

TECHNOLOGICAL DIGITAL RESOURCES AND THE WORK WITH GENRES IN
EFL TEXTBOOKS

*RECURSOS TECNOLÓGICOS DIGITAIS E O TRABALHO COM GÊNEROS EM
LIVROS DIDÁTICOS DE INGLÊS COMO LÍNGUA ESTRANGEIRA*

*RECURSOS TECNOLÓGICOS DIGITALES Y EL TRABAJO CON GÉNEROS EN
LIBROS DE TEXTO DE INGLÉS COMO LENGUA EXTRANJERA*



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ABSTRACT: This study investigated whether the digital resources proposed by two textbook collections aimed at EFL teaching and learning, approved by PNLD 2018-2020, foster the development of students' discursive competence through the work with different genres. The results point to the use of digital resources that enable the creation and editing of videos, audio, and images, as well as to suggestions for the use of several social networks and websites to publicize and share the texts produced by the students throughout the three volumes of both textbook collections. It was also noted that digital resources were used for different purposes by both textbook collections: publicizing the genre produced, looking for examples of the genre being studied, and producing the genre. This finding may indicate that there might not be ideal digital resources to teach specific genres or that certain genres do not necessarily need to be taught by making use of them.

KEYWORDS: Technology. English. Digital resources. Textbooks.

RESUMO: *Este estudo investigou se os recursos digitais propostos por duas coleções destinadas ao ensino-aprendizagem de Inglês como língua estrangeira possibilitam o desenvolvimento da competência discursiva dos estudantes por meio do trabalho com diferentes gêneros. Os resultados apontam para sugestões de recursos tecnológicos digitais que permitem a criação/edição de vídeos, áudio e imagens e de diversas redes sociais e websites para o compartilhamento das produções textuais em ambas as coleções. Observou-se, ainda, a indicação de recursos digitais com diferentes propósitos, por ambas as coleções: publicar o gênero produzido, obter exemplos do gênero e produzir o gênero. Isso indica que pode não haver recursos digitais apropriados para a produção de certos gêneros ou ainda que determinados gêneros não precisam, necessariamente, ser ensinados com esses recursos.*

PALAVRAS-CHAVE: *Tecnologia. Inglês. Recursos digitais. Livros didáticos.*

RESUMEN: *Este estudio investigó si los recursos digitales propuestos por dos colecciones destinadas a la enseñanza-aprendizaje de Inglés como lengua extranjera permiten el desarrollo de la competencia discursiva de los estudiantes a través del trabajo con diferentes géneros. Los resultados señalan sugerencias de recursos tecnológicos digitales que permiten la creación/edición de videos, audio e imágenes, así como el uso de diversas redes sociales y sitios web para compartir las producciones textuales en ambas colecciones. También se observó la indicación de recursos digitales con diferentes propósitos en ambas colecciones: publicar el género producido, obtener ejemplos del género y producir el género. Esto sugiere que puede que no existan recursos digitales adecuados para la producción de ciertos géneros o que ciertos géneros no necesariamente requieran ser enseñados con estos recursos.*

PALABRAS CLAVE: *Tecnología. Inglés. Recursos digitales. Libros de texto.*

Introduction

The rapid access to information, as well as synchronous and asynchronous communication, have been exponentially modified and modernized due to the emergence of new digital technological resources in contemporary society. Although these resources are commonly employed for various activities in daily life, they have also been incorporated into the classroom, both in distance learning and face-to-face modalities (Vilaça, 2012).

However, it must be emphasized that the use of technology in education, in any of these modalities, requires specific planning that defines the necessary didactic aspects for the proper hybridization of pedagogical practice. Hybridized education refers to the integration of digital technological resources into face-to-face teaching, using them “as mediators in the process of knowledge construction” (Prebianca; Cardoso; Finardi, 2014, p. 50, our translation). Proper integration of digital technological resources into the pedagogical process occurs when the teacher uses them with clear pedagogical objectives that allow for the redefinition not only of their teaching practice but also of the student’s learning.

With the inclusion of modern foreign languages (English and Spanish) in the National Textbook Program in 2011, English textbooks have become an important tool for teachers, mainly because they have the autonomy to adapt the proposed activities according to the context and needs of their students (Sarmiento; Lamberts, 2016).

Therefore, it is necessary to consider how textbooks address, suggest, propose, and utilize different digital technologies, considering the conception of language as a social practice and the learning of a foreign/additional language, particularly English, as an emancipatory practice capable of contributing to the holistic education of the individual. For this purpose, this study investigated how English collections for High Schools, approved in the PNLD 2018-2020, approach the use of digital technological resources for language teaching. This research aimed to analyze whether such resources promote the development of students’ discursive competence.

Teaching-Learning, Technology, and Discursive Competence

We live in a "flat" (Friedman, 2005) and globalized world where knowledge of foreign/additional languages (in this case, English) has become key to exercising global citizenship. Nowadays, physical borders do not prevent communication among speakers of different native languages, which gives the teaching of foreign/additional languages, particularly English, a significant role in the comprehensive education of Basic Education students, as it promotes access to information (Finardi, Prebianca, Momm, 2013), citizenship engagement, interdisciplinarity, access to the culture of other peoples, critical pedagogy, and multiliteracy.

The concept of language as a social practice has been implemented in Brazilian education through public policies such as the *Programa Nacional do Livro Didático* (PNLD), which aims to ensure the construction of knowledge of the foreign/additional language and, consequently, its cultural aspects, through the knowledge and culture of the students in their native language (El Kadri; Gamero; Gimenez, 2012; Sarmiento; Lamberts, 2016).

In this context, El Kadri, Gamero, and Gimenez (2012) argue that approaches to teaching and learning English in contemporary times must understand the transformations of the modern world, especially those posed by technological advances and their demands on people's daily lives. According to the authors, the use of new technologies as mediating tools for learning in schools should provide meaningful and critical learning. Supporting this view, Dias *et al.* (2011) state that to participate effectively in societal life, language learning must enable individuals to develop their discursive competence, that is, their ability to read and produce different genres associated with various social practices (p. 153).

According to Araújo (2016), genres organize the enunciative needs of individuals participating in various social spheres, constituting different types of statements called discourse genres. These discursive organizations are numerous and interpenetrate, generating a mixture of genres (Araújo, 2016). According to the author, there are no digital genres per se, but rather discursive genres that transmute among themselves in different human activities. He further suggests that the term "**digital genres**" be used to refer to contemporary discursive practices.

For Costa (2010 *apud* Araújo, 2016), digital discursive genres are re-elaborated in various technological environments in which they circulate and, when incorporated by the web, begin to exhibit unique characteristics that expand their resources and can even alter the social

function of the genre, depending on the media platform in which it is embedded. Consequently, the socio-discursive phenomenon re-elaborates and gives rise to other types of genres.

Thus, it is understood that the integration of new digital technologies in the educational sphere, and more intensely in everyday life, has stimulated the restructuring and emergence of new ways of interacting and communicating (different genres) not only in the native language but especially in the language of access to the globalized world, reinforcing the conception of English as an international language (Finardi; Prebianca; Momm, 2013) and transforming and intensifying learning opportunities as well as individual and collective knowledge construction.

According to Finardi and Porcino (2014), globalization, through the mobility of people, capital, and technologies, has changed the conditions under which foreign/additional language teaching, and particularly English, is conducted, disrupting previous practices and demanding that educators reflect anew on their pedagogical practices to adapt to this new scenario. Finardi and Porcino (2014) believe that the use of technology today, mainly digital technologies promoted via the Internet, provides a fertile ground for participatory learning practices in a globalized world.

From this perspective, it is necessary to provide students with the opportunity to mobilize their linguistic resources to interact socio discursively (Baltar, 2003; 2004 *apud* Dias *et al.*, 2011) in various social spheres, thus building their discursive competence. According to Perrenoud (2000, p. 17), competence is "an ability to act effectively in a type of situation [...]," and therefore, recognizing the specificities of a given communicational context, of language use, becomes essential for building this competence. That is,

Discursive competence can only be acquired in verbal interaction through genres, within social practices. It enables the language user to move from one institution to another, from one sphere to another, to participate actively in the specific social practices of each institution, and to contemplate possibilities for changes in these practices (Dias *et al.*, 2011, p. 153-154, our translation).

Furthermore, according to Dias *et al.* (2011),

[...] a language user with discursive competence recognizes that the language offers an infinite repertoire of genres and knows that, in producing their texts, they must choose within this repertoire, in accordance with their purposes in verbal interaction, with their interlocutors, and with the social sphere in which their text will circulate (p. 154, our translation).

Given the proliferation of new genres, emerging genres, as understood by Marcuschi (2008), influenced by new digital technologies, it is suggested that integrating these technologies into English teaching methodologies could broaden the range of language learning possibilities, as these resources extend beyond the classroom walls, allowing students not only to understand the world in its diversity through the recognition of various current genres but also to produce them as a way to exercise their critical autonomy and citizenship.

Methodology

To achieve the proposed objectives, this qualitative-interpretive research analyzed the student's book from two collections of textbooks designated for the teaching of English as a foreign language, approved in the PNLD for the period 2018-2020. The selection of collections for this analysis took into account the works used with Integrated High School in the last two editions of the PNLD at a campus of the Instituto Federal Catarinense, specifically: *Way to Go* and *Alive High*, respectively.

The analysis was conducted based on the thematic units of the books and aimed to investigate whether the digital technological resources (hereafter referred to as DTRs³) proposed by the collections enable the development of the students' discursive competence through work with different genres. Thus, the analysis was based on criteria adapted from Rodrigues and Tílio (2014) and sought to answer the following questions:

1. Do the digital technological resources proposed by the collection stimulate work with different discursive genres?
2. Are the genres proposed in the work with such resources adequately explored or merely decorative?
3. Do the proposed activities justify the use of digital technological resources, or are they just transpositions from print media, which could equally be performed on paper or through another more relevant resource?

³ In this study, the abbreviation DTR (Digital Technological Resources) was chosen to designate all digital technological resources mentioned by the collections studied due to the numerous tools available on the Internet and to avoid conceptual confusion regarding what constitutes an electronic page (site or webpage), an application (or App), a link, software, among other possible nomenclatures.

4. Does the collection make it clear to the student how the suggested digital technological resources can contribute to language learning?

Results and Discussion

This section presents the results of the analysis of the volumes from each collection, aiming to answer the above questions through the description of the main activities proposed for working with the discursive genres presented by both collections. The activities analyzed are mostly text production tasks aimed at developing and producing the genre in focus in each unit.

Alive High Collection

The version of the Alive High collection analyzed in this study was approved by the National Textbook Program (PNLD) for the years 2018/2020 and consists of three volumes, one for each year of High School. Each volume contains 8 units. The activities that work on the production of the genre addressed in each unit of the three volumes can be found in the section "Let's Act with Words".

Alive High - Volume 1

Volume 1 of the Alive High collection addresses 8 different discursive genres, one in each unit. Table 1 presents the thematic units of this volume, the genres explored, and the suggested DTRs.

Unit 1 of this volume deals with various forms and expressions of talent, aiming to teach students how to greet and make personal introductions, understand non-verbal cues, provide information about themselves and others, and describe talents. The standout activity in this unit, which explores the Personal Presentation genre, is presented on page 23 and requires students to make a presentation about their talents using the DTR Voki.

Table 1 - Units, Genres, and DTRs of the Alive High Collection - Vol. 1

Unit	Theme of the Unit	Discursive Genre	DTR
1	<i>What's your talent?</i>	Personal Presentation	Voki
2	<i>Street Art</i>	Graffiti	http://linkte.me/t46
3	<i>You've got the moves</i>	Profile	http://linkte.me/lbe87
4	<i>Sing it out</i>	Flyer	http://linkte.me/q3ula http://linkte.me/hvugg
5	<i>On the runway</i>	Advertisement	http://linkte.me/lbe87
6	<i>Visual Arts</i>	Biography	http://linkte.me/lbe87
7	<i>Handicrafts</i>	Instructions	http://linkte.me/lbe87
8	<i>Festivals and Parades</i>	Comment	http://http://linkte.me/o1r2q

Source: Developed by the authors.

Voki is a DTR that can be used to encourage students to develop English-speaking skills. Initially, the user should select an avatar (animal, person, emoji, etc.). Next, the user customizes the character, choosing skin color, hair type, clothing, accessories, and facial expressions. Then, the student must add a voice, either by recording a voice message or typing a sentence and choosing whether they want a male or female voice. It is important to note that the DTR does not differentiate between words in English and Portuguese, so if the student wants the avatar to say the word "site," they must type "saite." Subsequently, a background can be chosen from the DTR options or from the memory of the electronic device being used. Finally, the user can share their creation through various social networks such as Instagram, Twitter, Facebook, and WhatsApp, among others.

In reference to the genre proposed for the first unit, it is believed that it was appropriately explored using the DTR Voki, allowing for an activity that is typically conducted in the classroom through oral interaction dynamics or reading a text originally written on paper, in a creative manner. The chosen DTR for exploring the said genre seems to make it more attractive, fun, and enjoyable, and it has greater potential for learning. The use of the DTR Voki, therefore, while not the only option for working with the Personal Presentation genre, is justified as it clearly allows students to recognize and apply the studied genre.

Unit 2 aims to enable students to discuss possibilities and skills in English and to develop an artistic project through graffiti, the genre explored in this unit. The main activity of the unit is found on page 37, and the "Cow Parade" project at the school is proposed. To explore the unit's genre, the main DTR suggested is Middle School Art (<http://linkte.me/t463n>), a tool for learning to create graffiti and to virtually testing different styles and colors before practical

application. Additionally, this DTR provides access to its social networks and to drawing tools like GIMP and Photoshop.

By allowing the preview of different graffiti proposals, the DTR suggested by the collection becomes an interesting tool, as it can stimulate the creativity and critical thinking of students. However, perhaps due to the need for local intervention, the graffiti genre seems not entirely compatible with the digital medium. In this sense, as graffiti is commonly performed manually, the suggested DTR for working with this genre serves only as a support tool, and not as an indispensable resource for carrying out the proposed activity.

Unit 3 aims to address discussions on topics related to weight loss and gain, talk about things that happen regularly, and learn to write profiles. In this unit, on page 53, students are suggested to work on creating profiles for athletes and/or artists from the community. The task begins with researching to gather important information about the person to be profiled, such as name, age, occupation, address, and date of birth, among others. This information should then be used to complete the profile of the chosen person on a small standardized card. Once completed, the profiles can be published on school bulletin boards or blogs.

The analyzed teaching material proposes the use of the DTR Blogger to carry out the activity. However, it does not directly contribute to the construction of the profile (the genre explored in the unit); it is only useful for publishing the final versions of the profiles manually prepared by students in the classroom. Thus, the application of this DTR is limited to working with the Profile genre. Additionally, its relevance as a DTR for sharing profiles can be questioned, since there are currently more widely used social networks with greater reach in terms of number/frequency of access that are commonly used for disseminating this type of genre. Resources like image editors could also be suggested to students, to enhance their work with the proposed genre.

Unit 4 aims to motivate students to talk about music, ask different types of questions, and produce a flyer—the genre chosen for the production task of this unit. On page 67, students are suggested to create a flyer using the DTRs Smore and Band Flyers to promote a band concert. The book provides the link to each of the mentioned DTRs (Band Flyers: (*Band Flyers*: <http://linkte.me/hvuqq>) and (*Smore*: <http://linkte.me/q3ula>), but these were not available when accessed for analysis. Currently, Smore appears to be available at <https://www.smore.com/> and Band Flyers at <http://band-flyers.com/>.

These RTDs are free and provide examples of flyers that can assist students in their creations. On Smore, you can post your flyer for others to see and appreciate your creation. It is more commonly used by companies aiming to promote their services.

Band Flyers is an RTD specifically used to create promotional flyers for band concerts. Users can import images from their gallery to edit their work and include all necessary information. The final version can be downloaded in PDF format and shared on social media, the school's communication channels, or, as suggested by the book, on the RTD Smore. In this regard, both RTDs allow for the creation of flyers and fulfill the function for which they were chosen, namely the production of the genre explored in the unit, justifying their applicability.

Unit 5 addresses topics related to the fashion universe. The activity suggested by this unit, which aims to work with the genre of Advertisement, is found on page 87. It involves creating an awareness advertisement to defend an animal from the region that is threatened by the fashion and cosmetics industries. The book provides some examples of advertisements that students can use as a starting point for the activity, but it does not indicate any specific RTD for the creation/elaboration of the genre discussed in the unit.

However, there is a suggestion to use Blogger, an RTD that allows for the publication of the final version of the produced text. Thus, it is suggested that the genre proposed for work with the mentioned RTD does not seem to have been adequately explored, making its use merely decorative in terms of understanding the genre, its characteristics, contexts of use, and applications. This also implies suggesting that the RTD Blogger, in this case, is not necessary, nor appropriate for carrying out the activity since other resources could have been suggested by the teaching material for the creation and elaboration of the indicated genre, such as image and text editors, for example.

Unit 6 discusses themes related to visual arts, artists, and biographies. In this unit, on page 101, students are prompted to produce the biography of a local artist. To carry out the activity, prior information gathering is necessary from the artist himself/herself or from his/her friends and family. Then, students must create a narrative text discussing the artist's history using the obtained information. Finally, they can add photos or drawings to illustrate the biography and portray the subject. The book suggests publishing the work in newspapers or blogs, using the RTD Blogger.

Although not the most suitable resource for exploring the Biography genre, this RTD does possess text tools that can be useful in written production. However, as previously argued in this article, the RTD proposed for working with the genre in question does not necessarily

contribute to students learning the characteristics of the genre or how it is structured. That is, the RTD chosen by the collection is not essential for the requested written production in this case, as it can be performed without the aid of the resource.

Unit 7 of Volume 1 pertains to different types of handicrafts and materials, relating them to issues of sustainability and recycling. The general objective is to enable students to follow a step-by-step guide on how to create handicrafts and write instructions.

On pages 116 and 117, the teaching material suggests drafting a step-by-step guide for creating a handicraft piece, including illustrations and the use of imperative sentences. The book also provides an example of a step-by-step guide to crafting guidance, indicating the elements necessary for developing the genre. The step-by-step process can be published in blogs or school bulletins, according to the book's guidance. Similar to unit 6, the Blogger, the only RTD suggested for working with the genre chosen in this unit, appears to be useful only for publishing the text, not contributing to understanding the genre, its structure, and contexts of use. Therefore, this RTD becomes unnecessary for the requested textual production, and its use is unjustified, as the step-by-step instructions can be written without the use of the tool.

The last unit of Volume 1 addresses cultural traditions and some festivals held in different parts of the world. The activity proposed in this unit, found on pages 132 and 133, involves crafting a comment on a blog post. The book summarizes a blog publication, and students are asked to either agree or disagree with the author, presenting their arguments. The aim is to practice argumentative skills, expand vocabulary, and express opinions. However, it is worth noting that the link provided by the book to access the blog (see Table 1) and perform the activity was not operational at the time of the data analysis for this study. To access the RTD, it is necessary to enter the following URL in the browser's search field: <https://www.realworldholidays.co.uk/blog/2015/10/23/rio-carnival-2016/>.

Despite this, the RTD proposed by the book adequately explores the Comment genre. It is a simple activity, but it stimulates and expands vocabulary in the language and, above all, clearly demonstrates to students the characteristics of the genre and its applicability, which justifies its use.

Alive High - Volume 2

Volume 2 of the Alive High collection works with 8 different discursive genres, one in each unit. Table 2 presents the thematic units of this volume, the genres explored, and the RTDs suggested.

Table 2 – Units, genres, and RTDs of the Alive High collection – Vol. 2

Unit	General Theme of the Unit	Discursive Genre	RTD
1	<i>Making Connections</i>	Infographic	<i>Wikispaces</i>
2	<i>Digital Security</i>	Poster	<i>Glogster</i>
3	<i>On the waves of the Radio</i>	Interview	<i>Wikispaces</i>
4	<i>Going Mobile</i>	Text Message	<i>Wikispaces, Redes Sociais</i>
5	<i>Extra! Extra!</i>	News Report	<i>Fodey.com</i>
6	<i>Strike a Pose</i>	Letter (to the Editor)	<i>E-mail, Wikispaces</i>
7	<i>It's on TV</i>	Weather Forecast	<i>Wikispaces</i>
8	<i>You Broadcast</i>	Tutorial	<i>Wikispaces</i>

Source: Developed by the authors.

Unit 1 reflects on the connections and relationships established on social networks available on the Internet. The genre addressed in this unit is the Infographic, and the main activity exploring this genre is found on pages 22 and 23. The book suggests the creation of an infographic concerning the general theme of the unit. To carry out this activity, a preliminary description of infographics is provided, along with two images exemplifying the genre and tips for creating an infographic, including how to organize information, prepare drafts, edit, and publish the final version of the text.

The RTD (Real-Time Data) recommended for working with this genre is Wikispaces, a platform that allows for the free creation of websites where content and structure can be collaboratively edited by its users. However, despite the instructional material presenting suitable work in understanding the addressed genre, the suggested RTD is not necessary for producing the infographic, since it serves only to publish what has been produced. Furthermore, the publication of the text in its final version could be done in other ways, among them, on school bulletin boards or on social networks on the Internet. Therefore, the use of this RTD is not justified in this case.

It is also important to mention that when accessing the suggested RTD during the data analysis phase of this research, we found a notice that the free services were discontinued as of January 31, 2018 (see <https://www.wikispaces.com/>).

Unit 2 of this volume in the series addresses aspects related to Internet safety. The genre in focus in this unit is the Poster. The proposed activity for developing this genre is presented on pages 36 and 37 and requires the student to create a poster about web security. The activity appears to properly explore the genre since the instructional material provides a prior description of it, examples of posters, their characteristics, types of information (verbal and non-verbal), the genre's objective and target audience, as well as clarifying how to organize, draft, edit, and publish what is produced.

The book suggests using RTD Glogster to create free interactive posters and flyers, enabling the use of text, images, music, and video. The use of this RTD appears suitable for working with the chosen genre, as it allows students to apply the knowledge studied in the unit regarding the structure of a poster. Moreover, the RTD enables the inclusion of other types of media in the genre, such as sounds and videos, which is not possible when the genre is produced outside the digital environment. This resource seems to expand and redefine the genre, incorporating new characteristics into it. Although it appears to be an RTD of great relevance for producing the Poster genre, the option to use this resource is only presented in the teacher's book, which, in some ways, could complicate matters if consulting this item from the collection is not part of the everyday teaching practice.

Unit 3 addresses the general theme of the musical universe and its music industry. On pages 52 and 53, the main activity proposed to explore the chosen genre: Interview, is found. The book proposes that the student interview an older person and question them about the history of the radio. For formulating the interview questions, the teaching material provides a prior description of what the genre is, according to the Macmillan Dictionary, tips on how to conduct an interview like a journalist (taken from sparkminute.com), typical grammar patterns, keywords, and vocabulary that can be used, instructions on the genre structure, and a step-by-step guide including the organization of the interview script, its preparation, editing, and publication, as well as purpose, tone, and audience to be reached. It can be argued, from the guidance and information in the book about the genre, that it seems to be appropriately explored.

However, the RTD suggested for the activity in question, Wikispaces, is justified only as a useful resource for publishing the interview once it is finalized. In this sense, the textbook misses the opportunity to expand the scope of the genre and incorporate into it new characteristics that are inherent to the digital environment, such as music and sounds, through the editing of the produced audio material. Currently, free online audio editors are available for

this type of work. Thus, it is understood that the suggested RTD falls short in working with the Interview genre, and its use is dispensable for the execution of the proposed task.

In Unit 4, the topic discussed is related to the use of mobile devices and the (informal) language used on such devices. The main activity of the unit, found on page 67, suggests that the student write an instant message to a friend, using simple language and abbreviations, and organize it into short paragraphs using a cellphone. Initially, the student finds a brief paragraph on this page from the website justtrutthings.com about how “typing” has changed the way of living. Following this, the book presents three characteristics of the Text Message genre and a step-by-step guide on how to perform the activity, demonstrating its purpose and structure.

Once again, RTD Wikispaces is indicated for the publication of the text produced by the students; however, as previously argued, it is not possible to adequately explore the genre by merely publishing what has been created. The publication makes the final product accessible, but it does not contribute to the learning, mastery, and practice of the chosen genre. For this purpose, it is believed that using internet social networks is a more promising option for working with the "Text Message" genre, as these virtual environments commonly feature a rich collection of slang, abbreviations, everyday expressions, and different types of language use in various forms of messages posted online. Therefore, it is suggested that the chosen genre is not adequately explored in this unit, which does not justify the use of the suggested RTD.

Unit 5 explores the "Report" genre. The activity proposed for the genre production is found on pages 88 and 89 and suggests that the student write a journalistic report about something that has happened in the community and has not been reported in newspapers. To perform the activity, the book does not provide a prior explanation, but as it also relates to the general theme of the unit, the genre is sufficiently exemplified by previous reports throughout it. Additionally, tips on how to write headlines and reports are presented, taking into account their purpose, structure, and audience.

For the production of the "Report" genre, the book suggests RTD Fodey.com, a tool where users can create reports, newspaper news, or virtual clappers. This RTD is apparently simple and easy to use, requiring only the selection of what one wishes to create and the insertion of the desired text. The result resembles a newspaper page (in the case of the report or news) and can be saved by the student in image format. For publication, RTD Wikispaces is suggested, but it is no longer operational, as previously mentioned. RTD Fodey.com contributes to exploring the worked genre, as it allows students to view the text produced as if it had been

published in a newspaper, which brings the activity closer to reality, making it potentially more motivating for students.

Unit 6, with a theme about Magazines, proposes working with the "Letter to the Editor" genre. On page 103 of the book, it is suggested that the student write a letter to the editor of a magazine, using formal language and expressing an opinion, complaint, argument, or providing some information. The teaching material presents students with a preview description of the genre, how it is structured, the type of language used, purpose, and target audience, as well as steps for writing, editing, and publishing the final version. Although the activity stimulates the expansion of the student's vocabulary and formal communication, the suggested RTD, electronic mail (email), is a current and widely used resource in people's daily lives. However, the RTD does not necessarily contribute to understanding the proposed genre as it is more a means of dissemination than composing the letter itself. In this sense, the RTD is not essential for performing an activity that can easily be carried out outside the virtual environment.

In Unit 7, topics related to TV programming are covered, and the proposed genre is "Weather Forecast." On pages 118 and 119 of the book, students are asked to create a weather forecast in the form of a video or podcast, based on reading a text found on the website weatherlabs.planet-science.com. The teaching material offers some tips on how to prepare a weather forecast, but no video editors are suggested that could assist in performing the task, since the genre requires support to integrate the different media necessary for creating a podcast or video. Thus, it is suggested that merely proposing the publication of the material produced on RTD Wikispaces does not favor working with the proposed genre, as it involves creating a weather forecast and producing it through resources that necessarily require some form of digitization of what is being produced.

Unit 8 aims to encourage students to talk about their preferences, present reasons for them, and learn how to make tutorials, the focus genre of the unit. The main activity of Unit 8, located on pages 132 and 133, asks the student to write a tutorial. To help the student understand a tutorial, the book provides a prior description and three examples of tutorials: how to tie a tie, eye makeup, and dreadlocks. The activity is simple and does not require digital resources to be executed. Therefore, the book suggests only the use of Wikispaces for the publication of the text. The suggested RTD is justified in this case since it fulfills the proposed purpose. However, its use is not possible since the service has been discontinued.

Alive High - Volume 3

Volume 3 of the Alive High collection also explores 8 different discursive genres throughout its units. Table 3 presents the thematic units of this volume, the genres explored, and the RTDs suggested.

Table 3 - Units, Genres, and RTDs of the Alive High Collection – Vol. 3

Unit	General Theme of the Unit	Discursive Genre	RTD
1	<i>Life In The Countryside</i>	Debate	Debate.org
2	<i>Going Green</i>	<i>Slogan</i>	<i>Facebook</i> <i>Twitter</i> <i>Padlet</i>
3	<i>Healthy Eating</i>	Musical Parody	<i>Padlet</i>
4	<i>Sound Body</i>	Poster	<i>Padlet</i> <i>PowerPoint</i> <i>Canva</i>
5	<i>Intelligences and Abilities</i>	Concept Map	<i>Bubbl.us</i> <i>Padlet</i>
6	<i>Affirmative Action</i>	Testimonial	<i>Padlet</i>
7	<i>Man-made Wonders</i>	Commentary	<i>Padlet, Blog Padlet,</i> <i>Blog or Tourism</i> <i>Web Page</i>
8	<i>Technology Advances</i>	Timeline	<i>Padlet</i>

Source: Developed by the authors.

Unit 1 compares life in the countryside and the city and proposes working with the Debate genre. On page 25, it is suggested that the student write a debate post using RTD Debate.org. To better explore the genre, the teaching material offers a detailed explanation of what a debate post is, shows examples, and provides a step-by-step guide on how to perform the activity, from organization to publication.

Debate.org – RTD he RTD suggested by the book for working with the genre of this unit, is a virtual community where it is possible to participate in debates, express opinions, and participate in voting. Using it is apparently very simple, click whether you agree or disagree with the statement and express your reasons and arguments, giving a title to your opinion. Registration is required, or you can connect using a Facebook, Twitter, or Google+ account. As it is a website, it can only be accessed using web browsers. The use of the RTD is free and can assist in understanding the genre, as it has specific features for debates and polls/surveys. However, it is worth noting that conducting debates is also possible on various social networks,

such as Facebook or Twitter (among others), through posts with polls that can be commented on and shared with others.

Unit 2 deals with topics concerning environmental preservation. On page 39, students are encouraged to write slogans for a campaign titled "Going Green," which is the main activity of the unit. For this activity, the book presents a description of the genre, examples, suggestions for campaign themes, and a step-by-step guide on organizing, preparing, editing, and publishing the material. For publishing the final product, the RTDs Padlet, Twitter, and Facebook are suggested.

Padlet is a tool used to create virtual boards that allow the collaborative publication of multimedia content, such as texts, images, and videos. In other words, it is a dynamic wall that can be built by multiple users. Facebook and Twitter, on the other hand, are social networks (virtual communities) where users can interact with others and publish various types of content. Widely known, these social networks can be quite helpful for publishing the slogan, however, the teaching material does not suggest any digital resource to perform the activity itself, and no image editing or graphic design application that aids in composing the slogan, since this genre is usually accompanied by illustrations and composed of different types of fonts and backgrounds. Therefore, it is believed that RTDs such as Canva could explore working with the genre more adequately if the production necessarily occurs in the digital environment. It is worth noting that the genre can be explored without the use of RTDs, but when adequately selected, they can make the work much more dynamic, creative, and engaging for the students.

In Unit 3, the focus is on healthy eating, and the genre explored is "Parody." On pages 54 and 55, the main activity proposed for the unit can be found. Students are prompted to create a parody about healthy eating, dieting, and nutrition. For this, the book presents a prior definition of the genre according to the Webster's Dictionary and an example of a parody created from the song "Beat It" (written by Michael Jackson), renamed to "Eat It." A tutorial is also presented for organizing, preparing the first draft, editing, and finally publishing the produced parody. Again, the focus on the use of RTD in this unit is on sharing what has been produced through Padlet. There are no suggestions for using RTDs that could collaborate with the understanding and production of the genre itself. However, using RTDs that allow audio recording and editing, for example, could expand the scope of the work.

Unit 4 addresses health issues and focuses on working with the Poster genre. Students are proposed to create a poster that addresses topics such as drugs, alcohol, and tobacco. To help students understand the purpose of the activity, the book provides an explanation of the

genre and instructions for its creation. The RTDs suggested for the creation of the poster are PowerPoint and Canva.

PowerPoint is an RTD used for creating, editing, and displaying graphic presentations, allowing the use of images, sounds, texts, and videos that can be animated in various ways. The RTD also provides resources for text formatting, predefined presentation templates, a gallery of graphic objects, and animation and slide composition effects. Canva, on the other hand, is a tool for creating graphic content, allowing the creation of posters and flyers from predefined templates or a blank page. It is free, online, and has a user-friendly interface. Both RTDs enable the appropriate exploration of the genre, especially as they offer the possibility of combining different media.

Unit 5 discusses types of intelligence and abilities. On pages 88 and 89, the main activity of this unit is located. It is suggested that the student construct a concept map describing five types of multiple intelligences using the RTD Bubbl.us, a resource that allows the construction of digital concept maps. To explore the genre, the teaching material presents two examples of concept maps, detailing to students how these can be elaborated.

The RTD Bubbl.us allows the creation of concept maps using the Mind Maps option. The user should select the New Mind Map option and enter the central idea of the mind map, being able to add new topics and their specifications. Creating folders, printing, viewing presentation mode, saving, and sharing the constructed mind map is also possible. The unit suggests publishing the created concept map on the RTD Padlet.

Regarding the RTDs suggested for this activity, it is believed that both are not merely transpositions of print media since the "Concept Map" genre can be quite complicated to construct on paper, depending on the level of complexity of the concepts and the general theme of the map. Furthermore, by using the RTD Bubbl.us, the student can easily visualize and alter the layout of the information in the map, observe the interconnection of ideas and the clarity of the relationships between concepts, and decide if there is a need to reformulate the map. Padlet, on the other hand, has the characteristics required to publish the activity in its final format.

Unit 6 proposes a reflection on human rights. Located on page 103, the main activity of the unit suggests the production of a testimonial (the genre chosen for the unit) about some affirmative action programs for Afro-Brazilian students in higher education institutions, quotas for public school students in higher education institutions, family subsidy programs, popular pharmacy programs, public school meal programs, and programs for the distribution of free textbooks, thereby presenting the benefits, facts, impressions from the beneficiaries, and

highlighting one or more positive aspects of the chosen program. Despite the book's proposal for producing the testimonial in video or podcast format, no video or audio editor was suggested to assist with the task, only Padlet was indicated for publishing the final version of what was produced. Therefore, it is concluded that the RTD suggested by the teaching material seems appropriate for sharing the production. However, as previously mentioned and similarly to the suggestions for the use of RTD Wikispaces in other volumes/units of the Alive High collection, there does not appear to be any contribution from this resource in terms of developing the genre, its characteristics, and contexts of use.

In Unit 7, the theme "Man-made Wonders" is explored, and the genre chosen for the work is "Commentary." On page 119 of the book, students are suggested to write a comment describing a visit to some man-made wonder (building, square, garden, artificial lake, among others). The book explores the genre by presenting its characteristics, purpose, and target audience. RTDs such as blogs, Padlet, or a tourism web page are suggested for carrying out the activity. Students can choose from the indicated resources. Once the preferred RTD is selected, find the comment field, write a comment about the visit, and post it online, sharing it with other users who access these resources. It is believed, therefore, that the proposed RTDs are essential for working with the "Commentary" genre, as they allow for the applicability of the knowledge acquired about it in the said unit.

Unit 8 addresses the theme "Technological Advances" and focuses on working with the "Timeline" genre. Located on page 133, the activity for producing the chosen genre suggests that the student construct a multimodal timeline illustrating the history of some communication technology, such as radio, television, telephone, or computer.

For the completion of the activity, the book provides an example of a multimodal timeline and suggests reading an online text about timelines, in addition to an explanation of the activity to be carried out. The teaching material, however, does not indicate specific RTDs for performing the activity itself, only for publication, and this fact does not allow for the exploration of the proposed genre through the RTD. The student draws the timeline using some non-digital resource (likely on paper) and then publishes their production on Padlet. Following this, a data analysis of the volumes from the Way to Go collection is presented.

Way to Go Collection

The Way to Go collection, also analyzed in this study and recently approved by the PNLD 2018-2020, is aimed at teaching and learning English as a Foreign Language for high school students. Volumes 1, 2, and 3 of the collection consist of 8 thematic units. These units are divided into different sections and subsections.

Given the scope of this research, it is noteworthy to highlight the tenth section, present in each of the units of the three collection books, titled Writing. Its aim is to promote the development of foreign language writing skills through the textual production of different genres and the use of linguistic-discursive structures and vocabulary compatible with these. Furthermore, it aims to demonstrate that writing is a social practice and constitutes a process that can be improved through practices of writing, revision, and rewriting.

The textual production activities proposed in this section are related to the genre worked on throughout each unit and contain instructions for their execution. The writing activities are the focal point of this study's analysis since they involve different genres and execution proposals mediated by technology, especially the Internet.

Way to Go – volume 1

Volume 1 of the Way to Go collection proposes work with 8 different genres throughout the units that make up the student's book. Table 4 presents the general themes of the units, the genres proposed for each unit, and the RTDs indicated by the work for working with these genres.

Table 4 – Units, genres, and RTDs of the Way to Go collection – Vol. 1

Unit	General Theme of the Unit	Discursive Genre	RTD
1	<i>Studying With Technology</i>	Infographic	<i>coolinfographics.com</i> <i>submitinfographics.com</i> <i>easel.ly</i> <i>http://infogr.am</i>
2	<i>Save the world! Go green</i>	Concept Map	<i>bubbl.us</i> <i>text2mindmap.com</i> <i>mindmup.com</i> <i>mindmapfree.com</i>
3	<i>Traveling around Brazil</i>	News Headlines	<i>newsmap.jp</i>
4	<i>Feel the image, feel the feeling</i>	Description	<i>Glogster</i>

5	<i>Old heroes, new heroes</i>	Biography	<i>values.com biography.com</i>
6	<i>Inventions and Discoveries</i>	Timeline	<i>dipity.com timetoast.com</i>
7	<i>Have fun and get fit</i>	Game Review	<i>metacritic.com polygon.com/games/reviewe d</i>
8	<i>Express yourself in words</i>	Poem	<i>poemhunter.com</i>

Source: Developed by the authors.

Reiterating, the focus of the data analysis in this study concentrated on the writing activities suggested at the end of each unit in the volume, as these refer to the only activities in the collection that explore the production of the genre and digital technological resources.

In unit 1 of the first book of the collection, which generally discusses the different uses of technology in students' daily lives, the textual production activity proposes analyzing and creating infographics. This genre combines informative texts with non-verbal language (images, hyperlinks, etc.) and aims to inform about something objectively and in a visually appealing way. Throughout this unit, various examples of this discursive genre can be observed, which are also used for presenting the suggested grammatical content. For carrying out the practical writing activity of the chosen genre, the material indicates a hyperlink that leads students to a website with guidance on creating infographics.

According to Komesu and Arroyo (2016), the hyperlink, or link, as it is more commonly known, is a transition tool that enables linking between two or more web pages (from the Internet) and between parts of the same page. The use of links between different documents is treated by the authors as one of the new types of literacies, due to the increase in the use of digital electronic devices that provoke the emergence of new genres.

To more specifically explore the structure of the Infographic genre, the book suggests that students return to pages 24 and 27 of the book and then use the RTDs coolinfographics.com and <https://submitinfographics.com> for the purpose of observing other examples. Both suggested RTDs refer only to virtual portfolios for sharing infographics. Upon accessing them, students find a variety of infographics on various topics and can observe the characteristics of the genre. However, such resources are not tools for creating infographics.

For the creation of the infographics, the teaching material subsequently proposes that the students interview each other and ask questions about which technologies they would like to start using in the classroom setting. After exchanging ideas, the students are asked to search for images, data, graphs, and other information in printed newspapers and magazines or on the

Internet to illustrate the main idea of the infographic to be developed, although no specific sites are indicated for consulting the requested information. With the collected information, students are to construct the infographic as previously instructed, using two other RTDs suggested by the book: www.easel.ly and <http://infogr.am>.

Being a multimodal genre, it is believed that the suggested RTDs are of great value in working with the Infographic genre since they facilitate handling images, fonts, characters, and colors, among other elements, which would be far more limited if the work were carried out manually. Moreover, the structure/style of this genre characterizes it as a digital sphere genre, making it somewhat odd to consider creating an infographic outside the virtual environment. According to Araújo (2016), different spheres of human activity generate specific genres. For example, the humorous, journalistic, and academic spheres generate statements of humor, information, articles, theses, and dissertations, among others. For Araújo (2016), these spheres do not exist on the web, as there is no specificity of genres that serve a digital discourse within cyberspace.

From this perspective, the web is an environment that aggregates the characteristics of the spheres and genres of discourse and, thus, is marked by contemporary practices that can provoke structural changes in genres when incorporated into the virtual environment, giving rise to digital discursive genres. In other words, as genres enter the web, they acquire multimodal characteristics and are altered within the electronic pages where they are inserted. These changes result, according to Araújo (2016), from the "social appropriations of technology by the individual" (Araújo, 2016, p. 53, our translation).

Unit 2 addresses the theme of energy saving and sustainable practices. The writing activity for this unit requires students to create a mind map, expressing their opinions and providing tips on how to save energy in order to encourage people to follow a more sustainable lifestyle. For this purpose, the following RTDs are suggested for the production of the mind maps: Bubbl.us, text2mindmap.com, mindmup.com, and <http://mindmapfree.com>.

Unit 3 of the same book primarily discusses traveling around Brazil. The objective of the writing activity in this unit is the development of a journalistic text and the writing of headlines. For this, students should consult previous activities in the teaching material to better explore the genre. To start the activity, students should decide on the theme of the news. It is suggested that students read newspapers and magazines in search of examples and extra information that may be useful for composing the text using the RTD newsmap.jp. The activity

proposes that students share their texts with their peers and publish them on the Internet, but it does not specify which RTD can be used for this purpose.

Similar to some resources suggested by the Alive High collection, the RTDs suggested by the material in question do not directly involve the practice of the newspaper headline genre (focus of the unit), as the work of searching for information and examples of this genre can easily be done from printed materials, just as the writing of the headline can be done on paper, which indicates a merely decorative use of technology in this case.

Unit 4 deals with analyzing artworks and describing paintings and images from research on museum websites, blogs, and magazines. Thus, the analyzed activity proposes the production of a poster based on the description of the chosen artwork. The teaching material indicates the use of the RTD Glogster to carry out the proposed activity. This resource allows the creation of online posters, adding different media to the production of the poster, which makes it a relevant tool for working with the proposed genre. The poster can be published on the same RTD used to create it or on the school's website.

The objective of the writing activity in Unit 5 is to work with the genre of Biography. The book suggests that the student chooses a person they greatly admire to create a biography, describing their life story. The RTDs values.com/your-everyday-heroes, and biography.com are suggested for consulting and reading other biographical texts that can help students construct the requested biography. These RTDs are not online biography-creation tools. However, they can be useful for working with the genre as they enable recognition of its characteristics, the type of language used, and style, among other elements necessary for understanding and mastering the genre.

In Unit 6, readings of timelines and short biographies of famous scientists who made significant discoveries are proposed. Thus, the analyzed activity suggests writing a short biography of prominent figures in science followed by a timeline, with this being the focus genre of the activity. The book suggests two RTDs: dipity.com and timetoast.com to create and organize the timelines. However, although information about RTD dipity.com can be found on the Internet, access to the tool through the provided link is not possible. With RTD timetoast.com, students can access public timelines available on the platform that serve to exemplify the studied genre. However, it is not possible to create or publish a timeline using this resource for free.

Throughout Unit 7, texts about games, technology, and health were discussed. From these readings, the book suggests producing a game review, that is, a critical review of a

particular game. Typically, texts of this genre are published in magazines and gaming websites and can be written by professional critics or anyone who wishes to express their opinion on the subject. The central idea of the activity is to write a review of a game and, if it interests the student, publish it on the school's website, blogs, or other sites related to the topic addressed. The teaching material indicates the RTDs metacritic.com/games and polygon.com/games/reviewed for researching various examples of game reviews that can aid in understanding the characteristics and style of the genre, but they do not provide tools for creating and publishing the genre discussed in the unit.

Lastly, the activity analyzed in Unit 8 suggests working with the genre "Poem." Students are asked to create a poem to express their thoughts and feelings. The book suggests the RTD poemhunter.com, where hundreds of poems by various authors of different nationalities can be found. The RTD does not offer the option of publishing the poems but can be a source of inspiration for the creative process of the genre. Additionally, there is the option to read and listen to the poems simultaneously, so this resource can motivate students and support their textual production, facilitating the practice of listening skills in English. However, the suggested RTD is not necessary for the production of the genre itself, thus, its use becomes dispensable as other printed consultation sources could serve the same purpose as the indicated resource.

Way to Go – volume 2

Volume 2 of the Way to Go collection proposes work with 7 different genres, primarily derived from contexts of social practices common to high school students. It is noted that in units 1 and 7, the analyzed teaching material does not suggest using RTDs to develop the written production activity that addresses the proposed genre. Table 5 presents the general themes of the units, the genres proposed for each unit, and the RTDs indicated by the work for these genres.

Table 5 – Units, genres, and RTDs of the Way to Go collection – Vol. 2

Unit	General Theme of the Unit	Discursive Genre	RTD
1	<i>Cultural Diffusion</i>	Commentary	No digital resources suggested
2	<i>Choosing a career</i>	Letter	<i>dearabby.com</i> <i>elderwisdomcircle.org</i>
3	<i>Overcoming Obstacles</i>	Profile	<i>london2012.com</i> <i>Glogster</i>
4	<i>Eating Habits</i>	Questionnaire	<i>allanswers.org</i> <i>faqs.org</i>
5	<i>Climate Change</i>	Letter	<i>publishletter.com</i> <i>teenink.com</i>
6	<i>Lights, Camera, Action!</i>	Movie Review	<i>rottentomatos.com</i> <i>imdb.com</i>
7	<i>Live and Learn</i>	Interview	Não há recursos digitais sugeridos
8	<i>Study skills</i>	Comic Strip	<i>bitstrips.com</i> <i>pixton.com</i>

Source: Developed by the authors.

In unit 2, whose general theme is “Careers and Jobs,” the book proposes an activity aimed at reflecting on the choice of a profession and exploring the characteristics of a problem letter. In this activity, from the “Correspondence” genre, which consists of composing a letter asking for help from a friend or family member, the student should start with a problem situation experienced by them. To initiate it, it is suggested that the student use the RTDs *dearabby.com* and *elderwisdomcircle.org* to explore situations encountered by others and the structure of this genre. It is also recommended that the student refer back to the previous lessons of the unit to better explore the genre. After writing the letter, the instructions are to publish the texts on the Internet, on public sites such as those of the school itself, blogs, and other websites.

In Unit 3, the textbook fosters a discussion about overcoming obstacles and challenges, and the writing activity involves the textual production of a profile of an athlete admired by the students. To observe models of profiles and explore the structure and characteristics of this genre, the book indicates the RTD *london2012.com*. It is also suggested that the profiles be published in the form of a poster, using the RTD *Glogster*. Reiterating, *Glogster*, as previously mentioned in other tasks, provides an attractive environment where students can create various types of multimodal online posters, facilitating work with the genre and incorporating characteristics of the digital medium, as mentioned in this article.

Unit 4 proposes a reflection on eating habits, and the objective of the textual production activity is to work with the "Question and Answer" genre. In this unit, the book suggests two

RTDs, allanswers.org and faqs.org. Upon analyzing these resources, it was not clear how they could be employed in executing the activity, as both present a confusing interface. Apparently, the second RTD (faqs.org) is a repository of frequently asked questions about various topics posted on the web. Regarding the suggested written production in this unit, it can be carried out on paper, as the Question and Answer genre is common in the school context and, consequently, seems not to require the assistance of RTDs for its production, which does not justify the indication of the resources by the material. Moreover, the suggested resources do not offer a user-friendly interface, complicating navigation on the indicated pages and the student's understanding of why and how to use them.

Furthermore, dealing with Book 2, Unit 5 focuses on climate change and global warming. The writing activity presented in the unit proposes the production of a text in the genre of Letter, which should be addressed to an editor of a newspaper or magazine section. As a technological resource for this activity, two RTDs are provided - publishaletter.com and teenink.com. The first RTD groups a series of brief articles that explain the purpose of the genre, its context of production, its relevance, and how it can be published. The second is an online magazine aimed at a teenage audience that receives and publishes various types of work, such as photos, reviews, letters, and comments, among others. The resource can be used as a source of research, but it does not directly assist in the production of the genre in focus in this unit. Thus, it is believed that the indicated RTDs are dispensable for the drafting of the Letter to the editor, as other printed sources could also be used to consult examples.

In Unit 6, several models of movie reviews can be observed, as this is the main theme of the unit. In the analyzed textual production activity, the task proposed works with the genre "Review." Students must watch a movie, noting its primary information such as title, director's name, main actors, and genre, among others, and then write a review about it. The book suggests two RTDs for publishing the reviews, rottentomatoes.com and imdb.com. The first refers to a repository of reviews on TV shows and movies, providing a guide to viewers on what is worth watching or not. The second offers various news about films, updates on the world of cinema, and actors, among other information. It is believed that both resources suggested in this unit can be significant for learning the genre; however, they appear to be merely tools for consulting the genre and not for its production. The teaching material does not clarify how the reviews produced by the students could be published or shared.

The central theme of Unit 8 revolves around the discussion of strategies and techniques that help students when studying and exploring the Comic Strip genre in the main activity

analyzed. This activity involves writing a comic strip to illustrate a situation or an experience lived by the students or someone close to them.

The unit presents two RTDs for creating and publishing comics, bitstrips.com, and pixton.com. The first RTD does not seem to have an essential function in working with the chosen genre, as it is a support tool for creating personalized emojis. In this case, the provided link can be used but is not of great applicability, as it does not directly explore the genre. In contrast, pixton.com appears more appropriate and interesting, as it enables the creation of online comics, providing a series of resources that can be customized according to the user's needs and preferences. With this RTD, students can edit images, texts, backgrounds, and objects, among others. The production of the comics, in this case, becomes more dynamic, incorporating different media and exploring the characteristics of the genre.

Way to Go – volume 3

In the third book of the collection, there are a few suggestions of activities involving the use of RTDs, as can be seen in Table 6. However, the teaching material covers 8 different genres throughout the units.

Table 6 – Units, genres, and RTDs of the Way to Go collection – Vol. 3

Unit	General Theme of the Unit	Discursive Genre	RTD
1	<i>Ethnic Diversity in Brazil</i>	Cartoon	<i>boston.com</i> <i>newyorker.com</i>
2	<i>Woulda, coulda, shoulda</i>	Poll	<i>easypolls.ne</i> <i>pollcode.com</i> <i>flisti.com</i> <i>acepoll.com</i>
3	<i>Inspiring stories, Inspiring values</i>	Short Story	<i>values.com</i>
4	<i>Career Expectations</i>	Testimonial	No digital resources suggested
5	<i>Save the Amazon!</i>	Facts Archive	No digital resources suggested
6	<i>To shop or not to shop?</i>	Advertisement Poster	No digital resources suggested
7	<i>Women in literature)</i>	Synopsis	No digital resources suggested
8	<i>Falling in love</i>	Quiz	<i>makeaquiz.net</i> <i>quizyourfriends.com</i> <i>quizbox.com</i>

Fonte: Elaborado pelos autores.

Unit 1 addresses ethnic diversity in Brazil, and the text production activity focuses on creating a Cartoon. For this, the book suggests that students research well-known newspaper sites to familiarize themselves with the genre. The recommended RTDs are [newyorker.com](http://www.newyorker.com) (The New Yorker) and [boston.com](http://www.boston.com) (The Boston Globe). On the first site, you can find a specific section on cartoons, along with various examples and a series of videos recorded by the newspaper's cartoonists explaining how to create cartoons.

However, the videos are entirely in English and without subtitles, which may pose comprehension difficulties for students who do not have at least an intermediate level of English. Thus, the tool may be more useful for researching different models of cartoons within the journalistic sphere. It is worth noting that, given the characteristics of the genre, which include both verbal and non-verbal language, RTDs that allow text and image editing would be more suitable for creating cartoons. Therefore, it is believed that the suggested RTDs are not essential for the text production activity proposed in the unit, as cartoons could also be manually created on paper or through cut and paste.

The text production activity in Unit 2 focuses on creating a poll. For this task, four RTDs are suggested - easypolls.net, pollcode.com, flisti.com, and acepoll.com. However, three of these were not accessible at the time of data analysis for this study. Despite this, pollcode.com appears to be quite useful for learning, mastering, and practicing the genre, as it allows students to create and customize polls according to their preferences. After entering the question into the online form, up to 30 response options can be chosen. Customization options include choosing colors, fonts, and layout configurations. Upon completing the information entry and creating the poll, the RTD provides an HTML code that can be digitally shared via email, on web pages, social media, or other platforms, allowing others to respond to the poll.

Unit 3's main theme is a discussion about values and inspiring stories, and it proposes working with the genre of Short Stories. The text production activity in this unit suggests writing an inspiring story that embodies an important value and concludes with a moral lesson. The textbook provides guidance on constructing a text with an introduction, conflict, climax, and conclusion, and suggests the inclusion of images to convey the intended message better. To complete the activity, it is suggested that RTD values.com be used to publish the story created by the students. This resource also offers various examples of stories that can be helpful for learning the suggested genre. However, finding these stories is not straightforward since the RTD does not provide sufficient information for such a purpose. In other words, aspects of human-computer interaction appear deficient in this RTD. To directly access the stories posted

on the site, one needs to visit the link <https://www.passiton.com/your-inspirational-stories>, which is also not provided by the textbook.

The theme discussed in Unit 8 is love and passion. The text production activity for this unit involves creating a Quiz on this topic. To carry out the activity, the RTDs [makeaquiz.net](https://www.makeaquiz.net), [quizyourfriends.com](https://www.quizyourfriends.com), and [quizbox.com/builder](https://www.quizbox.com/builder) are suggested. All the resources indicated by the textbook are tools that allow the creation of quizzes in a digital environment, thus contributing to the understanding of the genre's structure and how to produce it. This is because, in addition to being able to insert questions and their answer options, the suggested RTDs give users a chance to customize the quiz by selecting different colors for the title, background, and questions, for example, and by providing a score at the end of the quiz. It is believed that the indicated RTDs incorporate more dynamic features to the genre in question and bring it closer to reality, as currently, it seems much more common to encounter the Quiz genre in digital contexts than in print.

Final considerations

The near-daily emergence of new technologies and the modernization of social spheres concerning new forms of communication have required us, language users (both native and foreign), to adapt to recent reading and writing practices, understanding language as a sociocultural product. In this sense, providing access to different genres in the classroom has become essential for developing students' discursive competence, preparing them to understand and produce texts across various genres and in various communication contexts, especially those typical of the digital world that today permeate life in society.

Reiterating, this study focused on investigating whether the digital technological resources proposed by the Alive High and Way to Go collections, intended for teaching and learning English as a foreign language and approved by PNLD for the period 2018-2020, enable the development of students' discursive competence through work with different speech genres.

In summary, the results indicate work with digital technological resources that allow the creation and editing of videos, audio, and images, and suggest the use of various social networks and websites for the dissemination and sharing of student productions across the three volumes of both collections.

Unlike the Way to Go collection, Alive High presents an approach to English teaching and learning based on working with genres. Consequently, the guidelines for the production of

these genres were more detailed and aspects concerning the characteristics of the genres, such as the use of verbal and non-verbal language, style, target audience, contexts of use, among others, permeated the entire unit.

It is also noted that the following patterns were observed in the indication of digital technological resources for working with genres by both collections: RTDs to publish the produced genre, RTDs to obtain examples of the genre, and RTDs to produce the genre, the latter suggested less frequently. This finding indicates that there may not be helpful RTDs for the production of specific genres, or that certain genres do not necessarily need to be taught using these resources.

On the other hand, some genres appear to have a more complex structure, as they involve the use of multimodal elements (the infographic, the comic story) or the hierarchical organization of information (mental maps), for example, which may require students to have skills not just linguistic, somewhat interfering with the genre learning. In this sense, it is believed that some RTDs are essential for students to appropriate the genre's characteristics. Others, however, such as those that only allow the publication of the produced genres, seem to have limited potential in terms of student genre learning.

It is also important to emphasize that, in general, the digital technological resources proposed by the collections analyzed aim to stimulate work with different discursive genres. However, in some units, the suggested RTDs do not adequately explore the genres, as is the case with the Way to Go collection, where the directions for the proposed activities were not always sufficiently clear regarding the genre, and it did not stand out throughout the unit. Thus, some of the proposed textual production activities, in both collections, were merely transpositions from print media, which could be equally performed on paper or through another more relevant resource, as suggested throughout this article's data analysis.

Finally, the indication of RTDs for working with different genres in both analyzed collections does not clarify how these can contribute to language learning, especially because several of them do not provide or make available any new or utterly indispensable information for executing the tasks proposed for the production of the genre. Some RTDs even feature user-unfriendly interfaces that make it difficult for students to understand how and why to use them.

Despite the limitations in the indication of digital technological resources for working with genres and, consequently, for developing students' discursive competence by the educational materials analyzed, the importance of equipping students with different sources of research and possibilities to put into practice (or at least to make more concrete) what they are

learning is believed to be significant. There is no doubt that access to different web pages with information and/or examples of the genres discussed, access to online tools that allow manipulating and editing different types of information, and the possibility of sharing something of their authorship, can make classroom tasks more interesting to students who are immersed in the digital world.

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