

**FOR A CONTEMPORARY DIALOGIC PRACTICE: BAKHTIN AND DICT IN WRITTEN PRODUCTION**

***POR UMA PRÁTICA DIALÓGICA CONTEMPORÂNEA: BAKHTIN E AS TDIC NA PRODUÇÃO ESCRITA***

***PARA UNA PRÁCTICA DIALÓGICA CONTEMPORÁNEA: BAKHTIN Y TDIC EN LA PRODUCCIÓN ESCRITA***

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**ABSTRACT:** This article aims at proposing a didactic sequence involving written production linked to the Bakhtin dialogical perspective in contemporaneity. For this purpose, it will count on the DICTs and their multiple possibilities of use in the current era. Therefore, the reflection context will be explored synchronically, taking the BNCC as a parameter and the current situation of the Brazilian education for confrontation, reflection and proposition. Therefore, it aims at linking the discursive theory of genres to DICTs, emphasizing the need to incorporate this resource in pedagogical situations, without losing sight of the text as a basic unit of education, endowed with ideology and intentionality.

**KEYWORDS:** DICTs. Dialogism. Writing production.

**RESUMO:** *O artigo em questão tem como objetivo propor uma sequência metodológica, envolvendo a produção escrita atrelada à perspectiva dialógica de Bakhtin na contemporaneidade. Para tanto, contará com as TDIC e suas múltiplas possibilidades de uso na época atual. Dessa forma, o contexto de reflexão será explorado sincronicamente tendo como parâmetro a publicação da BNCC (2018) e o atual momento da educação brasileira para fins de confronto, reflexão e proposição. Logo, busca-se atrelar a teoria dos gêneros discursivos às TDIC, ressaltando as necessidades de incorporar tais recursos em situações pedagógicas, sem perder de vista, o texto enquanto unidade básica de ensino, dotado de ideologia e com intencionalidade.*

**PALAVRAS-CHAVE:** *TDIC. Dialogismo. Produção escrita.*

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**RESUMEN:** *El artículo en cuestión tiene como objetivo proponer una secuencia metodológica, que implica la producción escrita vinculada a la perspectiva dialógica de Bakhtin en los tiempos contemporáneos. Para eso, contará con TDIC y sus múltiples posibilidades de uso en el momento actual. De esta manera, el contexto de reflexión se explorará de forma sincronizada con la publicación del BNCC (2018) y el momento actual de la educación brasileña con el propósito de confrontar, reflexionar y proponer como parámetro. Por lo tanto, el objetivo es vincular la teoría de los géneros discursivos con el TDIC, enfatizando la necesidad de incorporar dichos recursos en situaciones pedagógicas, sin perder de vista el texto como una unidad de enseñanza básica, dotada de ideología e intencionalidad.*

**PALABRAS CLAVE:** *TDIC. Dialogismo. Producción escrita.*

## Introduction

In the middle of the Knowledge Age, in which digital inclusion and the Information Society are more and more frequent terms, teaching could not avoid the technological advances that are imposed on our daily lives (PEREIRA, 2007, p. 13).<sup>4</sup>

Working with written production in Portuguese language classes is and will always be a challenge, as it requires everyone who is involved in this process, both teacher and student, to have skills and abilities that permeate the action of materializing words. In this way, not only the student but also the teacher become learners through a horizontal relationship involving constant exchanges, becoming constant interlocutors and, at the same time, promoting cognitive confrontations for both who together fight a fight between “what to be said” and “how to make it into words”.

In the midst of this context, there are countless factors that make the act of writing sufferable for both, ranging from the difficulties in operating with the linguistic system to the lack of ideas to start the text. However, what is evident in the midst of all this is the absence of a concrete objective that motivates students to produce texts that, in fact, play a relevant role, not only as material for evaluation purposes, but, above all, as a tool citizenship. Thus, we note situations of written production that are intended solely and exclusively to assess mastery of language, in order to cancel the social role of both the author and the text produced.

The Portuguese Language PCNs (1998) for the 3rd and 4th cycles already brought as a proposal for the teaching of the mother tongue a discursive approach to the written production classes in which the notion of “genres” occupies space and relevance in the school context.

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<sup>4</sup> Em plena Era do Conhecimento, na qual inclusão digital e Sociedade da Informação são termos cada vez mais frequentes, o ensino não poderia se esquivar dos avanços tecnológicos que se impõem ao nosso cotidiano (PEREIRA, 2007, p. 13).

Since then, classes should contemplate and, at the same time, attend to aspects that go beyond the act of writing, since the context of production includes elements of an ideological order and citizenship that deserve to be valued even in the discursive practices in the classroom. For this purpose, consider the following statements as presented by the PCNs:

For that, it is necessary an educational proposal that takes into account the quality of formation to be offered to all students. The quality education that society currently demands is expressed here as the possibility that the educational system will come to propose an educational practice adequate to the social, political, economic and cultural needs of the Brazilian reality, which takes into account the interests and motivations of students and guarantee the essential learning for the formation of autonomous, critical and participative citizens, capable of acting with competence, dignity and responsibility in the society in which they live (PCNs, 1998, p. 27).<sup>5</sup>

Thus, there is already, in the PCNs (1998), a real concern in articulating the teaching of the mother tongue with aspects of culture and citizenship to give “meaning” to the written productions. However, two decades after its publication, we observed that the condition of literacy in the country is still below what is expected. It is commonly agreed that the reading and writing skills of Brazilians are precarious, in view of the language proficiency indices they demonstrate and the difficulties when the subject involves reading and writing skills.

Transformations have a direct impact on all social levels, including education. The PCNs document (1998) is based on a Bakhtinian perspective of discursive genres for text production classes, which is very consistent for language practices in the school context. However, the current moment, due to technological advances, requires, on the part of the educator and educational institutions, an accurate look in order to articulate, increment and implement new teaching possibilities without losing sight of the modernities arising from technology, as well as we can prove from the approval of the BNCC (2018) (National Common Curricular Base). Therefore, there is a clear need to seek alternatives that make it possible to unite theory and reality without neglecting aspects related to socio-historical transformations, including DICT. According to the new BNCC proposal (2018):

This whole situation imposes challenges on the school to fulfill its role in relation to the formation of new generations. It is important that the school institution preserves its commitment to encourage reflection and in-depth

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<sup>5</sup> Para isso faz-se necessária uma proposta educacional que tenha em vista a qualidade da formação a ser oferecida a todos os estudantes. O ensino de qualidade que a sociedade demanda atualmente expressa-se aqui como a possibilidade de o sistema educacional vir a propor uma prática educativa adequada às necessidades sociais, políticas, econômicas e culturais da realidade brasileira, que considere os interesses e as motivações dos alunos e garanta as aprendizagens essenciais para a formação de cidadãos autônomos, críticos e participativos, capazes de atuar com competência, dignidade e responsabilidade na sociedade em que vivem (PCNs, 1998, p. 27).

analysis and contributes to the development, in the student, of a critical attitude towards the content and the multiplicity of media and digital offers. However, it is also essential that the school further understands and incorporates new languages and their ways of functioning, unveiling possibilities for communication (and also manipulation), and that it educates for more democratic uses of technologies and for a more conscious participation in digital culture. By taking advantage of the communication potential of the digital universe, schools can institute new ways of promoting learning, interaction and the sharing of meanings between teachers and students (BNCC, 2018, p. 61).<sup>6</sup>

Technological development has brought to society resources that have greatly facilitated contemporary life. Thus, with the immersion in transformations, living, nowadays, implies not only having access to subsistence conditions, but also having access to the countless resources that technology can provide. For the modern man, the concept of quality of life is fundamentally linked to the amenities that such changes can offer him. This aspect is solid, when the concern of public management and private companies to expand Wi-Fi network points as a form of opportunization and, at the same time, socialization of this consumer good, currently prevalent in social relations, is notorious.

In this sense, when relating the role and the potential of digital technologies in the classroom, Brazilian education can be seen on the margins of all this. For some time, the educational system in the country has shown “fatigue”, linked to outdated methodologies and resources. Thus, for the young person, the teaching context is disincentive. Of course, harnessing technology and learning in the school environment is not easy, given the problems, both bureaucratic and in terms of the infrastructure of our educational institutions. However, chalk, blackboard and textbook still occupy, as didactic-pedagogical instruments, the protagonism of the teaching-learning process, as if the school occupied a reality apart from that which we really experience in our daily lives. Thus, the concern arises: how, in the current technological context, to accept that the tools most used by students are outside the educational landscape?

If we take into account the diverse range of texts available, the school is still restricted to printed text and does not prepare the student for reading texts in

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<sup>6</sup> Todo esse quadro impõe à escola desafios ao cumprimento do seu papel em relação à formação das novas gerações. É importante que a instituição escolar preserve seu compromisso de estimular a reflexão e a análise aprofundada e contribua para o desenvolvimento, no estudante, de uma atitude crítica em relação ao conteúdo e à multiplicidade de ofertas midiáticas e digitais. Contudo, também é imprescindível que a escola compreenda e incorpore mais as novas linguagens e seus modos de funcionamento, desvendando possibilidades de comunicação (e também de manipulação), e que eduque para usos mais democráticos das tecnologias e para uma participação mais consciente na cultura digital. Ao aproveitar o potencial de comunicação do universo digital, a escola pode instituir novos modos de promover a aprendizagem, a interação e o compartilhamento de significados entre professores e estudantes (BNCC, 2018, p. 61).

different media. It is of utmost importance that the school provides students with contact with different genres, supports and media of written texts, through, for example, the experience and knowledge of the spaces for circulation of texts, the ways of acquiring and accessing texts and several writing supports. It can also increasingly incorporate the use of digital technologies so that students and educators can learn to read, write and express themselves through them (LORENZI; PÁDUA, 2012, p. 36).<sup>7</sup>

Given this reality, thinking and reevaluating the potential of DICT as pedagogical tools means breaking with paradigms and, simultaneously, opening up to other perspectives involving teaching and learning. To this end, looking for ways to articulate the teaching of the Portuguese language to significant learning situations and achieve satisfactory results in the acts of literacy and developing proficiency in reading and writing skills has become fundamental for today's times.

### Theoretical aspects

The term “hypermodernity” emerges in order to not only name a phase of history, but, above all, to characterize a complex phenomenon that extends to all social strata without ruling out that its impacts are universal and irreversible. In this way, a society emerges with centralized actions, (inter)mediated and/or subsidized by a web in which technology is present at all times. So “it is possible to perceive, nowadays, a total dependence of man in relation to the machine and technology to survive. The world is marked by artificial intelligence, dependency being one of its characteristics”<sup>8</sup> (RIBEIRO, 2007, p. 85).

In the midst of such a context, the modernity that instantly transmutes into a “hyper” reality requires, at the same time, significant changes, including in the behavioral character, in such a way that the implications also fall on the interactions between humans, that is, patterns and concepts become fluid and have multiple possibilities for modification and / or adaptation. Consequently, the search for information and the need to express themselves on new platforms are more recurrent in contemporary times, just as their way of interacting socially passes from the “I” to the “we” so that “centrifugal” constructions and no more “centripetal” are revealed and intercepted in this new panorama.

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<sup>7</sup> Se levarmos em conta a gama diversa de textos disponíveis, a escola ainda se restringe ao texto impresso e não prepara o aluno para a leitura de textos em diferentes mídias. É de suma importância que a escola proporcione aos alunos o contato com diferentes gêneros, suportes e mídias de textos escritos, através, por exemplo, da vivência e do conhecimento dos espaços de circulação dos textos, das formas de aquisição e acesso aos textos e dos diversos suportes da escrita. Ela também pode incorporar cada vez mais o uso das tecnologias digitais para que os alunos e os educadores possam aprender a ler, escrever e expressar-se por meio delas (LORENZI; PÁDUA, 2012, p. 36).

<sup>8</sup> “pode-se perceber, na atualidade, uma dependência total do homem em relação à máquina e à tecnologia para sobreviver. O mundo é marcado pela inteligência artificial, sendo a dependência uma de suas características”

Man gives way to the construction of a collective subject that gradually took the place of subjectivities and individualities. The subject is the link of a web of relations, forming an ecosystem, in which, alone, is nobody. The individual carries with him an open system that must provide interesting and interactive work (RIBEIRO, 2007, p. 85).<sup>9</sup>

In the article in question, a textual perspective based on Bakhtin/Volochínov's conceptions will be used, in which the signs incorporate ideologies in a chain of complexity until they are transmuted into discursive genres, which in turn, are constituted and materialized from concrete social realities.

We know that each word presents itself as a miniature arena in which contradictory social values intersect and fight. The word is revealed, at the moment of its expression, as the product of the living interaction of social forces. This is how the psyche and ideology imbue each other in the unique and objective process of social relations (BAKHTIN, 2014, p. 67).<sup>10</sup>

Based on Bakhtin to discuss the use of digital tools today with the aim of creating opportunities for learning situations, proposing a work with written production in a perspective of discursive genres is extremely relevant, because “concrete and named actions today, such as labeling/tag, follow, cure, enjoy (liking, commenting, redistributing or reblogging), remix and hybridize statements in the speech were already foreseen by Bakhtin/Volochínov”<sup>11</sup> (ROJO; BARBOSA, 2015, p. 124). Thus, the discursive genres accompanied by the multiple possibilities offered today will be the foundation for contextualization and reflection involving technologies, especially digital, increasingly present in the daily lives of students and teachers.

### **Where are we? From literacy to multi-literacy: at the interface of problems**

Before properly starting to reflect on a proposal for written production that includes discursive genres and DICT, it is necessary to clarify the role of the school in this teaching-learning process. As a pedagogical institution, its "methodological" function (why not say "methodical"?) of preparing its students for evaluations of higher education institutions

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<sup>9</sup> O homem cede espaço para a construção de um sujeito coletivo que, aos poucos, tomou o lugar das subjetividades e individualidades. O sujeito é o elo de uma teia de relações, formando um ecossistema, no qual, sozinho, não é ninguém. O indivíduo carrega em si um sistema aberto que deve propiciar um trabalho interessante e interativo (RIBEIRO, 2007, p. 85).

<sup>10</sup> Sabemos que cada palavra se apresenta como uma arena em miniatura onde se entrecruzam e lutam os valores sociais de orientação contraditória. A palavra revela-se, no momento de sua expressão, como o produto da interação viva das forças sociais. É assim que o psiquismo e a ideologia se impregnam mutuamente no processo único e objetivo das relações sociais (BAKHTIN, 2014, p. 67).

<sup>11</sup> “ações hoje concretas e nomeadas, como etiquetar/taguear, seguir, curar, apreciar (curtindo, comentando, redistribuindo ou reblogando), remixar e hibridizar enunciados no discurso já previstos por Bakhtin/Volochínov”

(vestibular) and public competitions should not be discarded. However, what is noticeable is a work focused only on fulfilling lists of content, competences and skills required by such exams to the detriment of a broader work with language. With regard to aspects involving written language, as educators, we need to be clear about our goals: do we want writing classes or written production?

In a less accurate perspective, it could be said that both “text production” and “writing” mean the same thing. However, from an analysis with greater accuracy, it is noted that the relation between one and the other is divergent and, at the same time, why not say excluding? João Wanderley Geraldi, in the 80s, through the work “The text in the classroom” (1984), problematizes the fact when confronting two texts of 1st year students (Initial years). In one of them, the construction of a unit is observed, obeying all the norms of standard writing, while the second contained grammatical errors and evidenced a “non-standardization” of the language (spelling, punctuation, repetition, etc.). To this end, the author emphasizes:

It is by giving back the right to the word - and in our society this includes the right to the written word - that we may one day be able to read the story contained, untold, of the great majority that today occupies the banks of public schools. And such an attitude, it seems to me, gives a new meaning to the question "how to evaluate essays?" (GERALDI, 2012, p. 131).<sup>12</sup>

The great controversy of the case described above is only evident when the analysis of the productions passes through the text criterion as a unit of meaning. Thus, it was proved that the one who wrote within the "standards" did not appear in the text as a subject who has something to say, that is, for him, writing does not mean seeing in the written production the space of "expressing himself". The other, which failed the year, gave his writing a “sense” that goes beyond linguistic aspects.

Therefore, the school is at an impasse that goes far beyond the notion of text, because in the illustrated case, we perceive other issues underlying the problem that permeate the domain of formal language and reach a question of a social order: the mischaracterization of the student as a subject. Geraldi (2014), in “Why text production, reading and linguistic analysis practices?”<sup>13</sup>, Points out:

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<sup>12</sup> É devolvendo o direito à palavra – e na nossa sociedade isto inclui o direito à palavra escrita – que talvez possamos um dia ler a história contada, não contada, da grande maioria que hoje ocupa os bancos das escolas públicas. E tal atitude, parece-me, dá um novo significado à questão “como avaliar redações?” (GERALDI, 2012, p. 131).

<sup>13</sup> “Por que práticas de produção de texto, de leitura e análise linguística?”

Language as a constitutive activity of the subjects, whose consciences, being symbolic - and, therefore, ideological -, were marked by the interactive processes in which they participated, taking them from their strictest sense of face-to-face dialogue to their broadest sense encompassing a time, space, social history. It was the initial understanding of this constitution process that led me to defend the point of view that considering any variant of the standard language an error was to consider the very process of constitution of subjects who spoke different varieties to be wrong (GERALDI, 2014, p. 210).<sup>14</sup>

From this, Geraldi demonstrates the need for the school not only to request and / or evaluate “writing”, but “text production”. According to him, it is not just a matter of nomenclature, since the second is closely linked to a political-social role, while the first only requires mastery of a standardized structure and language. Therefore, when establishing an analogy between the situation described and the contemporary educational context, we realized, unfortunately, that there was no significant change. On the contrary, what happened was only a change in the order of nomenclatures with an outdated look and practices.

Thus, unfortunately, we still notice that the school persists in removing the character of the student's social subject, perpetuating traditional models that privilege only normative aspects of language without context and without reflection, far from the social role of the text. In other words, without ensuring a literacy that goes beyond the functionality of small everyday practices instead of a revolutionary language conception capable of reflecting, acting and transforming a reality.

### **A methodological proposal for written production linked to discursive genres and DICT**

Due to the complexities of the different teaching-learning contexts and for didactic purposes, BNCC (2018) emerges, which in addition to prioritizing the social use of language and the conception of gender as an ideal way to approach tongue and language in language classes Portuguese, also brings DICT as a fundamental resource to work with the mother tongue today. This way of approaching tongue/language, aiming at written production, starting from concrete situations and evolving technologies requires from the teacher two major challenges: autonomy and clarity. Thus, when taking the text as a learning unit, planning becomes essential so that in fact the class can assume its dialogical character and meet what is intended.

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<sup>14</sup> A linguagem como uma atividade constitutiva dos sujeitos, cujas consciências, sendo *sígnicas* – e, portanto, ideológicas-, eram marcadas pelos processos interativos de que participavam, tomando estes desde seu sentido mais estrito do diálogo face a face até seu sentido mais amplo abrangendo um tempo, um espaço, uma história sociais. Foi a compreensão inicial desse processo de constituição que me levou a defender o ponto de vista de que considerar erro qualquer variante da língua padrão era considerar errado o próprio processo de constituição dos sujeitos que falavam variedades distintas (GERALDI, 2014, p. 210).

One of the problems found in school essays is precisely this: it is not precisely defined who the student is addressing. The textual scene is not clear. He does not have another one (the auditorium) well determined and thus has difficulty operating with language and writes everything to the same interlocutor who is the teacher. And we know that changing interlocutor leads to making different lexical selections and different levels of formality (MARCUSCHI, 2008, p. 78).<sup>15</sup>

When talking about autonomy in order to have a satisfactory job, under no circumstances should it be confused with subversion, on the contrary, it is understood in this aspect a mature and insightful look on the part of the teacher who in the face of a concrete situation can extract from there a possibility to work on the written production. With regard to the clarity of what is intended, it is commonly agreed that if there is no understanding and planning of the intended route, the work will tend to fail regardless of the resource or methodology used. In this sense, we agree with Moran (2013, p. 27) "there are no advanced technologies that save bad professionals"<sup>16</sup>.

Therefore, these two essential aspects for the approach of the tongue/language as an instrument of materialization of the text require another aspect: *formation*. Of course, given the countless problems that plague us as workload, double shift among many others, the formative character must accompany the educator throughout his education path, as we need to ensure minimum knowledge conditions so that we can carry out a fruitful work with satisfactory result.

To date, we have already broken down very relevant points for a teaching approach involving written production: theory (discourse genres), autonomy, clarity and formation. But where does DICT come in the middle of all this? Well, DICT, inserted in the classroom context, will be the link between all these elements in order to bring "reality" to Portuguese language classes.

In advance, what is intended with these reflections on aspects involving writing is to promote possibilities of changes that touch the traditional methodological structure, focusing on theory and reality through a collective movement, involving school, student, teacher and methodologies. It is worth mentioning that, at no time, there is a pretension to assume a prescriptive role in the face of pedagogical practices and/or education professionals, but rather, to look for ways that allow the use of other tools in the school routine.

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<sup>15</sup> Um dos problemas constatados nas redações escolares é precisamente este: não se define com precisão a quem o aluno se dirige. A cena textual não fica clara. Ele não tem um outro (o auditório) bem determinado e assim tem dificuldade de operar com a linguagem e escreve tudo para o mesmo interlocutor que é o professor. E nós sabemos que a mudança de interlocutor leva a se fazer seleções lexicais diversas e níveis de formalidade distintos (MARCUSCHI, 2008, p. 78).

<sup>16</sup> "não há tecnologias avançadas que salvem maus profissionais"

Given the range of possibilities and resources offered by the reality of the 21st century, a work based on Bakhtin in order to explore digital genres would be the most coherent. Social networks, for example, can serve as a support for concrete situations of written production that lead to literacy without neglecting the responsiveness of the linguistic enunciated/enunciator. Moving between the various possibilities of materializing the text (discursive genres) even more in the digital configuration, is not easy, however it is relevant to the current context.

A methodological proposal, involving written production, as previously mentioned, requires *autonomy*, *clarity*, *formation* and, above all, *planning* of actions and routes. In the case of this article, we will take a hypothetical situation that can be applied generically and can be changed according to the different realities, when necessary.

For the text to be born from a concrete reality, the teacher must be aware of the context surrounding school and students, be it on a large or micro scale. This is understood as a city, neighborhood, family, etc. The former can be understood as the country, that is, the “macro”, which in turn is reflected vertically on society as a whole. Therefore, it is necessary to open up to dialogue with students, understand their realities, capture what interests them most and how language would serve as a way to express their desires or expectations.

Thus, suppose that in the micro context of most students there is a problem of basic sanitation, so that this situation bothers the community. In view of this concrete situation, it is possible to instigate students and lead them to a reflection and demonstrate that through language and digital platforms it is possible to give notoriety to the “nuisance” and thus perhaps have a solution to the problem. At that moment, one must not neglect a concrete and rich fact that favors a “real” written production over a list of programmatic content, that is, here comes the teacher's *autonomy*.

After that phase involving a concrete situation and awareness of language as a social tool for exercising citizenship, it is necessary to move on to the *planning* phase. At that moment, the motivating fact of the class should be collected and recorded, therefore, DICT will have fundamental importance, since, in the context of hypermodernity, most students can access and use them without major problems. Therefore, the teacher will be able to, together with them, select the discursive genre that will be worked on from the objectives of the class. In the hypothetical situation, it is believed that discursive genres of an argumentative nature are more coherent. However, it could be of a narrative or other nature, without any problem, as long as it meets the goals of the students and the teacher, hence also the importance of the educator's degree of formation.

In this process of planning based on a concrete situation, the delimitation of time is fundamental and is the responsibility of the educator's knowledge and common sense. As we have already pointed out, digital resources follow the entire path involving the sequence as a teaching-learning tool. The strategies are varied and may involve publications with polls on social networks, groups for discussion and reflection on WhatsApp, video calls and vlogs as a form of interaction and dissemination of the stages. Finally, the learning context with digital technologies in its favor can generate and/or adapt resources that are easily manipulated by young people.

Having collected the material, reflected on the problem situation and defined the genre, it is time to write. As stated at the beginning of the article, the task of writing is not an easy one, as there are numerous factors that systematically interfere with it. According to Pereira (2014), for Bakhtin, the moment of writing involves two groups of force that act on text and author: centripetal force and centrifugal force. The first guides and delimits coherent constructions for the discursive genre, while the second seeks and tests among the countless hypotheses and possibilities what will be accommodated in the discursive context.

Therefore, Bakhtin postulates the existence of two forces that operate in the genres: one that stabilizes them and makes them homogeneous (centripetal forces), and another that destabilizes them and makes them heterogeneous (centrifugal forces). These generic forces are related to gender standardization. According to the theorist, there are genres that do not allow for many innovations, as is the case with a requirement, for example, that presents more rigid constitutive elements, making it more stable; but there are others more accommodating to individual entries, exemplified by the author as being literary genres (PEREIRA, 2014, p. 01).<sup>17</sup>

During the writing process, one can explore the use of the web or applications for research purposes. At all times, the objective of written production needs to be reiterated, emphasizing the role of language as a form of expression and representation of a reality. The ethical and responsive attitude as a subject of production and/or reception of the text also needs to be worked on, as the hate speech and/or intolerance in social networks must be combated, repudiated and worked during the classes.

Finally, after the teacher's writing and intervention, it is time to publish the text on a digital platform. In order to meet the goal of reaching the largest number of readers, a good

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<sup>17</sup> Portanto, Bakhtin postula a existências de duas forças que operam nos gêneros: uma que os estabilizam e os tornam homogêneos (forças centrípetas), e outra que os desestabilizam e os tornam heterogêneos (forças centrífugas). Essas forças genéricas estão relacionadas com a padronização dos gêneros. Segundo o teórico, há gêneros que não possibilitam muitas inovações, como é o caso de um requerimento, por exemplo, que apresenta elementos constitutivos mais rígidos, tornando-o mais estável; mas há outros mais acomodatórios a entradas individuais, exemplificados pelo autor como sendo os gêneros literários (PEREIRA, 2014, p. 01).

strategy is to “tag” the post, as well as tag other web users and, thus, lead text production to the reader in order to sensitize and encourage them to a response (comment) that will automatically be returned to the authors of the text who will deem it pertinent or not, to link, in this way, a discursive web based on different statements and authors.

In this journey involving written production, taking as a starting point a concrete situation that in turn will also have a concrete objective, we realize the fundamental role of DICT as resources for materializing and disseminating the text. Thus, the Portuguese language classes incorporate a discursive and dialogical perspective in relation to the act of producing text, at the same time that it intersects with the current reality.

### **Final considerations**

We need to be clear in our heads that better than a teacher teaching, it is a student learning (COSCARELLI, 2007, p. 26).<sup>18</sup>

Based on Geraldi's (2012) conception that the text is the “elementary particle” in the teaching-learning process, school practices must be guided by social engagement so that, through a discursive relation, they do not lose their character also elementary both of liberation and of integration of the subject in the social sphere. When we bring up a reflection, involving the methodology currently used to work in the written production and we propose an approach that inserts Bakhtin's discursive perspective within hypermodernity, it is not in order to promote a recipe.

On the contrary, the article in question is just a suggestion with the aim of calling the attention of all those involved in the educational sphere to the need to adapt our practices, as society evolves. The school today has the role of preparing the student in an integral way so that he becomes fit for the challenges of contemporary society.

In view of this need to adapt practice and reality, we do not neglect the numerous obstacles regarding this situation. However, we can plan this work sporadically, as a way of observing and reflecting on traditional and current practices in the school context. Bringing DICT to teaching-learning situations does not guarantee under any circumstances a fully satisfactory result at first, because as stated by Coscarelli (2007, p. 26) “the fact that using

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<sup>18</sup> Precisamos ter claro em nossa cabeça que melhor que um professor ensinar, é um aluno aprender (COSCARELLI, 2007, p. 26).

computers in class does not instantly transform teaching in something 'modern' and 'efficient'"<sup>19</sup>.

However, it is necessary to dare and seek new practices that stimulate and make learning situations relevant to the reality in which the student is inserted, so "teachers need to face this challenge of preparing for this new reality, learning to deal with resources and planning ways to use them in their classrooms"<sup>20</sup> (COSCARELLI, 2007, p. 31).

Finally, we reiterate the points listed here during the methodological proposal (*autonomy, clarity, formation and planning*) and highlight the fundamental role of "formation". It is not possible to ask the teacher for real practices, involving situations of discourse, if he was the victim of a university that also did not point out possibilities and strategies for working with language without neglecting the context of production and all resources, especially the digital ones which can support him so much in this process. Another opposite aspect is in the formation centers involving secretariats and teaching directorates that do not provide adequate formation courses for the new realities.

Anyway, the reflection proposed here is intended not only to mobilize, but, above all, to provoke (re)action in all agents inserted in the educational process, so that adequate literacy conditions become common in education without neglecting author, text and teaching context.

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<sup>19</sup> "o fato de usar a informática nas aulas não transforma instantaneamente o ensino em alguma coisa 'moderna' e 'eficiente'"

<sup>20</sup> "os professores precisam encarar esse desafio de se preparar para essa nova realidade, aprendendo a lidar com os recursos básicos e planejando formas de usá-los em suas salas de aula"

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## **How to quote this article**

FILHO, Paulo Alexandre; MONTEIRO, Solange Aparecida de Souza; RIBEIRO, Paulo Rennes Marçal. For a contemporary dialogic practice: Bakhtin and DICT in written production. **Temas em Educ. e Saúde**, Araraquara, v. 16, n. 1, p. 173-187, Jan./June, 2020. e-ISSN 2526-3471. DOI: <https://doi.org/10.26673/tes.v16i1.13922>

**Submitted:** 15/02/2020

**Required revisions:** 20/04/2020

**Approved:** 05/06/2020

**Published:** 19/06/2020