so I had to study in depth some methodological models that included a lot the issue of technology too. So, today I feel that I have a facility. I am not the best in the world but I have a better facility and a great familiarity with these… tools."
> Celine.

According to the interviewee, while she was attending the master's course in technological education, she researched new ways of integrating technology in the classroom. However, she said that in the course there were no classes on the use of technology for educational purposes. For this reason, she had to study this subject on her own by attending courses on the internet. This experience is reported in the following excerpt:

> *"Não eu tive que ir por conta própria porque como eu falei essa minha evolução nisso calhou de ser junto com o mestrado e no mestrado a gente não tem aulas disso a gente precisa pesquisar sobre isso né eu fiz vários cursos na Cambridge University online the online version é... fiz alguns cursos também que apareceram na na na... internet na época mas hoje em dia eu tive que fazer isso porque eu é que dou esse treinamento pra alguns professores então eu precisei sozinha de ir atrás dessas novas formas ou formas mais interessantes de trazer pras aulas de inglês."*
>
> "I had to go on my own because as I said my evolution on that happened to be along with the master's degree and in the master's degree we don't have classes on that we need to research about it right I took several courses at Cambridge University online the online version yeah… I also took some courses that appeared on the… internet at the time but nowadays I had to do that because I am the one who gives this training to some teachers so I needed to go alone after these new ways or more interesting ways to bring for English classes."
> Celine.

This lack of training opportunities in the use of computerized teaching tools for teachers is shown in the research ICT in Education (2016). Despite the generational challenge and the lack of training, she had to master the use of the new technologies in the classroom by herself. She acquired good knowledge on technological tools and nowadays she gives teacher training on technology to other teachers. According to Dudeney and Hockly (2008) and Bingimlas (2009), the lack of teacher confidence and the resistance to change attitudes are perceived as

the most significant barriers to the implementation of technology in the classroom. In this sense, the interviewee shows great confidence and a good mastery of the digital tools, being, therefore, able to effectively implement these technologies into her classroom practices. Finally, among the elements mentioned by Bingimlas (2009, p. 243), the teacher demonstrates being open-minded towards new ways of teaching that she acquired and she takes advantage of the resources available at the school where she teaches.

- Support from the institution and access to technological resources

According to Lewis (2003 apud BINGIMLAS, 2009, p. 241), "without both good technical support in the classroom and whole-school resources, teachers cannot be expected to overcome the barriers preventing them from using ICT". In this perspective, the school plays an essential role in the implementation of technology into teachers' classes. Regarding this issue, the informant is positive about the institution's technical support. She claims that she has good access to the internet, relying on what she defined as a "*relatively stable network*". She emphasizes that the network has adequate speed and that the materials provided by the school are good. Moreover, she said there is a lab developed for this purpose with all the equipment necessary for her classes. Since the informant teaches at the *Escola de Aplicação*[23], she reinforced that this is a "*model school*", so Brazilian schools usually do not have this same structure. Bingimlas (2009, p. 243) states that teachers should take advantage when having access to ICT resources. In this particular case, the presence of these resources increased the teacher's possibility of better integration of technologies in the English classroom.

4.3 The digital tools the teacher uses for the development of students' writing capacities

When asked about her usage of digital tools for the development of students' writing capacities, the teacher talked about three specific tools: Padlet, Jamboard, and Whatsapp. However, the informant did not provide details about the steps she followed for the application of these tools in the classroom or even the goal of these activities. This suggests that the teacher's use of these tools in the classroom is not based on a clear pedagogical purpose and that the selection of these technologies for writing instruction might be random. According to Krajka (2000), the teachers should carefully consider their goals when implementing online

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[23] The Colégio de Aplicação is an institution that offers primary and secondary education. These institutions are usually attached to universities and aim at implementing innovative methodologies and techniques.

activities in the classroom. In this sense, the author conceives the clarification of goals as an important first step toward the successful use of technologies in class.

4.3.1 Padlet

Padlet is a collaborative online platform that allows students to create a virtual bulletin board. In this tool, students can insert any content together with other people, e.g. texts, images, and videos. To make use of this application, students have to register on a website. The teacher said she has used Padlet for a long time and emphasized her passion for this platform since students need to write to participate. She mentioned that the discussion and negotiation are the writing itself and that students can correct the text produced by each other. Besides, she commented that on this platform students are also allowed to add new information on the other students' boards. This practice is in line with Sweeny's (2010) work, which highlights the importance of feedback in writing activities. Moreover, Krajka (2000) points out the importance of publishing students' work since it "gives the chance to reward students, to make them read others' pieces attentively, and is an interesting and cheap way to promote students' writing (KRAJKA, 2000, par. 59)".

4.3.2 Jamboard

Google Jamboard is also a digital whiteboard that can be edited collaboratively with other students. The teacher emphasized its use in many activities in the classroom as well as for homework. In the teacher's practice, each student would have to get a page, write according to the topic given, and do some research. Among the three tools mentioned, she considered it the most useful one. She also emphasized its main advantage. Due to the widespread use of the Google platform, every student would have quick access to it, while in Jamboard, for example, the students would need to register. Although the teacher mentions one example of activity she carries out with this tool, she does not specify what she properly does in terms of teaching writing by using Jamboard.

4.3.3 Whatsapp

Whatsapp is a free application of instant messaging (IM) that enables communication between people through written messages, audio, and videos. This tool has gained wide popularity in the Brazilian context. The interviewed teacher claims that she makes use of it on a regular basis since it is a fast and easy-to-use app. When using this tool in the classroom, she usually asks the students to send messages about a specific topic that is being worked on in class. The teacher's use of this tool is in agreement with what Xavier's (2005) states on the need to transform what is familiar to students, e.g. technology into the production of written texts. In this particular case, the teacher does not explain how she uses this tool to mediate the teaching of textual genres. However, the use that she makes of this tool facilitates language practice and writing in English as well as the use of linguistic resources.

4.4 The contributions of the use of digital tools for the teaching and learning of writing

When asked about the contributions brought by the use of digital tools for the development of students' writing capacities, the informant stated the following:

"Eu acho que tem muitas muitas contribuições porque a gente se adequa ao que os alunos hoje tem uma facilidade maior né a tecnologia pela tecnologia ela não ajuda ninguém a fazer nada ela é só um… caminho que você vai seguir né a partir daí o professor na minha perspectiva o professor vai precisar se orientar de uma forma que ele consiga… dividir com os alunos aquilo que ele quer ou desenvolver melhor dizendo desenvolver com os alunos aquilo que ele quer desenvolver a tecnologia quer seja um lápis que é uma tecnologia quer seja um computador mais avançado ele só vai lhe ajudar a chegar onde você quer né mas voltando para as contribuições eu acho que as contribuições são muitas porque eu acho que a gente começa a falar a linguagem deles né quando você entra no digital me parece que esse mundo digital foi dominado por esses meninos e essas meninas né e quando você entra no mundo deles parece que pra eles fica mais fácil é mais prazeroso"

"I think there are many many contributions because we adapt to what students nowadays have a greater ease right technology for technology's sake does not help anyone to do anything, it's just a... path you will follow from there from my perspective the teacher will need to orient himself in a way that he can… share with the students what he wants or develop — better saying — develop with the students what he wants to develop technology whether it is a pencil which is a technology or a more advanced computer it will only help you get where you want to go but going back to the contributions I think the contributions are many because I think we start to speak their language right when you enter the digital world it seems to me that this digital world is dominated by these boys and girls you know and when you enter their world it seems that for them it becomes easier and more pleasurable."

Celine.

In brief, the interviewed teacher believes that the use of technological tools for the development of writing capacities can bring many contributions since today's students are highly familiar with such tools. However, in her conception, the tools themselves are just an

instrument to assist the process of teaching and learning writing. Thus, she emphasizes that the use made by the teacher is the determining factor in this process. Her thoughts converge with Krajka's (2000, par. 62) regarding writing instruction using the internet: "Web should not be used all the time, or the Web materials only, but rather a teacher should enrich lessons with the Net component when it is really profitable for students and could help them in their learning". Besides that, the interviewee points out that the teacher's connection with the students' digital world makes writing lessons more exciting and pleasurable. In spite of this, the teacher does not explain how she effectively uses digital tools to teach writing. Instead, she uses these instruments without focusing on their use for the teaching and learning of specific genres. In addition, she does not make it clear what would be the real benefits of the use of these tools for the students' improvement of writing in English.

4.5 The main challenges of the implementation of digital tools in the teaching and learning of writing

According to the informant, the biggest challenge when implementing digital tools for teaching and learning of writing is the policy of Brazilian schools since in this environment the materials, textbooks, and technologies to be used in the classroom are usually pre established by the school. And therefore, teachers would have to adapt to the model defined by the school. She further suggests that these resources proposed by the school are not always necessarily helpful for the teacher. Another challenge mentioned by the interviewee is that not all students like to write, claiming that it is because they do not know how to do it. The teacher argues that the cause of this issue is that the students are not patient enough both to read and write longer texts. Regarding this, she emphasizes the importance of stimulating meaningful reading practices in the English classroom. What stands out is that it seems that there is no systematic teaching of writing.

According to the interviewee, reading and writing are connected. So, for her, when the teacher does not stimulate reading, the students are not able to produce texts critically. She states that students can be encouraged to read in many different ways, being stimulated not only to read a "*book of literature*", but also a cartoon, a manga, an image, etc. From this strategy, she claims that it is possible to help the students to overcome their difficulties regarding writing in English. What can be concluded is that the teacher expects the students to learn writing mainly through reading, not that writing should be taught systematically.

CONCLUSION

The main findings of this study can be summarized under three headings: (1) the teacher's attitude towards integrating digital tools for writing instruction; (2) the main barriers faced by the teacher when implementing digital tools into writing instruction and (3) the teacher's perspective on the use of digital tools for the development of students' writing capacities. What can be concluded from the analysis of this study is that the teacher showed positive attitudes towards the integration of digital tools for the teaching and learning of writing in English. She appreciated the diversity of online resources available for the development of students' writing capacities. In addition, the tools used by the teacher facilitated collaboration, interaction, and creativity among students. She claimed that when integrating digital tools for writing instruction the students engage more and have a better understanding of the subject taught in class.

Apart from that, it is necessary to take into consideration that even though she has had a long teaching career, she never received any training course on technology in the institutions in which she studied. She had therefore to master digital literacy on her own, which is usually not accessible for most teachers. Despite this challenge, nowadays she considers herself as having a high level of digital literacy. What can be concluded from this is that since today's students are immersed in technology both at school and at home, teachers of foreign languages are expected to have good knowledge about the use of digital technologies in the classroom. As a result, the writing activities can become more significant and provide better results for the learners. In this sense, technology training should be integrated into Brazilian undergraduate programs to prepare future teachers of English to deal with this new context of education.

The main barriers mentioned by the teacher when implementing digital tools into writing instruction were listed as follows: the policies of Brazilian schools and the students' writing difficulties. According to the teacher, the use of technology remains a challenge for many teachers due to the inflexibility of the institutions. Therefore, as students nowadays learn differently than they did in the past, schools must follow the changes and demands of these learners by implementing what is familiar to them in the classroom. Hence, what can be concluded is that the use of digital tools for writing practice in English can generate significant benefits for the students such as 'the increase of motivation through pleasant activities' and opportunities for learning how to write different genres. In addition, to overcome the students' challenges related to writing, the interviewee claims that it is necessary to promote reading and writing activities connected with their realities. When students are provided with opportunities

to experience writing activities that have a communicative purpose and are mediated with tools that are present in their daily lives, the teacher claims that it is easier for them to learn and develop their writing capacities.

The findings of this study indicate that, if associated with adequate planning, the use of digital tools in the classroom can generate many benefits for the teaching and learning of writing in English. However, since the current study was focused on a single participant, her views are not necessarily representative of EFL teachers in general. Hence, there is a need for a more in-depth investigation regarding the use of digital tools for writing instruction in EFL. Such investigation should be carried out through classroom observations concomitantly with the interview.

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APPENDIX 1 - GUIDELINE FOR THE INTERVIEW

1. What is your level of education?
2. How long have you been teaching English?
3. Do you teach in a public or private institution?
4. Do you teach writing in English?
5. In your opinion, what is the relevance of using textual genres for the teaching of writing?
6. What textual genres do you usually work with your students?
7. What strategies do you adopt when teaching textual genres for writing instruction?
8. What's your level of familiarity with technology and digital tools?
9. Do you use any digital tools to develop the students' writing capacities?
10. If so, which ones?

11. Have you had adequate training to use digital tools and technology in the English classroom? (e.g. teacher preparation, professional development programs, training seminars, etc.)

12. Do you have any support from the institution where you teach? Which kind of support? (e.g. access to internet, good equipment)

13. In your opinion, what are the most useful tools for the teaching and learning of writing?

14. What contributions can digital tools bring to the development of writing capacities in English?

15. What are the main challenges of using digital tools in the teaching and learning of writing?

APPENDIX 2 -TRANSCRIPTION NORMS

OCORRÊNCIAS	SINAIS	EXEMPLOS[24]*
1. Pausas (micro e média)	… (xs) (pausas acima de 2 segundos)	espinhos…pretos…escuros bom (3s) outra coisa
2. Ênfase	MAIÚSCULAS	tubarões brancos IMENSOS
3. Alongamento de vogal	: (pequeno) :: (médio) ::: (grande)	barriga che:ia falando de ca::rne ele sai planan:::do
4. Silabação	-	desaparece o pêlo com-ple-ta-men-te
5. Interrogação	?	não é que aquilo é gostoso?

[24]* Exemplos retirados do inq. NURC/RE n° 150 DID

6. Segmentos incompreensíveis ou ininteligíveis	( )	parece que o nome era ( ) sei lá um nomezinho assim
7. Truncamento de palavras ou desvio sintático	/	agora porco deve ser la/ dar banho no porco
8. Comentário de transcritor	(( ))	bata ((ri)) com dois dedos ((rindo)) fiz um pirão e comi
9. Citações	" "	eu digo "junte o sangue e vá baten:do com vinagre… batendo até ficar espumoso"
10. Superposição, simultaneidade de vozes	[	**Inf.** - que mais meu Deus [do céu? **Doc.** - [outras aves

OBSERVAÇÕES:

1. Nomes de obras e nomes estrangeiros aparecem em itálico;
2. As maiúsculas são utilizadas também em siglas (DDT, etc.) e em iniciais de nomes próprios (Brasil, Monteiro Lobato, etc.)
3. Conforme regra estabelecida pelo Projeto NURC, nenhum inquérito deve ser identificado. Por essa razão, todos os nomes próprios (de pessoa) que aparecem nos inquéritos, que possam revelar a identidade dos informantes, são substituídos por suas iniciais ("tem um ganso ali perto da casa de E. que é o CÃO");
4. Os números aparecem por extenso ("tinha uns três ou quatro");
5. Sinais de pausa típicos da escrita (vírgula, ponto-e-vírgula, dois pontos e ponto final), bem como o ponto de exclamação, não são utilizados na transcrição.

APPENDIX 3 - TRANSCRIPTION OF RECORDED AUDIO

1. **What is your level of education?**

   Eu tenho graduação em letras… tenho minha graduação em licenciatura em português e inglês… tenho especializações em metodologias ativas na universidade de Londres… na *Goldsmith University* que é uma universidade de Londres tenho uma outra especialização no *Wealden Institute of Psychology* que é na área de psicologia também na Inglaterra e tenho uma outra especialização na área de terapia familiar aqui na Universidade Federal e tenho também um mestrado em Educação Tecnológica aqui no EDUMATEC.

2. **How long have you been teaching English?**

   Vinte e seis anos.

3. **Do you teach in a public or private institution?**

In a public institution mas durante a minha vida trabalhei muitos anos em escolas… de línguas né e escolas normais escolas privadas também.

4. **Do you teach writing in English?**

Sim eu ensino essa habilidade de escrita também.

5. **In your opinion, what is the relevance of using textual genres for the teaching of writing?**

Eu acho imprescindível a gente tem que é muito importante eu acho que a gente produz a língua através de textos podem ser textos orais textos escritos então através desses textos que a gente produz através do discurso através da escrita que a gente trabalha a língua eu acho que o gênero textual escrito também faz parte da nossa vida diária e eu acho que é importante sim.

6. **What textual genres do you usually work with your students?**

Eu normalmente trabalho como acabei de falar todos os tipos de texto tanto os orais quanto os escritos e os multimidiáticos também né então as imagens elas são muito importantes pra mim porque eu acho que muitas vezes através do desenho através da imagem você consegue… se comunicar de uma forma até melhor do que um texto inteiro ele é muito mais econômico o visual né a habilidade visual pode dar muitas dicas né do que você quer comunicar e às vezes no texto você precisa dialogar muito pra dar todo aquele detalhamento.

7. **What strategies do you adopt when teaching textual genres for writing instruction?**

As estratégias que eu uso pra ensinar escrita são variadas né mas eu peço por exemplo pra os meu alunos fazerem *Running dictation* né por exemplo eu também acredito que as habilidades a gente não separa você fala de *textual genres* mas os gêneros textuais eles vêm junto com os generos outros eles são todos são todos juntos na minha perspectiva né por exemplo quando eu faço um *running dictation* que é um ditado onde eu deixo um pedaço do texto fora da sala ou em algum outro lugar e um outro aluno vai ficar com a outra parte do texto né hoje mesmo eu fiz isso e eles tinham que preencher algumas lacunas então existe a necessidade do aluno que está lendo o leitor ler e conseguir memorizar ou aprender algumas daquelas estruturas trazer de volta pra quem vai escrever e o escritor vai ter que ouvir né usar uma outra habilidade o *listening* pra ouvir aquilo ali e escrever do jeito que ele entendeu se tiver alguma dúvida de como se escreve ou se tá correto ou não aí eles vão fazendo uma discussão uma negociação a respeito do texto que foi lido e que precisa ser escrito essa é uma das estratégias outra estratégia é trazer uma história e eles precisarem finalizar essa história modificando o final ou atualizando o final outro dia eles leram a Bela Adormecida e foi uma discussão muito grande muito rica em relação ao final da história porque eles não acharam adequado o príncipe simplesmente chegar e beija-la sem pedir permissão que ela tava dormindo né foi uma discussão aí eles pode não pode mas ela tava dormindo não podia dizer que sim enfim então pra finalizar isso vamos adequar essa história escrevendo o final então tem um objetivo pra aquela escrita né então vamos atualizar se essa história fosse hoje como é que esse príncipe faria aí ah tem que trazer um samu pra acorda-la pra depois perguntar se ela queria e tal e tal e cada um teve uma interpetação diferente e eles tiveram que escrever e depois encenar aquela aquela… pecinha então teve um objetivo principal que era modificar e tinha um impulso deles uma motivação intrínseca de realmente tentar modificar aquela realidade tentar atualizar

então teve um objetivo pra aquela escrita quando eu faço essas atividades eu sempre tenho na… minha cabeça… como é que eu posso fazer aquilo da forma mais comunicativa possível ou seja se você me pergunta qual é a metodologia que eu uso eu vou pensar na metodologia comunicativa levando em consideração que aquela atividade precisa ser feita de uma forma que faça sentido pra o aluno né então sempre que eu pego uma atividade eu tento colocar na vida deles pra que eles sintam que aquilo ali tem um sentido né por exemplo se eu vou… introduzir um texto né eu vou fazer perguntas sobre aquele texto Little Red Riding Hood antes de perguntar qualquer coisa eu pergunto… who is your grandmother what is her name então a gente traz pra o aluno essa possibilidade de vida real né porque as vezes o red riding é um fairy tale né mas tá distante da vida deles quando você pergunta qual o nome da avó você gosta de maçã se ele gosta de cozinhar aí você vai trazendo pra o mundo deles e eles vão sentindo uma necessidade real de se expressar na língua e aí quando você introduz uma história né que seja um authentic material ou então alguma coisa da literatura eles já fazem essa conexão já com essas palavras já sabem que tem uma vó ou não tem uma avó essa ponte deve ser feita então é isso que eu tenho em mente quando eu trabalho com qualquer conteúdo qualquer material quando eu resolvo usar material tecnológico eu uso do começo até o fim agora pode ser que eu precise por exemplo se eu tô dando uma aula presencial hoje mesmo eu fiz isso agora foi um mangá né então eu fiz uma word search com eles pra eles trazerem pra mim a palavra anime mangá comic fiction fanzine fanfiction porque eles iam fazer isso tudo depois que fizeram isso tudo aí eu trouxe um joguinho que é um wordsearch no computador né e depois que eles acharam as palavras a gente conversou um pouco sobre o que era isso né quais eram as diferenças básicas e eles leram o mangá né um capítulo do mangá conversamos um pouco sobre isso essa é outra tecnologia que não é digital mas poderia ser né poderia trazer um filme e tal e tem né vários que pode fazer e depois eles fizeram um fanzine pegaram um papelzinho dobraram e deram uma continuação né daquela história fizeram um fanfiction né que a gente chama de fanfiction foi assim que ocorreu a aula então pode ser a aula inteira todas as atividades feitas através do computador isso tudo que eu acabei de falar pode ser tudo feito de forma digital e usando a tecnologia né ou se você considera e eu considero o mangá uma tecnologia né ele foi usado também o que eu fiz pra introduzir esse gênero foi esse wordsearch porque eu sei que eles sabem o que é anime mangá mas eu queria falar para todos porque pode ser um não tenha visto o que é esse gênero né e aí a gente trouxe no word search tinha Japan Japanese Culture aí puxei deles o que é que vocês sabem sobre Japanese culture o que é que tem no anime ou no mangá que você identifica né a cultura japonesa que é uma coisa que vem de lá que aconteceu lá o tipo de roupa os desenhos bem altos e eles são mais baixos da estatura física então foram pontuando o que a gente consegue ver num mangá num anime e que é muito japonês é muita da cultura japonesa como eles se expressam e tal

8. What's your level of familiarity with technology and digital tools?

É o meu nível de familiaridade ele tem crescido né era 0 e ele precisou… 0 não né que faz tempo que a gente tem acesso à tecnologias digitais e tal mas desde a pandemia pra cá a gente começou a precisar usar mais e a partir de então coincidiu que eu estava fazendo mestrado nessa área de educação tecnológica então precisei estudar profundamente alguns modelos metodológicos que inseriam muito a questão da tecnologia também então hoje eu sinto que eu tenho uma facilidade não sou a melhor do mundo não mas eu tenho uma facilidade maior e uma familiaridade grande em relação à essas… *tools* essas ferramentas.

9. Do you use any digital tools to develop the students' writing capacities?

Sim eu uso sim eu uso por exemplo… o *Whatsapp* eu uso com uma certa frequência que é rápido né então muitas vezes eu peço pra eles mandarem mensagens escrevendo alguma coisa sobre algum tópico que a gente tá trabalhando tem uma outra que eu uso tanto mas faz tempo que eu não uso aí eu esqueci o nome dela é uma ferramenta colaborativa inclusive… é o… eu te digo já quando eu lembrar mas é uma ferramenta colaborativa onde eles têm quadros né e a partir de discussões eles vão escrevendo então precisa eles precisam escrever nessa plataforma é o… *Padlet* que eu usei uma época muito aí faz tempo que eu não uso por isso que eu esqueci o nome mas assim é uma ferramenta que eu adoro porque eles precisam escrever a discussão e a negociação inclusive é a escrita né e eles vão ter que a partir dali corrigir o que o outro fez e tal… e… adicionar mais informação no quadrinho deles né aquele modelo de *boards* né os quadrinhos tem o padlet que eu usava muito tem o… *whatsapp* que eu uso o *whatsapp* é o que eu tenho usado mais ultimamente tem o *Jamboard* que eu uso muito também eu uso na sala inclusive às vezes pra homework assim o *Jamboard* eles precisam cada um pegar uma página escrever alguma coisa dependendo do tópico né fazer uma pesquisa escrever ali… mas o que vem à minha cabeça é isso.

10. If so, which ones?

It was already answered in the previous question.

11. Have you had adequate training to use digital tools and technology in the English classroom? (e.g. teacher preparation, professional development programs, training seminars, etc.)

Não eu tive que ir por conta própria porque como eu falei essa minha evolução nisso calhou de ser junto com o mestrado e no mestrado a gente não tem aulas disso a gente precisa pesquisar sobre isso né eu fiz vários cursos na *Cambridge University online the online version* é… fiz alguns cursos também que apareceram na na na… internet na época mas hoje em dia eu tive que fazer isso porque eu é que dou esse treinamento pra alguns professores então eu precisei sozinha de ir atrás dessas novas formas ou formas mais interessantes de trazer pras aulas de inglês.

12. Do you have any support from the institution where you teach? Which kind of support? (e.g access to internet, good equipment)

Eu tenho tudo isso eu tenho… *access to internet* a gente tem uma rede relativamente estável muitas vezes ela não está mas ela normalmente está estável tem uma velocidade adequada os materiais também que são disponibilizados aqui na escola são bons né eu nunca fico na mão embora eu traga o meu particular mas hoje por acaso eu tô usando o da universidade né e a gente tem todas as conexões assim que a gente precisou né antes da pandemia já a gente já tinha a sala de laboratório de inglês tem um laboratório montado pra isso com todo o equipamento que a gente precisa pra nossa aula lembrando que o colégio de aplicação é uma escola modelo nem toda escola é assim né mas… essa é.

13. In your opinion, what are the most useful tools for the teaching and learning of writing?

the most useful eu acho que o *jamboard* porque nós todos temos… um acesso muito… rápido e eu acho que foi muito difundido o Google a plataforma Google então o que tem no Google fica mais fácil né porque todos têm acesso e por isso que eu falo no *Jamboard* que é uma das que eu uso muito porque todo mundo tem acesso porque as vezes o Padlet ah tem que baixar tem que isso tem que aquilo mas o Google todo mundo tem… facilita.

14. What contributions can digital tools bring to the development of writing capacities in English?

Eu acho que tem muitas muitas contribuições porque a gente se adequa ao que os alunos hoje tem uma facilidade maior né a tecnologia pela tecnologia ela não ajuda ninguém a fazer nada ela é só um… caminho que você vai seguir né a partir daí o professor na minha perspectiva o professor vai precisar se orientar de uma forma que ele consiga… dividir com os alunos aquilo que ele quer ou desenvolver melhor dizendo desenvolver com os alunos aquilo que ele quer desenvolver a tecnologia quer seja um lápis que é uma tecnologia quer seja um computador mais avançado ele só vai lhe ajudar a chegar onde você quer né mas voltando para as contribuições eu acho que as contribuições são muitas porque eu acho que a gente começa a falar a linguagem deles né quando você entra no digital me parece que esse mundo digital foi dominado por esses meninos e essas meninas né e quando você entra no mundo deles parece que pra eles fica mais fácil é mais prazeroso

15. What are the main challenges of using digital tools in the teaching and learning of writing?

The main challenges eu acho que *the main challenges are concerned to politics* tem a ver com a política das escolas né eu acho que esse é o maior desafio porque nas políticas das escolas fica muito aquela coisa você tem que fazer assim e tem que usar esse material que a gente tem na escola aí você fica muito presa à um modelo ou uma tecnologia ou um livro didático né e aí você fica precisando se adequar àquele modelo e não aquele modelo tá ali pra lhe ajudar eu acho que esse é o maior desafio HOJE outro desafio que eu enxergo como desafio é que a escrita parece que tem tomado um outro rumo nem todo mundo gosta de escrever e por dizer não saber escrever então a gente vê cada vez mais que a língua tem… encolhido né as pessoas não tem mais paciência para ler textos um pouco maiores a verdade é a mesma em relação à escrever coisas maiores né então quando você toma um gosto pela leitura e pela escrita que eu acho que andam muito juntos mas não depende necessariamente da outra mas andam muito juntas né então quando você não estimula a leitura e a leitura quando eu falo é uma coisa bem ampla não é só de livro de literatura não é de qualquer coisa é de um cartoon é de mangá é uma leitura de uma imagem qualquer leitura porque leitura significa interpretar né e escrever significa produzir pra mim então eu vou produzir sem repetir então vou produzir criticamente isso tudo tá tudo junto e misturado pra eu escrever eu preciso ter uma opinião à respeito de alguma coisa aí vai precisar pensar um pouco eu acho que a gente tá acostumado à não pensar muito e aí quando a gente tem que escrever ah mas eu não tenho o que dizer não tem o que dizer porque não tá pensando porque todo mundo tem uma opinião à respeito de alguma coisa né mas se você não estimula não vai sair aí você vai precisar copiar uma coisa que já tá pronta então desses desafios que eu consigo pensar agora esses são os maiores.