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MARCEL BITTENCOURT TAVARES

**INVESTIGATING BRAZILIAN PUBLIC SECTOR EFL READING
STRATEGIES FOR THE BLOG GENRE**

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Dissertação apresentada ao Programa de Pós-Graduação do Instituto de Letras da Universidade Federal Fluminense, como requisito parcial para obtenção do Grau de Mestre. Área de Concentração : Estudos da Linguagem. Subárea : Lingüística Aplicada. Campo de Estudo : Inglês.

ORIENTADOR : PROF. DR. DAVID SHEPHERD

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ABSTRACT

The present research aims at investigating both the degree to which blogs are characterized as a socially recognized genre and the reading behaviour of a group of public school EFL learners when faced with those blogs. The corpus consists of twenty selected blogs and data collected from the application of a questionnaire, group interview and think-aloud protocols performed by the target group of learners. In order to verify the genre status of the blogs, this study has drawn on Swales' (1990) theory of genre analysis and utilized his criteria for identifying the discourse community involved with the blogs. The analyses carried out in this investigation have confirmed the hypotheses that blogs do represent a web-genre and that these learners' reading processes are based on the use of bottom-up reading strategies,. These results revealed the need to reflect upon the way within which blogs may be applied to the EFL reading class, since they constitute a "hybrid" genre. The work concludes by suggesting further research, including contrastive studies regarding other web-genres and their pedagogical implications, in terms of English language teaching and learning

RESUMO

A presente pesquisa visa investigar tanto a possibilidade de caracterização de *blogs* como um gênero socialmente reconhecido quanto o comportamento de leitura de um grupo de alunos de inglês do ensino público em relação aos mesmos. O corpus da pesquisa compreende um grupo seletivo de blogs e dados coletados a partir da aplicação de um questionário, entrevista em grupo e protocolo verbal junto aos participantes da pesquisa. Com vistas à verificação do status de gênero dos *blogs*, este estudo busca a teoria de análise de gênero de Swales (1990) e utiliza seus critérios para identificar a comunidade discursiva envolvida com os *blogs*. Ambas as análises feitas nesta investigação confirmaram as hipóteses de que os *blogs* representam um gênero textual e que o processo de leitura dos alunos se baseia principalmente no uso de tradução de palavras da língua alvo para a língua materna. Estes resultados revelaram a necessidade de reflexão sobre os modos pelos quais *blogs* podem ser utilizados nas aulas de inglês na escola pública, visto que constituem um gênero híbrido. O trabalho conclui sugerindo pesquisas contrastivas com outros gêneros na Internet e suas implicações, em termos de ensino e aprendizagem da língua inglesa.

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CHAPTER 1

INTRODUCTION

1.1 – Presentation and justification

In recent years, the Internet has become an increasingly relevant element within the Brazilian educational scenario. This has led to an increase in the number of on-line texts used by students and brought about potentially useful consequences for the EFL classes and for the entire educational system, particularly at the level of secondary education.

There seems to be an increasing tendency to focus upon the reading skill in secondary education, especially in public sector school, no doubt partially due to the PCNs (Celani & Moita Lopes, 1998). In addition, there seems to be a consensus that the teaching/learning conditions in public-sector Brazilian education are largely unfavorable for successful learning of foreign languages (Moita Lopes, 1996). These conditions include : insufficient number of teachers, inadequate teacher education (including in-service training), inadequate infrastructure in terms of physical environment (buildings, classrooms, libraries, computer laboratories, etc...), difficulties in accessing materials, insufficient budget support, excessive number of students per classroom, and insufficient time allocated to English language teaching in the curriculum. Because of these difficulties, many teachers and professionals involved with EFL in Brazil welcome the priority given to reading. Moita Lopes (1996), for instance, provides a detailed discussion of these structural problems as a justification for the impossibility of including each and every of so-called four skills within the teaching of a foreign language, and sensibly and convincingly argues for

an emphasis on the reading skill.

Although the issue is hotly debatable in some quarters, reading has been adopted as a feasible and promising pedagogic priority for EFL, by a number of institutions, including the Secretaria de Estado e Educação do Rio de Janeiro (SEERJ), the Colégios de Aplicação and the Colégio Pedro II. These decisions have been taken in accordance with the recommendation of the same 'Parâmetros Curriculares Nacionais' (a set of principles and guidelines proposed by the Brazilian Ministry of Education in 1998, viz Celani & Moita Lopes).

The debate over the appropriateness of focusing on the teaching and learning of reading skills, with the consequent neglecting of oral and listening skills continues within Brazilian TEFL. However, the argument that on-line communication is predominantly reading-based, and that these on-line texts ought to exert large influence upon EFL curricula and pedagogy in secondary education seems clear. Although the importance of the Internet in the Brazilian educational system is unquestionable, there has been insufficient systematic research in this area.

According to Paiva (2001), the Internet derives from an electronic network created in 1969 by the American Defense Department, aimed at sharing secret information in a safe way. This network was capable of transferring a huge amount of data from one computer to another with great speed. However, the World Wide Web (WWW), was only made available in 1991 (Paiva, 2001 :94). Schools in many developed countries soon began to use the Internet and the WWW as supporting tool for traditional methods and teachers of English as a foreign language also began to exploit the information available on the web in their courses.

Most authors in the digital field, however, recognize that the new technology may have both positive and negative influences on both learners and teachers alike.

Graus(1999) demonstrates that, in terms of organisation, the Internet has a wide variety of resources that may be used by language teachers, but there is no organised or coherent structure, and there is no guarantee that teachers will find what they are looking for. In terms of pedagogy, the most obvious advantage of the Internet is the availability of authentic materials, making the learning process more real and attractive. In addition, EFL learners who have access are able to choose the most convenient materials for their own purposes, which obviously promotes autonomy and self development. On the other hand, not all information found on the net is appropriate, relevant or even desirable, causing distraction and sometimes hindering the learning processes.

Although there are problems in the use of the Internet and the WWW in language learning, many researchers including Warschauer (1995,2000), Levy (1997) and Beaugrande (2002), have been promoting research which advocates the use of technology as a tool . This tool may foster foreign language learning, both when used as support materials in traditional classrooms or when virtual classrooms are created. In traditional classrooms, teachers may use the Internet resources as supporting materials for their classes. In virtual classrooms, the Internet is used as a means of communication between participants (teachers and learners) through the use of e-mail, discussion lists or e-groups.

1.2 – Overview

The present dissertation focuses both on a genre analysis of blogs and on the study of reading strategies adopted by public sector secondary EFL learners during a blog reading activity on the Internet. In Chapter 2, the concept of ‘genre’ is argued as

intrinsically related to the communicative purposes governing a communicative event. Blogs have been chosen to be characterized as a genre since, through the very process of analyzing their genre features, the communicative nature of blogs might be unveiled. In other words, approaching blogs as a genre implies an analysis both of their social role and of linguistic/discourse characteristics. Furthermore, a genre-based analysis of blogs is consistent with the view which will be put forward in this investigation (see Chapter 2) that reading involves identifying the communicative purpose of a text, which is believed to be the main characteristic feature of a genre. Adopting a genre-based view of reading has thus motivated, then, a genre-based analysis of blogs.

In this study, a group of selected blogs are analyzed in terms of their potential for representing a socially recognized genre. Based on the blog-tracking site 'blo.gs', the twenty most-watched English language blogs have been selected. In order to identify the genre status of the blogs, Swales' (1990) 'Working Definition of Genre' is adopted as a framework for the analysis, and his concepts of Genre, Discourse Community and Genre Analysis discussed. Bhatia's (1993) theoretical considerations on genre analysis is also used as support to this discussion, particularly in relation to the steps which should be followed in the analysis of a genre.

The following questions are the focus of this investigation in terms of genre analysis :

- (i) Is there a recognized discourse community which determines the characteristics of blogs ?
- (ii) Is 'blog' an established genre ?
- (iii) What are the relevant characteristics of the blogs analyzed in this research revealed in terms of the rationale of the genre ?

It is assumed that searching for answers to these questions constitutes an attempt to identify the rationale behind the blogs. In this inquiry, this study seeks to understand such a rationale and, through this understanding, it is hoped to provide a small contribution towards the teaching of reading web-genres in secondary education.

On the other hand, based on this researcher's EFL teaching experience in the state schools, this study also adopted the hypothesis that public sector EFL secondary students process texts mainly through linear, word-level reading strategies. This hypothesis, in turn, gave rise to the following research questions :

- (iv) What are the reading strategies EFL learners from 'ensino médio' most frequently use when reading blogs in the Internet ?
- (v) Does the methodology applied to EFL reading classes in the state school where these learners study the target language exert any influence over the reading strategies they choose ?
- (vi) How can these learners be helped broaden the scope and application of their reading strategies given the constraints imposed by the public sector educational system ?

In order to investigate this hypothesis and, hopefully, find answers to these questions, this researcher has selected a group of state school students to take part in the present research. The group chosen to be the target population of this investigation consisted of 5 EFL learners of the third grade from 'ensino médio' in 2006. The researcher had taught all these students during their previous studies at the state school. These students had been part of a larger group of learners who were initially invited to participate in the research.

1.3 – Organisation

One of the main purposes of this investigation is to establish a set of criteria for defining the blogs in the research corpus as a socially established genre. Chapter 2 provides the theoretical background of this study, i.e., a discussion involving the concepts (and their applications) of 'genre' and 'discourse community', and 'reading as a process'. In Chapter 3, the methodology of the research is introduced, including the type of research, the phases of research, the selection and description of the corpus, and the procedures followed in the analyses.

In Chapter 4, this research is initially concerned with the identification of the discourse community which produces, utilizes, and, at the same time, is defined by the blog genre. Subsequently, the identification of the blogs as a web-genre based on Swales' (1990) criteria for defining genre follows. In Chapter 5, the analysis and results of the data based on the analytical features suggested by Shepherd (1992) is provided. The data collected consisted of written answers to questionnaires, interviews and think-aloud protocols performed by the five subjects and audio-recorded by the researcher. In Chapter 6, final comments are presented, including the applications and limitations of the analysis implemented in this research, as well as a discussion of the possible influence of public sector constraints and methodology on the target group's choice of reading strategies.

It is important to mention from the outset that this research does not claim universal status to the results and conclusions presented. The scope of this investigation is limited both to an analysis of the selected blogs and certain reading strategies used by a group of students at a given period of time and space. Nevertheless, though restricted to a small sample of the 'blogosphere' and student

population in Brazil, it is hoped that the present discussion may serve as a source of reflection on the relationship between reading and web-genre, and, also, as a generator of relevant questions to be explored in further investigations.

CHAPTER 2

BACKGROUND PRINCIPLES

The aim of this theoretical research chapter is to discuss several concepts believed to be important in providing a backcloth for the research questions. These concepts include: genre, genre analysis and discourse community. In addition, a review of a selection of the literature concerning reading in a foreign language is felt to be appropriate. To this end, several publications on the topics in focus will be cited so as to provide a basis for developing data analysis at a later stage.

2.1 GENRE ANALYSIS

One of the most difficult yet fundamental tasks that researchers must face is to define the object to be studied. This definition must be not only general enough to include a wide number of elements related to what is being investigated. The definition must, in addition, be specific enough in order to prevent it from creating distortions in the analysis of data. To meet both ends, it has been decided to work on what is believed to represent the core of most studies about genre analysis, namely, genre and discourse community. These concepts will be later applied to the analysis of blogs in an effort to identify the relation between the defining characteristics of a genre and those of the blog. Thus, this section aims at defining genre and, in this way, conceptualizing genre analysis according to certain relevant approaches developed in these areas, which may represent a theoretical foundation for the research in question.

2.2.1 The concept of genre

In the field of Linguistics, genre analysis, as a ramification of the wider study of discourse analysis, has become an important means towards text analysis. A general definition of genre might be that a genre is a text or discourse type which is recognized as such by its users, because of its characteristic features of style and form. Both these latter elements will be specifiable through stylistic and text-linguistic/discourse analysis, and/or by the particular communicative function of texts belonging to the genre. Hence, genres may be classified based on both their macro textual organization and communicative functions.

Paltridge (1995: 504) highlights two prominent approaches to genre analysis, which are the 'Systemic Approach', based on the work of functional/systemic linguists including Halliday (1985), Halliday & Hasan (1976), and Martin (1985); and that of the English for Specific Purposes (henceforth ESP approach), based on the work of Swales (1990; 1995) and Bhatia (1993).

Systemic-Functional Grammar (henceforth SFG), as developed by Halliday (1985), is an approach to text analysis which aims at focusing and describing naturally-occurring text; as well as explaining systematically how this process creates meaning. While Halliday's (1985) Systemic Grammar contains a functional component, and while the theoretical basis for the functional grammar is systemic, Halliday (1985) concentrates exclusively on the functional part of grammar 'that is, the interpretation of grammatical patterns in terms of configuration of functions' (Halliday, op.cit., Foreword: x). According to this linguist, these functions are particularly relevant to the analysis of text, i.e. 'everything that is said or written' (Introduction; xiv).

Since language has certain functions for its users as a social group, Halliday (ibid) defines functional grammar as basically a 'natural' grammar, in the sense that everything in it can be explained by knowing how language is used. In fact, his theory of language is part of an overall theory of social-semiotic interaction, in which language is seen as genre and discourse - the exchange of meanings in interpersonal contexts. Therefore, a Hallydayan Grammar may be viewed as a grammar of meaningful choices rather than of formal rules, where the 'creativity' of language is situated in the exchange of meanings.

Indeed, Halliday (1978) argues that language is part of the social semiotic, i.e., it is one of a series of systems of signs which is inherent in every culture. This point is particularly important because most of the other systems of signs are learnt through, and translatable into, language, and because language reflects elements of situations in which it occurs. Additionally, Halliday and Hasan (1976) claim that language, as a social system, is subject to variation according to use (register variation), which produces variations in meaning. A register is the level and style of language which is usually appropriate to the situation or circumstances it is used (defined as the 'context of situation' by the same authors).

According to these authors 'the linguistic features which are typically associated with a configuration of situational features - with particular values of the field, mode and tenor - constitute a register' (Halliday and Hasan, 1976: 22).

Their concept of the 'Field of Discourse' is defined as what is going on (the social action or topic), which has a meaning as such within the social system. The 'Tenor of Discourse' relates to those who are taking part in any social action. This encompasses socially meaningful participant relationships, whether these are permanent attributes of the participants (e.g.: mother-child) or whether they are role

relationships that are specific to the situation (e.g.: teacher-student). The third dimension, or component of the 'Context of Situation' is what Halliday and Hasan (op. cit.) refer to as 'Mode of Discourse', which deals with the role that the text or language itself is playing in the situation at hand. This refers to the particular status that is assigned to the text within the situation and to its symbolic organization. A text will have a function in relation to the social action and the role structure (inviting, complaining, informing); it will have a particular rhetorical structure (formal, casual). These three components, which are not mutually exclusive, create a complex network of relationships and help to explain how the underlining ideas are organised within the texture of a text.

Ultimately, these three semiotic elements of the 'context of situation' are reflected in all texts: each linguistically relevant situational component will tend to determine the choices in one of the three semantic elements which language comprises in virtue of being part of the the system through which people communicate with each other. Thus, in Halliday's (ibid.). SFG, language has three major functions (or metafunctions) for its users, directly related to the three dimensions of discourse defined above. Language is a means of reflecting on things, that is, an ideational or experiential 'content' function; and it is a means of acting on things, i.e., an interpersonal function. Both these functions rely on a third, which enables the other two to operate, and which ensures that the language used is relevant. In other words, the textual function represents the language user's text-forming potential.

Therefore, for each of the functions that language has for its users, there is a corresponding element within the semantic system of language, from which choices are made somewhat as follows:

- The Field of Discourse which relates to the topic, i.e., what is going on, will tend to determine choices in the ideational component of the language among classes of things, qualities, quantities, times, places and in the 'transitivity' system;
- The Tenor of Discourse relates to the people involved, and will tend to determine choices in the interpersonal systems of mood, modality, person and other forms of action: the speaker/writer doing something to the listener/reader by means of language;
- The Mode of Discourse, which concerns the part the actual text is playing, will tend to determine choices in the textual component of the language among cohesive patterns, organization of information and in choice of theme. The concept of genre is an element of what Halliday regards as mode.

Summing up, the systemic approach focuses on genre-specific language and textual organization. It argues that an examination of the organisation of a text will reveal its specific genre. This will be achieved by recognizing obligatory and optional structure elements, as well as sequencing and recurrence. According to Martin (1985:25), 'genres are how to get things done, when language is used to accomplish them' .

The ESP approach, on the other hand, focuses largely on the macro-organisation of the text, including rhetorical writer moves and steps within stages of the text, and then aims at demonstrating how these stages are realized in language. According to Allison (1999), genre analysis is an important area within ESP teaching 'because learners also have intuitions and experiences about how some texts and events resemble or differ from others. In schools, learner's experiences and uses of

language often differ across subjects. Exploring similarities and differences between communicative events is a concern that genre analysis share with language teaching and learning'.

This approach has been largely developed from the work of Swales (1990, 1995), who regards language use as a kind of social behavior, influenced not only by those of institutions and organisations. Hence, the Swalesian genre analysis presupposes a restriction of scope of text variety, with additional deepening of the analysis. Here, the analyses must go beyond the description of the language traits to search for explanations of functional, cognitive and rhetorical motivations, which determine the choice of such traits. This, in turn, infers that Swales (1990) is concerned with the relationship between grammatical choice and rhetorical functions in specific genres.

2.1.2 The concept of Discourse Community

To account for the identification of specific genres, Swales proposes the concept of 'Discourse Community', referring and identifying the social group which 'possesses' the genre as a way of communicating its purposes in its own format. He also stresses the difference between a 'Speech Community' and a 'Discourse Community'. The former refers to the group sharing linguistic forms, rules of language use and cultural elements that underpin the communicative event. The latter, in turn, entails not only speaking but also communicative possibilities of literate groupings and determines language use in terms of the functions one wants to perform (or objectives to achieve) through language. In addition, new members are included in speech communities by means of birth or, in some cases, by adoption. In contrast,

Discourse Communities gain members by accepting their profile (e.g. internet communities like the 'orkut') and/or after they have learned how to use commonly accepted genres (e.g. participating of chats in the internet).

The identifications of the necessary conditions to form a Discourse Community, is claimed by the same author as

neither shared object of study nor common procedure nor interactions nor agreed discursal convention will themselves individually be necessary and sufficient conditions for the emergence of a Discourse Community, although a combination of some or all might (Swales, 1990: 22)

In the final analysis a Discourse Community is defined as consisting of a

group of people who link up in order to pursue objectives that are prior to those of socialization and solidarity, even if these latter should consequently occur. In a Discourse Community, the communicative needs of the goals tend to predominate in the development and maintenance of its discursal characteristics (Swales, 1990: 25).

Additionally, the same author avers that the correlation between form and function within particular genres clearly presupposes an understanding, not only of the text itself, but also of the expectations which the Discourse Community has towards the text. This understanding is especially relevant as far as the rhetorical organization is concerned, since the genre organisation is determined in terms of rhetorical moves and steps commonly used by members of a specific community to achieve their communicative goals.

In order to establish the range of conditions needed for the development of a Discourse Community, Swales (1990: 24-27) proposes six defining features of a Discourse Community, as summarized below:

1 – 'A Discourse Community has a broadly agreed set of common public goals.'

2 – 'A Discourse Community has mechanisms of intercommunication among

its members.”

3 – ‘A Discourse Community uses its participatory mechanisms primarily to provide information and feedback.’

4 – ‘A Discourse Community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.’

5 – ‘In addition to owing genres, a Discourse Community has acquired some specific lexis.’

6 – ‘A Discourse Community has a threshold level of members with a suitable degree of relevant content and discorsal expertise.’

As this same author comments, these criteria may not be broad enough to encompass all the social and professional sets of relations. However, they may provide a useful basis for genre analysis. Indeed, these same criteria will be used below in order to define the community behind the blogs which constitute the corpus of the present research.

2.1.3 Towards a definition of genre

Dudley-Evans (1987:1) comments that the first use of the term Genre Analysis in relation to ESP was made by Swales (1981), who defines the concept as ‘a system of analysis that is able to reveal some of the patterns of organisation of a ‘genre’ and the language used to express those patterns’. Indeed, Paltridge (1995:505) claims that ‘genre aims to draw together language, content and the context of discourse production and interpretation. They further aim to explain goal-oriented patterns of language use in terms of regulations of purpose, content and form’.

Swales (1990: 45-57) proposes a definition of genre which consists basically

of a characterization of the constitutive elements of a genre and which has been extremely influential in the subsequent ESP work on genre analysis. This characterization will be used to investigate the nature of blogs as a genre. It is therefore essential to understand, at this point in the dissertation, the main features of what Swales refers to as a 'working definition of genre' .

Firstly, a key element within this definition is the notion of genre as a class of communicative events with some shared set of communicative purposes. According to Swales, in spite of incidental talks during activities, such as a tennis match or a cards game, these cannot be regarded as authentic communicative events, provided that they have a purpose on their own, which do not depend on talk to succeed. Swales defines communicative event as follows: 'I will assume that a communicative event is one in which language (and/or paralanguage) play both a significant and indispensable role' (Swales, 1990: 45). Similarly, the author claims that the sharing of communicative purposes is essential in order to turn a set of communicative events into a genre, based on the notion that genres constitute communicative vehicles for the achievement of goals.

Secondly, these events may, nonetheless, vary in their prototypicality, that is, certain exemplars may be typical instances of the particular genre, whereas others may be less so. Prototypicality means the search for parameters to which may be referred to in attempts to identify a communicative event as being part of a certain genre. Swales (1990: 49-57) highlights three approaches which may be followed so as to define features required to identify genre membership:

- The definitional approach, in which Swales claims that 'in theory at least, it is possible to produce a small set of simple properties that are individually necessary and cumulatively sufficient to identify all the members and only

the members of a particular category from everything else in the world’.

(Swales, 1990: 49)

- The family resemblance approach, stating that ‘what holds shared membership together is not a shared list of defining features, but inter-relations of a somewhat looser kind’ (ibid. :53)
- The prototype approach, which is based on the principle that people have in mind the elementary characteristics of a certain class of events which allow us to spot the prototypical exemplar of a genre. Other instances, which have variable degrees of similarities, are recognized as belonging to the same class prototype within variable degrees of certainty.

Thus, a text might be regarded as an 'ideal example' of a particular genre in cases and an atypical instance of the particular genre in others. However, a text may nevertheless be considered by the Discourse Community as an exemplar of the particular genre.

Thirdly, the communicative purpose of a particular genre is recognized by members of the relevant Discourse Community, who, in turn, establish the constraints on what is generally acceptable in terms of content, positioning and form for a single genre. Swales argues that the goals shared by a genre are somehow defined by members of the Discourse Community who recognize such objectives at a certain level of consciousness. Other members frequently have varying degrees of difficulty to achieve set goals. On the other hand, non-members rely on their own skills and may identify the objectives or not. The shared goals, once identified, constitute the basis for the rationale, which, in turn, restricts form and content.

Lastly, Swales claims that a Discourse Community’s naming of a particular genre provides important insights into genre category membership but typically

needs further validation. In other words, the members of a Discourse Community put labels on communicative events and such identifications last for long within the community, in spite of important changes in the type of verbal activity.

Hitherto, the discussion has highlighted the main features in the concept of genre; now several more explicit definitions of this term may also be introduced. A general definition of genre as provided by the Linguistics Encyclopedia (edited by Malmkjær, 1991) explains that

a genre is a text or discourse type which is recognized as such by its users by its characteristic features of style or form, which will be specifiable through stylistic and text-linguistic/discourse analysis, and/or by the particular functions of texts belonging to the genre (Malmkjær, 1991: 176).

In fact, this same author considers this definition a broad outline, and actually quotes Swales (1981) for a more specific and appropriate account on the concept on genre, i.e., 'in so far as it creates a more 'technical' sense of genre, limiting its field of reference to those communicative events in the case of which it is possible to perceive a fairly specific function for the event' (1981: 176). Swales' (1981: 10) definition is the following : 'A more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a social or personal setting.'

Swales (1990) has subsequently extended the above definition of genre in order to incorporate the importance of communicative purpose. For it is this latter concept from which the rationale of a genre, in terms of rhetorical structure, content and audience, stems, in Swales view. Swales (1990) definition of genre quoted below includes the main elements which he argues as crucial for the characterization of a genre:

A genre comprises a class of communicative settings, the members of which share some set of communicative purposes. These purposes are recognized

by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical actions. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community (Swales, 1990: 58)

Thus, the nature of living in society underpins the relation between the concepts of genre and communicative events. An individual engaged in a certain group will struggle to exchange ideas within the group through language. Genre, then, provides a recognized pattern of interaction for responding to recurring communicative situations according to the communicative purposes shaped by the members of the Discourse Community and the conventions socially accepted as the means for achieving those purposes. Genre, furthermore, provides a frame that enables individuals to orient to and interpret particular communicative events.

Following Swales' (1981 and 1990) definition of genre, Bhatia (1993) stresses the importance of Discourse Community and reinforces the idea that communicative purpose is the main feature of a genre, since the achievement of conventionalized goals is what determines a genre. In Bhatia's (1993: 16) opinion 'each genre is an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discursal resources' (Bhatia, 1993: 16). The main result of the relationships between genre and purpose is that the objectives established constitute a rationale for the genre, i.e., they determine discourse organisation and impose constraints on purpose, form and style. Hence, the Discourse Community creates a number of expectations regarding the realization

(the prototypicality) of communicative purposes, which, in turn, determine patterns of similarities among the exemplars (the prototypicals) of a genre.

In brief, the communicative purpose shapes the genre by determining its internal organisation and setting limits to the possibilities of rhetoric and linguistic occurrences so that the members of a specific community can recognize it as so. Ultimately, the Discourse Community identifies communicative purposes and, as a consequence, recognizes genres as texts are produced in accord with acknowledged constraints on their make up and organisation .

2.2 THE READING PROCESS

As far as the study of English language is concerned, reading has often been at the center of debate among teachers and researchers. Therefore, an attempt will now be made to define reading as a communicative process by following certain relevant descriptive frameworks in this area. Three main 'model' approaches have attempted to explain the nature of FL learning to read: (1) bottom-up processing, so called since it focuses on developing the basic skill of matching sounds with letters, syllables, and words written on a page; and (2) top-down processing, which focuses on the background knowledge a reader uses to understand a text. The bottom-up approach is related to a teaching methodology called phonics, whilst the top-down approach is associated with schema theory. Lively debate still takes place on which approach is more appropriate. For many years, the top-down approach had a greater influence on EFL learning. A third theoretical framework, often termed 'interactive' incorporates both top-down and bottom-up processing and sees text processing as a non-linear, constantly developing phenomenon in which both the former explanations

constantly react and influence one another. (Viz. Cavalcanti (1989); Grabe & Stoller (2002); Hood, Solomon and Burns (1996); Moita Lopes (1996)).

Thus, in this section, all three views of the reading process will be described and the interactionist perspective, which combines elements of these approaches to reading instruction, will be discussed. Insights will be drawn from a number of authors, including Nuttall (1996), Barnett (1989), Grellet (1982), Wallace (1992) and Eskey (1998).

2.2.1 The nature of reading

The nature of reading, that is, how people learn to process textual information, has been extensively researched for many decades, resulting in contrasting theories about what works best for the teaching of reading. As a result, the different focuses on the act of reading have spawned different ways of dealing with it in the classroom. Thus, any attempt to define the term 'reading' should take into account the purpose an individual has in mind when dealing with texts. It is also clear that the purposes will vary even though many different interactions might in one way or another be recognized as reading.

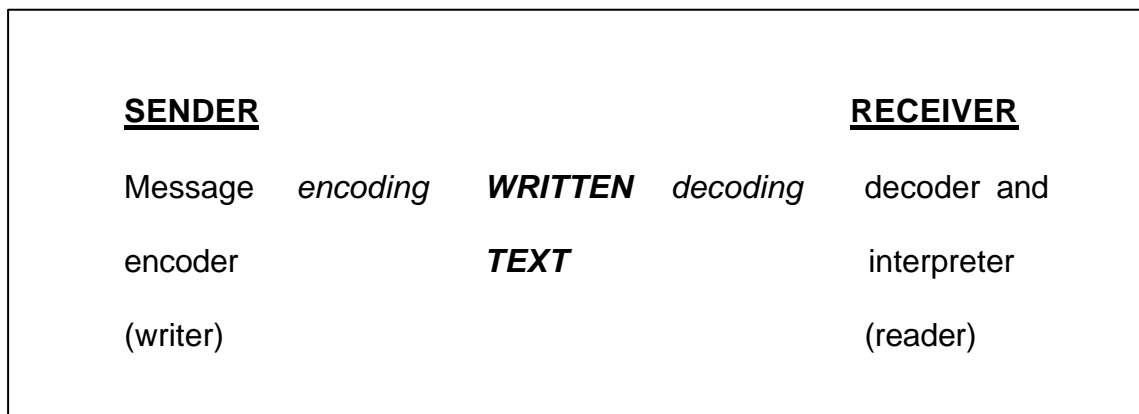
According to Eskey (1988:11), a partial (yet initially useful) definition of reading would explain that reading is the process of recognition, interpretation and perception of written or printed material. This definition suggests that reading is a process through which readers try to derive meaning from text. Moreover, Eskey (ibid.) claims that this process deals both with language form and content; i.e., reading is not only a process of communication which involves the recognition of letters, words, phrases and clauses but also a process of negotiating comprehension between the reader and

the writer. In other words, reading includes linguistic factors such as phonological, morphological, syntactic and semantic elements, in addition to cognitive and emotional factors in which the reader receives printed information from the writer and tries to understand the inner feelings of him/her. As Nuttall (1996:3) has claimed,

(...) you read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings or family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed. You were interested in what the writing meant (...).

When reading with the objective of taking meaning from writing, readers assume that there is some communicative purpose on the writer's part, which they must try to understand. Hence, the communication process should take into account three distinct elements: the sender, the receiver and the text (see figure 1 below).

Figure 1 – The Communication Process



Senders have messages in their minds which he wants someone else to share. To make this possible, they must encode the message, i.e., they must put it in words. Once it is encoded, it is available outside their minds as a text. The text is available to

the mind of the receiver, who decodes the message it contains. Once this is done successful communication may be achieved.

In this description of the communication process, the role played by the receiver (henceforth the reader) is important. The reader's part should not be regarded as passive whereby all the work had been done by the sender (henceforth the writer). In the latter case, the sole reader function would be to open their minds for meaning. Nonetheless, this picture suggests that the reader is relatively passive. Because of that, an arrow has been added from the reader to the text, representing what is brought to texts. Wallace(1992: 39) has argued that:

For some years now, researchers into both first and second language reading have argued against the view that texts are self-contained objects, the meaning of which it is the reader's job merely to recover. They have proposed a dynamic relationship between the text and reader. Texts do not 'contain' meaning; rather they 'have potential for meaning'. This potential is realized only in the interaction between text and reader. That is, meaning is created in the course of reading as the reader draws both on existing linguistic and schematic knowledge and the input provided by the printed or written text. (WALLACE, 1992: 39)

When handling a text, the reader and the writer should have certain things in common, if communication between them is to occur. Firstly, they should share the same code, that is, they must understand the same language. Secondly, they ought to share certain assumptions about the world so as to prevent problems in understanding as a consequence of a mismatch between the presuppositions of the writer and those of the reader. It should be born in mind, however, that certain types of experiences will be shared while others will not, since both reader and writer may have different experiences of life. On the other hand, it is clear that people who share a similar background will have much more knowledge in common. Hence, the greater the amount of shared knowledge, the easier communication will be. The case of FL

readers is generally, therefore, one of a gap of experiences between writers and their texts, on the one hand, and readers from a different cultural/linguistic setting, on the other.

The meaning of a text is thus not only in the text, waiting to be passively gathered, but also depends on the active participation of the reader, who may well have to struggle to define the meaning out of it by means of a co-operative task involving text, the reader and the writer. According to Nuttall (1996:10) , the 'co-operative principle' may be thus formulated:

The reader assumes:

- (A) That he and the writer are using the same code (the same language).
- (B) That the writer has a message.
- (C) That the writer wants the reader to understand the message.

(Nuttall, 1996: 10)

The assumption is that people want to achieve meaning through their messages, as well as on the fact that both the writer and the reader are assumed to share the same knowledge. Hence, their efforts to ensure that communication will be successful. And this is why, in turn, the act of reading may be conceived, as more than merely an active process, but, rather as *interactive*. In addition, the interactive nature of reading facilitates prediction on the part of the reader, and the reader who can share most of the writer's assumptions may have an improved understanding of the text . Prediction and inference also clearly play important roles in helping the reader to understand certain parts of the text found difficult. For instance, if he can identify the general pattern of the text can be identified, as well as the way the ideas are organised, guesses and suppositions may be made on the meaning of key words, in turn, crucial for interpretation.

An important issue addressed by Nuttall is the question of measuring

understanding of a text. The understanding of a text depends on the reader's knowledge of the world, his purpose in reading, motivation, knowledge of language, of text types, of the patterns of the texts among a wide range of influencing factors. Nuttall (1996) describes the issue of understanding of a text as a question of identifying the distinctive levels of meaning which sentences may convey. She claims that there are at least four types of meaning in a sentence:

- A) Conceptual meaning - This refers to the concept that each item carries. This may be either straightforward (e.g. a table) or difficult to understand (passion; love). An individual may identify the concept of a word, a sentence, or a whole text.
- B) Propositional meaning – This involves the meaning of a sentence in itself, apart from its context. Also known as 'signification' or 'plain sense', this is the meaning which allows people to produce and understand, for instance, a question, to deny, refuse, or accept. In the sentence: 'Boys don't cry', one may simply reject this idea by reporting difficult situations which people might face in life.
- C) Contextual meaning - This relates to the examination of the context within which a sentence appears. In order to interpret this meaning, it is necessary to consider the writer's purpose or point of view and the relationships which the sentence keeps with others in the text. This type of meaning is not decided by the work itself but by the 'functional value' of a sentence within its context.
- D) Pragmatic meaning - This involves the feelings and attitudes of the writer towards the reader, since reading involves an interaction between writer and reader. In the reading process, as claimed by the author, the

understanding of this type of meaning is implicative because it lies outside the organisation of language. In other words, it cannot be deduced from the linguistic system alone, since it is realized at the functional level.

In addition, Nuttall (1996) argues that these four kinds of meaning are identified automatically when people understand a sentence or text. It might be argued that, in particular occasions, one of these meanings prevails with the result that other meanings may well be ignored. Furthermore, reading not only includes linguistic recognition and cognitive understanding, but also tends to be affected by the reader's evaluation and appreciation, which become a part of any reader's text processing. According to Nuttall, if no such evaluation occurs, the reading and interpretation will be incomplete.

Hence, reading should not be regarded as a passive activity, whereby readers are seen as 'empty containers' that are to be filled with the knowledge and messages encoded in written form by the writers. In actual fact, rather than an 'empty bottle to be filled with the desired liquid' (Nuttall, 1996: 5), readers actively use the knowledge available in order to solve puzzles presented in the text. The brain of each individual is full of knowledge arranged in networks (the schemata) which, according to Smith (1981: 11) relates to 'a theory of the world' so as to form his/her cognitive structure. Consequently, the brain associates every new information grasped from the text to the broader knowledge it has, to give a meaning to the text as a whole. This point leads Eskey (ibid.) to a more complete definition of reading, which is the definition this research will adhere to: 'Reading is acquiring information from a written or printed text and relating it to what you already know to construct a meaning for the text as a whole.' (ibid. : 6)

With these preliminary considerations in mind, a selection of the reading

models most frequently referred to in the EFL literature will be discussed in the next section.

2.2.2 Reading models

According to Barnett (1989:10), 'a model provides an imagined representation of the reading process that not only provokes new ideas about reading but also provides a paradigm against which aspects of the reading process may be tested.'

In Nuttall's (1996) perspective on reading, the reading process is an interaction between a reader's prior knowledge and the information encoded in the text. From this perspective, the reading models that are currently found in the EFL literature may be classified into one of the three categories: bottom-up, top-down, or interactive reading models, according to the value given to the text-based and reader-based variables. While bottom-up models focus on the idea that reading is the taking of meaning from text (bottom = text), top-down models focus on 'highorder' sources of information', (Davies,1995: 61) so as to include brain's predictions about the meaning of the text (top = brain).

In other words, bottom-up processing of texts means that readers rely on their knowledge of language to recognize linguistic elements - letters, words, and sentence structure - for the construction of meaning. Conversely, in top-down processing of texts, readers use their prior knowledge to make predictions about the text based on what they already know and then sample the text to confirm these predictions. Lastly, the interactive model, under the rubric of 'schema' theory, emphasizes that the reader is an active participant who can contribute to the construction of meaning by combining information acquired from the text with

knowledge supplied by the brain. For instance, students read a text by interpreting it in the light of their previous knowledge and simultaneously modify their original schemata as new information is learned. A more detailed description of each of these categories follows.

Bottom-models claim that the reader builds-up meaning by recognizing the visual input in the text - letters, words and sentences - which is analyzed in chunks. The addition of chunks is supposed to be the actual construction of textual meaning. Barnett (1989: 14-18) discusses three bottom-up models:

- A) Gough's model (1972) - The model is based on eye fixation study. Readers read letter by letter and form icons in their brains which are a representation of the stimulus given by the visual input.
- B) LaBerge and Samuels' model (1974) - LaBerge and Samuels emphasize 'the role of attention in processing information and the importance of automacity in the reading process' (Barnett, 1989: 16). The theory of automacity helps readers to read more fluently since letters and words which frequently appear in various texts become familiar to them.
- C) Carver's model (1977-78) - The model focus on the key term *rauding*, i.e., the linking of reading comprehension and listening comprehension as 'the primary purpose of most reading and auding is to comprehend the thoughts of the writer or speaker' (Barnett, 1989: 18). Carver claims that, when *reading*, the individual verifies the words in order to achieve a full comprehension and that this process is accompanied by the articulation of the words.

In contrast to the bottom-up processing of texts, top-down models conceive reading as a process of applying the so-called higher-level mental stages - the

predictions readers can make, based on the schemata they have acquired - to understand the text. The visual input is sampled so that these predictions may be confirmed or rejected leading, in turn, to new predictions. Individuals often make predictions about the world based on what they have experienced and how their brains have organised the knowledge they have stored from their previous experiences.

Thus, 'schema' refers to the prior knowledge already structured and cognitively organized in human brains, which may be activated by new experiences, so that these are accepted, rejected, changed, among others. The cognitive characteristics of schemas allow readers to relate incoming information to already known information. The activation of schemas in reading is important as far as it facilitates the top-down process, which works from what readers know about the subject, what they expect to find in the type of text, and the predictions they can make based on this knowledge. These ideas and expectations are added to and changed, as texts are read and interpreted.

Nuttall (1996 : 7) defines the concept of 'schema' as follows:

A schema (plural schemata) is a mental structure. It is abstract because it does not relate to any particular experience, although it derives from all the particular experiences we have had. It is a structure because it is organised; it includes the relationships between its component parts.

(Nuttall, 1996 : 7)

There is much debate about the exact definition of schemata, but this need not concern this research. For the investigation purposes, it is enough to recognize the schema as a useful concept in understanding how readers are able to interpret texts. The way readers interpret depends on the schemata activated by the text; and whether they interpret successfully depends on whether their schemata are

sufficiently similar to the writer's.

Barnett (1989: 18-22) describes two instances of top-down models:

- A) Goodman (1967) - Considered under the rubric of 'a psycholinguistic guessing game', Goodman's model aims at reducing the reader's dependence on the visual source and argues that reading involves the processes of predicting, sampling, confirming, and correcting. Thus, by using these four processes in the understanding of a text, the reader actually builds up a message which might match to that of the writer.
- B) Smith (1971) - The model gives emphasis to the role of predicting when reading. As in Goodman's model, Smith claims that reading has four peculiar characteristics: reading is purposeful, reading is selective, reading is rooted in comprehension, reading is predicting. Altogether, readers often have a purpose to read and usually focus only on what is necessary to achieve their objectives. Moreover, a large use of prior knowledge to construct textual meaning means that prediction plays an important role in reading.

According to both models, texts do not *contain* meaning, but rather have *potential for meaning* and that potential is realized only in the interaction between text and reader. This view of reading is called a psycholinguistic process in the sense that:

(...) it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. (Goodman, 1988: 12)

In fact, reading is described as the *reduction of uncertainty* which means that as readers go through a text, their choices of what to select are constrained both by

features within the text itself and those external to it, to do, for instance, with schemata. As Goodman puts it:

(...) readers maintain constant focus on constructing the meaning throughout the process, always seeking the most direct path to meaning, always using strategies for reducing uncertainty, always being selective about the use of the cues available and drawing deeply on prior conceptual and linguistic competence (...) (Goodman, 1988: 12)

It is logical to suppose that readers must understand the individual parts of the text before they can grasp the overall meaning; but, in practice, effective readers continually adopt a top-down approach to predict the probable topic and then move to the bottom-up approach to check their assumptions by reading details (Nuttall, 1996). This implies that in teaching reading, teachers should instruct students to start their reading by using a top-down approach and later switch between the two approaches, as each kind of interpretation supports the other. Indeed, if readers rely too much on top-down processing, then the message may be misinterpreted. A more balanced view of reading considers bottom-up processing as having the positive role of balancing and checking the top-down predictions.

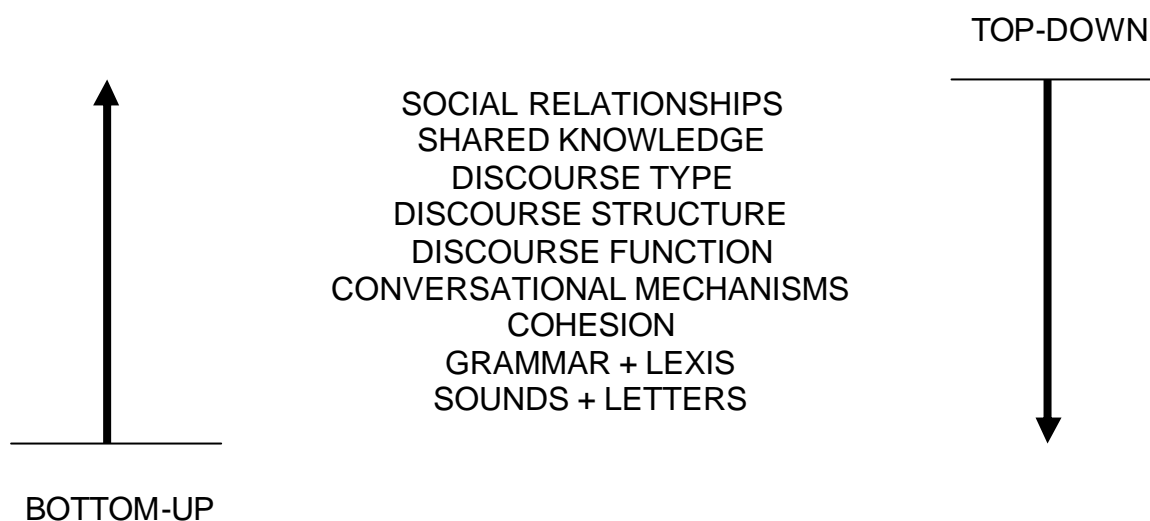
The way we conceive written language will certainly influence the choice made when selecting an approach for the teaching of reading. Before the arousal of top-down models, EFL teaching of reading might be said to have followed a bottom-up approach, where only the formal language system, usually in isolated sentences was regarded, without explaining how that system could work in context. One of the reasons for this long-standing bottom-up approach is that both teachers and students alike have a tendency of dealing with things which they can easily classify. A second reason may refer to the largely accepted belief that it is not possible for anyone learning a foreign language to control the systems of language and communication when being exposed to them as a whole. It seems that only by reducing those

systems to defined areas can the learner understand the systematic nature of language and work out its rules.

In contrast, the top-down approach aims at dealing simultaneously with all levels of language as an unity. The exponents of this latter approach believe that communication is such a complex interaction of the brain, language and the world facts, that it can't be divided into separate levels. According to this approach, communication involves the processing of language at high speed. Top-down proponents are convinced that even though the bottom-up approach may well constitute a useful way of attempting to understand what language is about and how it functions, it is not the best way to teach EFL reading, as discourse and formal skills are so interwoven that they should be developed together.

Additionally, they advocate that learners naturally face discourse problems in a top-down way, i.e., starting with general ideas of the discourse and putting off details (difficult word meaning, for instance). From their point of view, it would be counterproductive to analyse details before determining the general context, even because that could demotivate readers. Finally, they regard this approach as very useful in a foreign language since people normally make discourse hypotheses about discourse, whatever amount of the language they know, and it would be foolish to stop them doing so, for this is how competent language users deal with discourse. Cook (1989) presents an interesting outline of these approaches to discourse processing which is summarized in Figure 2 below:

Figure 2 – Top-down and bottom-up approaches to reading



As a response to this debate, a new reading approach has emerged aiming to integrate the information of the visual input with the prior knowledge of the world, that is, the interaction between textual information and the reader's background knowledge. This is referred to as the interaction of bottom-up and top-down processing: the interactive reading model.

Interactive reading models, as Barnett (1989: 23) points out 'respond to the question of how vocabulary skill relates to comprehension: although they allow that higher-level processing influence lower-level stages, they still recognize that comprehension also depends on the printed text'. The term 'interactive' has been used to refer to those approaches on the reading process concerning the use of both top-down and bottom-up strategies as previously discussed. Hence this perspective of the reading process considers different knowledge sources to be complementary rather than mutually exclusive.

Nuttall (1996: 16-17) discusses the two processing modes by means of two illustrations. The farmland presented in the first picture (ibid.: 16) represents the text being observed by an eagle (the reader) from above. The author claims that 'from a

great height, the eagle can see a wide area spread out below; it understands the nature of the whole terrain, its general pattern and the relationships between various parts of it, far better than an observer on the ground'. This illustrative example represents the reading of the text by comparison and contrast with the reader's prior knowledge and reading experiences (top-down processing). According to the author:

A reader adopts an eagle's eye view of the text when he considers it as a whole and relates it to his own knowledge and experience. This enables him to predict the writer's purpose, the likely trend of the argument and so on, and then use this framework to interpret difficult parts of the text. The top-down approach gives a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc., which have sometimes been undervalued in the reading class. (Nuttall, 1996:17)

Nevertheless, when it comes to more specific and text dependent meanings, the reader may need to pay closer attention to the text and adopt a bottom-up mode. In Nuttall's discussion, this approach is depicted by the same piece of farmland which illustrates the top-down processing, yet this time seen from the ground level. Her view of bottom-up processing is represented by '... a scientist with a magnifying glass examining the ecology of a transect - a tiny part of the landscape the eagle surveys. The scientist develops a detailed understanding of that one little area (which might represent a sentence in a text)' (ibid.:17).

The scientist (or the reader) may now identify particular samples of visual input and think over specific meanings which might help to solve a special comprehension problem, mainly when he/she gets confused by the contrast between his/her inferences and the actual words from the text. Finally, Nuttall (1996: 17) warns against the danger of a limited understanding of texts due to the exclusive use of either one of the approaches:

(...) but full understanding only comes if this (the bottom-up view) is combined with knowledge of adjacent areas and the wider terrain (the top-

down mode), so that their effects on one another can be recognized. In other words, bottom-up and top-down approaches are used to complement each other. (ibid.: 17)

This view of reading as an interactive process of applying the background knowledge to the tackling of the text has led researchers to investigate the possibility of creating interactive models for the teaching of reading. According to Eskey (1988), there is a type of interaction between bottom-up and top-down modes, as these two sources of information contribute towards a comprehensive reformulation of the meaning of the text. He believes that the reader's decoding skills become more automatic yet no less important as their reading ability improves. According to this author, it is just because good readers know the language and how to use it automatically that they are free to interpret what they are reading, i.e., to employ top-down strategies.

In addition, Eskey argues that good decoding skills are one of the factors involved in fluent (both fast and detailed) reading and, thus, readers should try to develop both their bottom-up skills and their top-down interpretation strategies. Good reading, therefore, would be a consequence of constant interaction between those two processes. Considering both bottom-up decoding and top-down processing, Eskey outlines what is called an 'interactive' model in which knowledge of the language of a text must be an integral constituent of whatever prior knowledge required. In his opinion,

(...) the fluent reader is characterized by both skill at rapid, context-free word and phrase recognition. And at higher cognitive levels, the skillful use of appropriate comprehension strategies. For the proper interpretation of texts, the latter are crucial, but such lower-level skills as the rapid and accurate identification of lexical and grammatical forms are not merely obstacles to be cleared on the way to higher-level 'guessing-game' strategies, but skills to be

mastered as a necessary means of taking much of the guesswork out of reading comprehension. (Eskey, 1988: 93)

It is this 'interactive' view which will constitute the theoretical foundation of the present research. It might be argued, nonetheless, that this approach represents more an attempt to create hypotheses about mental processes which are involved in reading, than a conclusive view on how it actually takes place. In addition, the models presented above are based on the assumption that there is an unique reading process, and that such process may be determined by a series of steps through which the reader's mind goes. Each model presents limitations which derive from the author's own views on reading, the subjects who were investigated, and the theoretical framework present at the time the research was undertaken. Thus, it is safer to work under the premise that the interactive model would represent a useful starting point to investigate reading processes.

On the other hand, the view of reading as an interactive process and the development of interactive models have, in turn, come to balance the use of higher-level and lower-level reading strategies as complementary for efficient reading occur. Carrell (1988: 2) argues that 'reading strategies are of interest not only for what they reveal about the ways readers manage their interactions with written text, but also for how the use of strategies is related to effective reading comprehension'. The next section will discuss, in more detail, a number of strategies which have been identified as adopted by competent readers.

2.2.3 Reading strategies

A strategy-based approach, which supposes that reading is an unitary

process, aims at developing ways of processing text that will vary due to the nature of the text, the reader's purpose, and the context. Readers who adopt this approach draw on as much of the surrounding situation as possible, tend to tolerate uncertainty by using various textual clues to prediction, and have flexibility in their response to texts. According to Wallace (1992: 62), this is based on the premise that:

We read different texts in different ways which are related to the function of the text and our own purpose in reading it in a particular context. Effective readers of all levels of ability will scan for specific information, skim to get an initial overview of a text and be prepared to read and reread with greater attention those parts of the text which are of particular relevance to their purpose. At the same time, they will see reading as a process by which meanings are not simply extracted from the text, but mediated by the linguistic and schematic knowledge which they bring to it.

The term reading *strategies* in this study refers to 'the mental operations involved when readers purposefully approach a text to make sense of what they read' (Barnett 1989: 66). This concept also has been coined as *text attack skills* (Nuttall, 1996) and reading *techniques* (Grellet, 1991), among other labels. It is important to know that the choice for the term 'strategies' is due to the fact that it seems to be the most widely used one in the teaching of EFL reading. Research on the field (e.g. Jansen & Stoller, 1998: 254-5) has resulted in the identification of a wide range of reading strategies adopted by competent readers. Even though the number and complexity of reading strategies make it almost impossible to trace a comprehensive list, Barnett (1989) identifies ten reading strategies which are used by expert readers and can be applied to classroom techniques in reading classes. Barnett's (op. cit.) description may be summarized as below:

- 1 - Identify the purpose in reading.

This means that efficient reading encompass the identification of the reader's

purpose in reading, which will focus his/her attention on relevant data and exclude possible distractors.

2. Use graphemic rules and patterns to aid in bottom-up decoding.

The point here is the linking of spoken and written language and calls the reader's attention to spelling conventions as well as orthographic rules.

3. Use efficient silent reading techniques for relatively rapid comprehension.

This means that efficient silent reading can be improved by trying to consider 'chunks' of words at a time and attempting to guess the meaning of certain words by means of context.

4. Skimming

Here skimming represents an attempt to get the gist of a text by running eyes across the page. Practice in skimming helps on the prediction of the overall idea of the text, its purpose, and main topic.

5. Scanning

Scanning comprises the searching for specific information in a text. Scanning practice saves the reader's time by highlighting relevant information without having to read through the entire text.

6. Semantic mapping or clustering

Here it is believed that the strategy of grouping ideas into meaningful units helps the reader organise information which may have been put in a text as a rather overwhelming manner.

7. Guessing

Readers can use this strategy in order to fill the gaps in their comprehension by making attempts at using whatever clues that the text can give. These clues may be linguistic bound (e.g. word analysis, textual structure, word associations) or

nonlinguistic based (e.g. clues from the context and other schemata).

8. Vocabulary analysis

When readers do not recognize a word on the spot, they can infer the meaning of unknown words by examining them according to what they know about them. Elements such as prefixes, suffixes and roots may be used as clues to the meaning of those words, as well as the semantic and grammatical contexts.

9. Distinguish between literal and implied meanings

This involves the application of top-down mode provided that the implied meaning of a sentence should be understood by processing pragmatic information.

10. Capitalize on discourse markers to process relationships

Discourse markers can be used as flags to point out relationships among ideas, as expressed by means of phrases, clauses and sentences. Familiarity with those markers can greatly improve a reader's efficiency.

In conclusion, although this list of strategies is far from being comprehensive, it nevertheless provides a summary of the main concepts which appear in many of the lists on reading strategies used by competent readers in the literature (e.g. Grabe & Stoller, 2002; Hood, Soloman & Burns, 1996). These lists include (i) reading for purpose, i.e., paying attention to information relevant to the reader's purpose in reading, (ii) linking reader's prior knowledge with the information from the text so as to make comprehension and/or presupposition easier, and (iii) examining the organisation of the text, i.e., analyzing the relationship among different parts in the text and, in turn, recognizing main ideas, explanations and conclusions. Finally, Jansen & Stoller (1998: 255) claims that these strategies are complementary since 'not only are experts able to use a large number of individual strategies such as the ones tested through pedagogical research, but they also choose and combine

strategies in response to their reading processes'. It might be argued, thus, that successful reading comprehension involves a mixture of various reading strategies which will facilitate understanding and/or compensate for any deficiencies in the reader's knowledge.

Thus far in this chapter, a number of relevant issues concerning the conceptualization of genre, discourse community, and reading process, have been discussed. This review of a selection of the literature regarding those items will form the basis for the analysis of the blogs which constitute our corpus, in order to accomplish two different but closely related tasks: the characterization of the properties of the blog genre and the identification of the strategies used by EFL learners when reading blogs. The following chapter will focus on the methodology applied to test the questions presented in the introductory chapter of this dissertation.

CHAPTER 3

METHODOLOGY

Thus far, this research has briefly reviewed a selection of the literature related to the study of genre analysis and the reading processes. The questions raised and debated in the previous chapters have served as support for the present chapter, which focuses on the research proper. Hereafter, the methodology used in this study is justified and described, both in terms of the collection of data, as well as for potential pedagogical implications.

3.1 TYPE OF RESEARCH

Nunan (1992: 3) provides a preliminary definition of research which is used as a basis for the discussion of the nature and types of research, i.e., 'the minimal definition to which I shall adhere in these pages is that research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data'. Additionally, Nunan (1992: 4) provides the following table outlining the contrast between quantitative and qualitative research:

Table 1 – Contrast between qualitative & quantitative research

QUALITATIVE RESEARCH	QUANTITATIVE RESEARCH
<ul style="list-style-type: none"> • Advocates use of qualitative methods • Concerned with understanding human behaviour from the actor's own frame of reference • Naturalistic and uncontrolled observation • Subjective • Close to the data: the 'insider' perspective • Grounded, discovery-oriented, exploratory, expansionist, descriptive and inductive • Process-oriented • Valid: 'real', 'rich' and 'deep' data • Ungeneralisable: single class studies • Assumes a dynamic reality 	<ul style="list-style-type: none"> • Advocates use of quantitative methods • Seek facts or causes of social phenomena without regard to the subjective states of the individual • Obtrusive and controlled measurement • Objective • Removed from the data: the "outsider" perspective • Ungrounded, verification-oriented, confirmatory, reductionist, inferential and hypothetical-deductive • Outcome-oriented • Reliable: "hard" and replicable data • Generalisable: multiple case studies • Assumes a stable reality

Source: Nunan (1992: 4)

The present research did not aim at obtaining quantifiable results (e.g. product) from all the data gathered. In fact, this investigation was concerned with the *process* the students went through when reading blogs. Chaudron (1988: 15) points out that qualitative research is suitable for 'the description of classroom behaviours, classification of processes, and more subjective inferences towards generalizations', which is exactly what this study will be investigating. Moreover, Chaudron (op. cit.: 16) also states that 'when we test hypotheses with a quantitative method, we have derived them from qualitative, conceptual consideration. Before we count, we have to decide what categories to count'. The choice for investigating strategies was initially based on this researcher's belief that Brazilian EFL learners lacked knowledge and experience of certain reading strategies. Other aspects of this investigation would involve trying to understand the reasons the learners might have had to provide the

responses/results they did. On the whole, the analysis of the results of this investigation will be much more related to the interpretation of the data than to the results proper. This study will be much more concerned about the students' perception and motivation regarding their use of reading strategies rather than their reading comprehension achievements.

The research developed in this dissertation is a type of classroom 'action' research. This kind of research has been chosen due to the author's ELF teaching experience at state schools, which is in accordance with Nunan's (1992: 91) suggestion that, 'as language classrooms are specifically constituted to bring about learning, it is not unreasonable to collect data about what goes on there as a means of adding to our knowledge of language learning and use'.

This is the reason for using an action research mode in this study. The learning/teaching puzzle has been selected from my professional classroom experience. This is, namely, the poor vocabulary knowledge of my learners, allied to their computer illiteracy, which represents the main obstacles for developing their reading ability in the internet. It was then attempted to compensate for learners' comparative low vocabulary knowledge by developing their use of guessing and inference strategies, in order to increase their capacity to cope with unknown words and phrases. Finally, this investigation aims at verifying whether this course of action has helped learners improve their reading ability.

Furthermore, action research is considered appropriate for analyzing the type of classroom puzzle, exactly because this study aims at achieving neither the whole 'truth', nor wholesale answers to classroom problems. Rather, it has attempted to search for an immediate and practical response for learners themselves. As argued by Nunan (1989: 2), educational research differs from traditional research since

One extremely important consequence of the practical nature of education is that research cannot be defined by reference to the aims appropriate to research activities concerned to resolve theoretical problems... The problems it seeks to address are always educational problems. Moreover, since education is a practical enterprise, these problems which, unlike theoretical problems, cannot be resolved by the discovery of new knowledge, but only by adopting some course of action.

Thus, my research has opted to follow Nunan's (1989: 15-16) view which is cited as follows,

I have suggested that in order for language teachers to understand the classrooms in which they work, they need to systematically observe and investigate the classrooms. I have suggested that in the first instance such investigations should be related to issues or problems in a specific classroom (rather than trying to come up with findings which might be generalized to the language learning and teaching world at large). This type of teacher research is distinguished from other forms of research by its practical focus. Teacher-research should grow out of the problems and issues which confront teachers in their daily work. The outcome of such research is intended to be fed back into the classroom, rather than becoming part of the pool of knowledge on a particular aspect of language learning and teaching. This is not to suggest that theoretical concerns have no place in teacher-research. On the contrary, the exploration of classroom issues and problems should lead teachers from practice to theory and back to practice again as a sort of on-going professional growth spiral.

In addition, the ethnographic paradigm seemed to be the most appropriate approach to this research for these pedagogical problems, as it attempts to highlight 'insights', through the observation and description of classroom studies as a cultural system, rather than an intrusive, 'qualitative' laboratory research mode which would probably fail to account for the social environment surrounding the object of study. Hence, this qualitative action research with a type of ethnographic basis represents an attempt to interpret how students read a particular genre within the social context they are situated. According to this perspective, subjectivism plays an important role

by allowing the researcher to make realistic interpretations of collected data through his classroom participation and involvement.

The research instruments used in this study, namely questionnaires, semi-structured interviews and think-aloud protocols, while in one sense intrusive, may help to describe what happens when students read exemplars of a particular digital genre, i.e., how students read, in order to verify the extension in which the results of this investigation are influenced by the social environment. Due to problems concerning the availability of time and internet facilities, this research consists of web genre analysis and interpretation of results of interactive reading activities for no more than a limited number of students acting as informants. Therefore, the main goal of the present study is to describe the blog genre and to verify the strategies used by a certain group of students when reading exemplars of this genre.

In order to determine the characteristic features of the blog genre, two analytical frameworks are proposed, namely writer move analysis (Swales, 1990 and Bhatia, 1993) and rhetorical macro-patterns in texts (Hoey, 1983; 1994), both aimed at identifying the rhetorical organization of the text data. Even though these two approaches focus on different elements of textual organization, they are felt to be complementary. Move structure analysis is particularly useful since it illustrates the individual choices made by the author in following steps to establish elements common to the organisation, in order that readers may clearly identify the writer's communicative purposes (e.g. 'writer moves'). The blog genre, is thus expected to highlight how the progression of ideas is determined by a set of writing conventions of a particular discourse (blog) community and how these ideas are linguistically marked. Rhetorical pattern analyses, as mentioned in Chapter 2, in contrast, is aim at recognizing certain commonly-occurring patterns of information presented with the

textual components, i.e., the 'problem-solution' and 'general-particular' organisational patterns. By employing these two concepts underlying that of genre, this study aims to achieve a significant understanding of the invariant and necessary features of collected data in terms of their textual organisation.

On the other hand, the identification of reading strategies applied by a group of learners for a set of blogs is aimed at providing insights into the research questions proposed in the introductory chapter of this dissertation. Additionally, it may also allow teachers to reflect upon their pedagogic practices aimed at improvements in the reading ability of their EFL learners.

3.2 RESEARCH PHASES

This investigation consists of different phases. In Chapter 1, the objectives and the questions of the research were introduced. In addition, the sources of the data which is analyzed in this study, namely, a selected group of blogs, were defined. In Chapter 2, the background principles were introduced through a brief discussion of the concepts of 'genre analysis' and 'reading process'. The present chapter discusses the methodology within which this investigation was conducted.

Chapter 4 discusses the results of this research regarding the characterization of the discourse community which 'possesses' the blogs as a means to achieve its communicative purposes. Swales' (1990) categories for defining a discourse community are utilized as a framework for the present analysis. Furthermore, this chapter is also aimed at revealing the blog as an emerging genre so as to provide insights into the textual features of blogs. Swales' (1990) 'working definition' of genre is used as a basis for identifying the genre. This framework is aided by Hoey's (1983)

text organization patterns which provide a useful categorization of the steps with which the authors organized their blogs. A number of blogs which were considered as exemplars of the genre identified are analyzed based on Swales' second criterion for defining genre (exemplars of a genre share the same set of communicative purposes), as this investigation presumes that it is the combination of purposes in a blog that will define its rationale and categorize it as an exemplar of the blog genre.

Provided that the purpose of this investigation was to study the reading strategies when reading exemplars of the blog genre. Chapter 5 thus describes the analyses of the performances of a selected group of Brazilian students attending the third grade of a public-sector secondary school in Rio de Janeiro, both in terms of their reading and their giving meaning to blogs. This has been attempted by means of the analyses of the group interview and the think-aloud protocols recorded by the researcher with the subjects.

Finally, Chapter 6 is particularly concerned with the main findings of the research. For instance, it was concluded from Chapter 1 that the reading ability should be emphasized in the public-sector EFL secondary level reading class. Moreover, the labor market stimuli for developing computer literate professionals through the use of internet communication devices represent an additional factor to broaden the scope of reading strategies use. This reading ability, thus, should be treated as an interactive activity, as argued in Chapter 2.

This study conceives reading as the capacity students must have of interacting with the text and extracting the required information from it, by adapting appropriate strategies according to the communicative purpose of the reading task and the genre they are dealing with. There is, in addition, the fact that students often rely too heavily on vocabulary knowledge as their most important means of understanding texts.

Given the limitations of this study, this reliance has generated questions on pedagogical implications to the teaching of reading in the public sector context. This research attempts to provide, neither definite nor comprehensive answers, but, rather, suggests insights into how teachers may wish to deal with web genres in the reading class.

3.3 DATA COLLECTION

The present research is based on an analysis of a collection of the top twenty most watched blogs on December of 2006, as selected by the number of people who added them to their list of favorites from the blog-tracking site *blo.gs* on December/2006). The *blo.gs* site is a directory of recently updated blogs and tools for tracking certain interesting blogs. Indeed, lists of currently active blogs are imported by *blo.gs* every hour from *antville.org*, *blogger.com*, *pitas.com* and *weblogs.com*. Additionally, blog owners may individually ping the *blo.gs* site when they update if they want their blog to be listed on the site. Thus, the *blo.gs* site was selected as the data source of this study because it tracks a huge number of blogs from a variety of sources. At the time of this writing (4:00 PM on December 22, 2006), the site (www.blo.gs/most-watched.php) claimed to be tracking 165 227 614 blogs for 29 968 users.

According to the *blo.gs* site, a blog is defined as 'a type of web site (or page) that is organized much like a diary or journal - short nuggets of writing added regularly (or not) as a running commentary on almost any subject'. Of the blogs collected by the site on December, 2006, the totality were in English. In addition, each exemplar from the collection of twenty most watched blogs listed on this month

contained a significant amount of text. Thus, a coherent corpus for genre analysis was established, namely, the twenty most-watched-English-language-text-based blogs. (see Appendix 1 for a complete list). Appendix 2 shows the main parts of the home page of a typical blog from this corpus. Its title, *Mezzoblue*, appears in the header of the page along with other text descriptions and search bars. The remainder of the page consists of a presentation of entries in reverse chronological order sidebars containing links and an interactive poll for comments. Lastly, the page also has a footer containing the author's name.

This investigation employed genre analysis to identify structural and functional properties of the blogs in the corpus. Firstly, to situate the genre within a discourse community, the present study investigated the characteristics of the blog authors, to the extent that these could be determined from the blogs themselves. Secondly, because communicative purpose is a key criterion for defining a genre according to Swales (1990), this study has opted to focus upon the overall purpose of blogs working only as *personal journals*.

Swales (op. cit.) claims that exemplars of a genre also share structural features, which is why this study first included a structural analysis of the blogs. The structural features selected for analysis were adapted from Chandler's (1998) research on Web genres, such as number of links, images, presence of a search feature, and advertisements. In addition, to allow unique characteristics of the blog genre to emerge, this investigation used Glaser & Strauss (1967) grounded theory approach based on an initial examination of the blogs in the corpus. This led to add categories which were observed to be present in certain blogs, but that otherwise were not described in the literature. These include the type of blogging software used, the ability for readers to post comments to entries, and the presence of a

calendar, archives, and badges (small icons, often working as hypertext links, which represent the blogger's affiliation with a product - such as blogging software - or group of users). Within a previous examination by this researcher, it appeared that comments, calendars, archives and badges were potentially useful indicators that a web site was a blog.

This research also took into account popular definitions of blogs, incorporating means to measure the defining characteristics of blogs as presented by Blood (2002): frequency of links, links to other blogs and new sources, numbers of actual comments on entries, and message length. The first two of these features accounted both for the blog home page and for the most recent entry in each blog.

Lastly, this investigation was also aimed at identifying the types of reading strategies public sector EFL learners use when they read blogs in the internet. The objective also included to check whether the reading class can benefit from the strategies the subjects appeared to favor. Therefore, this study focussed upon the target group's text processing, i.e., the processes through which a reader derives meaning from text. However, these are totally mental processes and, thence, neither observable, nor measurable. Thus, investigating such process would require more than merely inviting learners to answer a set of reading comprehension questions while reading a blog. The answers a learner gives to such questions stem from the strategies he/she, either consciously or unconsciously, chooses to process the information in a text, yet they only partially reflect these choices. Neither would these answers provide enough guidance concerning possible motivations for the readers' choices.

In order to achieve a closer to understanding of which strategies the research subjects use to process the collected blogs and what possibly motivated their

choices, it would be necessary to interview these subjects and ask them to verbalize the mental steps they take while reading blogs. Consequently, the technique adopted in this research for collection of data regarding the reading process was the think-aloud study, also referred to as Verbal Protocols (Hosenfeld, 1984). This choice also justifies the label of 'qualitative' research, since it aims at describing the behaviour of the target group of learners for the sake of inferring the process rather than simply the product of reading. This investigation established a set of pre-requisites for the application of the think-aloud technique for data collection and analysis, namely selecting appropriate blogs within the corpus according to the subjects' profile, selecting subjects through the application of questionnaire, interviewing participants, modeling and recording the think-aloud procedure, transcribing and analyzing the data.

The collection of data concerning the reading of selected blogs was carried out at a state school in Rio de Janeiro where I have worked as an EFL teacher. The neighbourhood where the school is located is less privileged socially, in which most of the inhabitants belong to the working class. To be precise, this study on the use of strategies when reading blogs as genre includes a group of intermediate level students enrolled at the third grade level of a public sector secondary school in Rio de Janeiro. The learners are referred to as intermediate level students because of their third grade level at the secondary course (Ensino Médio). This means, therefore, that international measures of evaluation and classification for EFL (e.g. Michigan and Cambridge Proficiency examinations) have not been taken into account.

In addition, it is worth pointing out that these students have been exposed to the teaching/learning of reading as the most important skill to be developed in public

sector classrooms (as it has been explained in the introductory chapter of this study). Consequently, they have been trained in reading strategies. Indeed, they have been exposed to this type of teaching/learning from the first year of the same course. The criteria adopted for the selection of the subjects to be involved in the study was the following:

- 1 - The learner would need to have studied EFL *only* in *state* schools.
- 2 - The learner would need to have had EFL classes from the fifth grade level of the Elementary Course (Ensino Fundamental) up to the third grade level of the Secondary Course (Ensino Médio).
- 3 - The learner must not have had EFL classes in language schools during his/her study life.
- 4 - The learner would need to be full available for the data collection procedures during a given period of time established by the researcher.
- 5 - The learner would need to be a computer literate participant in order to accomplish the tasks proposed in the research.

With these criteria in mind, from the 48 students enrolled in the third level of the morning secondary course who answered a pilot questionnaire (see Appendix 3), only 11 were eligible to take effective part in the research. Among these 11, four students refused to join the target group for personal reasons. The other 7 accepted the challenge and were invited to take active part in the study, by filling in a research form (see Appendix 4), attending seminars on EFL reading, and doing reports on the main features of blogs. During the research proper, which lasted for about three months (from October to December of 2006), two of these students decided not to continue saying they would not have time to do all the tasks which were required. Thus, the remaining 5 students were those who constitute what is called here the

target group (henceforth TG). All of these five learners share a similar profile to that of the majority of the students at the school in question, i.e., Brazilian, lower-middle-class, aged 17 to 20.

The reading strategies these five students have been exposed to in these three-year course include the following elements:

- A) Cognition and metacognition of the reading process. This includes making explicit, for students, the importance of using different strategies to read, as well as the development of critical reading, i.e., helping them to understand the text by distinguishing between fact and opinion and by developing a personal evaluation of the text.
- B) The students' contribution as far as the content of the text is concerned. This includes the use of background knowledge (about the subject, the English language, etc.) to build meaning from text and the identification of the subject of the text by analysing the title, sub-title(s), illustrations, layout, and the origin of the text.
- C) The students' contribution as far as the organisation of the text is concerned. This entails the importance of discourse markers as the elements which organize the text (by means of exemplification, sequencing, etc.) as well as the elements which establish relations between the ideas expressed in the text (opposition, cause, consequences, condition, etc.). The identification of the text type through the analysis of the layout, the source, the objective of the text and to whom the text is written, is given prominence.
- D) The writing itself. This is related to the analysis of such elements as the

use of capital letters, italics, bold type, quotation marks, punctuation, etc.

- E) Vocabulary strategies. These strategies are related to the identification of key-words as indicators of the main idea of the text; the use of cognates (including false cognates) and transparent words as a kind of support for the building of meaning from text; the use of the guessing and inference strategies to discover the meaning of unknown words and expressions through the context as well as through word-building processes (affixation and compound words); the identification of word classes; and, last but not least, the capacity to deal with unknown vocabulary which may be otherwise ignored, or where word meaning is only vaguely considered. It should be stressed that of all the above-mentioned vocabulary strategies, those which have deserved special attention as core strategies, i.e., to which all the others are related, are the guessing and inference strategies used to discover the meaning of unknown words. This position has been adopted because unknown vocabulary is seen (by this researcher) as an important cause of deficiency in reading comprehension in EFL; teaching students these strategies thus appeared to be the most immediate way to solve this reading problem.
- F) Strategies related to students' objectives. Here, skimming (the identification of the main ideas in the text), scanning (the search for specific information in the text), and detailed comprehension of the text are included.

All the above-mentioned strategies have been devised and developed among the students with one objective in mind, i.e., to demonstrate that reading is an

interactive process between the reader and the writer by means of a text and that this reading should be done critically. In order to develop these strategies in the classroom, different texts have been used, varying in terms of subject, type, level of difficulty and authenticity. Moreover, as far as the teaching/learning of linguistic knowledge is concerned, it should be noted that all the grammar activities have been always developed in context, derived from an original text, so that the students have been able to see how grammar works in practice.

As far as the selection of appropriate reading texts is concerned, given that all the five participants in this research intended to take university entrance examinations and/or begin full-time work, the selection of blogs was seen as a means of raising the learners' motivation to take part in the project. Additionally, Nunan (1999: 8) stresses the need to focus on real-world tasks which provide rehearsal for genuine EFL needs of learners. Thus, all the five selected blogs (highlighted in Appendix 1) mirrored the actual texts which these learners will soon be facing in their professional lives.

As this research paradigm is of a qualitative type, it made use of a series of instruments in order to try and ensure the validity of data. Cohen and Manion (1980: 233) define 'the use of two or more methods of data collection in the study of some aspect of human behaviour' as triangulation. The use of triangulation has been widely recommend for educational research (Cohen and Manion, *op. cit.*; Moita Lopes, 1996) as a way of allowing the researcher to cross-check the information obtained so as to draw more reliable conclusions from them.

For Nunan (1992 : 143), questionnaires 'enable the researcher to collect data in field settings, and the data themselves are more amenable to quantification than discursive data'. Thus, the reasons for the use of questionnaires were twofold.

Firstly, they may provide a snapshot of students' perception of reading strategies and understanding of the blog genre, before the data collection actually started as the questionnaires would be responded at the very beginning of the investigation. Secondly, to select participants according to the research goals. Before the actual start of the research proper, all the students enrolled at the third grade level of the state school in question were asked to fill in a questionnaire regarding their English learning background and views on EFL reading strategies. This questionnaire (see Appendix 3) aimed at providing information of the students' initial perception and beliefs about the reading process concerning blogs.

As far as interviews are concerned, Cohen and Manion (op. cit.) distinguish among four types of interviews: formal, less formal, completely informal and non-directive. These four types range from a highly structured interview, in which the interviewer has a pre-determined script to follow, to one in which he 'takes on a subordinate role'. It was opted for the less formal interview in which this researcher would have had a sequence of questions to follow but would be 'free to modify the sequence of questions, change the wording, explain them or add to them'. (Cohen and Manion, op. cit.: 271). A series of questions were then devised aimed at investigating the students' perception of the use of reading strategies within the blog genre. All the interviews were carried out in Portuguese so as to allow the TG to fully express what they had in mind. The group interview occurred in the 9th week of data collection (which began in October, 2006) and was audio recorded. Watts and Ebbutt (cited in Cohen and Manion, op. cit., 287) argue that the group interview is particularly valuable 'where a group of people have been working together for some time or some common purpose', the very case of this research.

With reference to the think-aloud protocols, immediately after the individual

interviews the TG was introduced to the specific aims of the project. The FG was informed that the study aimed at determining the path they usually choose to process information found in blogs in the target language. Nevertheless, having participants verbalize their thoughts while reading a digital text in the target language already represents a potentially complicated task. It was then necessary to make them feel as comfortable as possible in order that their responses really reflected what their natural behaviour would be when reading the selected blogs. This fact, in addition to limitations of time and materials (e.g., a limited number of computers with full access to the internet), led to the conclusion that it would be best for this research to record their verbal protocols in a same given day.

Hence, a week after the individual interviews, the TG was given a brief explanation of the basic procedures regarding verbal protocols. This explanation was then complemented by a recorded model produced by this researcher, of the task they were expected to perform. Then, each participant was given the chance to access the blog in the computers of the school laboratory and also received a printed copy of the questions referred to in the recorded model, so that they could identify what part of the blog or what questions each comment referred to as they listened to the tape (a copy of the blog and questions are found in Appendix 2). After listening to the model, the TG was invited to ask for clarifications about the procedure. Then, the researcher established a specific date for the participants to do the same task, yet this time reading a different blog chosen by each student. This activity was preceded by a certain amount of practice using the internet.

On the day of the students' recordings (Friday, December 22, 2006), the participants came to the school computer lab and received a worksheet in their mother tongue (Portuguese), with guidelines to do the activity (a copy of the

worksheet can be found in Appendix 5). Then, each participant was invited to access the site *blo.gs* and choose a different blog (from a pre-determined list of most favorites) in order to start the activity. The blogs chosen by participants are highlighted in Appendix 1. It is worth noting that none of the students had had any previous contact with the blogs they had selected. Each task consisted of the following of steps from the worksheet mentioned above and answering questions about the blog exemplar previously selected by each student.

The instructions presented by the worksheet were divided into the following basic steps :

1 – Before reading the blog think about the topics covered by the blog, which may include making predictions about content or mentioning problems understanding the entries;

2 – While reading the blog make comments, i.e., think aloud whenever you have to pause, return, or read some parts again so as to explain what has led you to that answer;

3 – After reading the blog make post-reading comments, i.e., check your answers carefully.

During the recordings of the think-aloud protocols, each participant was constantly reminded by this researcher to follow these steps. The first step invites the students to comment on their predictions and expectations about the blog upon reading its main and subsidiary titles. It is aimed at introducing and raising interest in the blog itself, motivating participants by giving a reason for reading, and providing some language preparation for the text. The second step encourages the learners to make comments whenever they needed to pause, read the blog entry again or refer back to other parts of the blog (including links). At this point they should mention

whether, for example, their intention was to check a reading problem out or to think over the content of the entry. The participants are also reminded that they are not told to read the entries aloud. This step aims to help understanding of the blog author's purpose, to understand the text structure and to clarify text content. It also demands that the learners answer the questions about the blog orally and explain how they have come to these answers. Finally, step number three invites the students to reflect upon their answers. In all steps the participants are reminded to be objective in order to avoid transcription problems .

In order to facilitate data transcription and to make participants feel more comfortable when performing the task, they were told not to read the blog entries aloud. Then, the researcher set different periods of time (1 hour each) for each student perform the activity, since the researcher would have to be present during each recording session in order to handle the equipment. It consisted of a tape recorder, five blank audio tapes (one for each participant) and the a worksheet 9(see Appendix 5) with guidelines for the recording.

The transcription of both interviews and recorded think-aloud protocols basically followed the procedures found in previous research containing this type of data (Shepherd,1992). Thus, short pauses were represented by a bar (/) and longer pauses by a double bar (/ /). Here in this study, short pauses include natural pauses for breathing, hesitations enlongated final syllables, whilst long pauses include longer hesitation as well as speech halts, such as when a participant silently scans through the blog entries for some specific information.

In order to facilitate analysis, the transcripts of the think-aloud protocols were divided into numbered 'utterances'. More details about transcripts will be provided in the next chapter.

3.4 DATA ANALYSIS

This research corpus is analyzed in three related stages. In Stage 1, Swales'(1990) characteristic features of a discourse community is used in order to confirm the hypothesis that the group nurturing and being nurtured by the selected blogs share a number of constitutive features (objectives, interests, etc.) that are sufficient to characterize them as a discourse community (see Chapter 4, section 4.1 for the analysis of the community behind the blogs). This part of the analysis proved to be fruitful as specific data was found in each blog regarding the characteristics and interests of each author involved with blogging in general, and with their respective blogs in particular. In Stage 2, the selected blogs are analyzed in order to identify the genre of which they are exemplars (see Chapter 4, section 4.2). In this analysis, Swales'(1990) 'working definition' of genre is applied to a number of selected blogs so as to verify whether it is possible to utilize a limited set of criteria to characterize a blog as a genre exemplar.

Stage 3 refers to the analysis of the reading strategies used by a selected group of secondary students when performing a blog reading task (see Chapter 5). In this case, qualitative research, although reliable and widely used in education, is undoubtedly subjective and therefore will potentially be affected by more overt influence from the investigator. In the present research, the same individual was both the teacher and the researcher roles. There was, therefore, a distinct risk of producing biased data if this person relied on no more than a single data collection instrument (e.g. the students could be led to say what the researcher expected them to say). This is why triangulation was chosen to be used for the analysis of the

research findings from a more comprehensive perspective.

In other words, this study faced certain constraints concerning the reliability of the data gathered as well as the roles of researcher/teacher and participant/student that would have to be separated. Given the importance of such detachment, some precautions in this direction were taken. The first step was to assure the students that their participation in the research would have no connection with their success or failure at the English Course they were taking at school. This fact was made clear from the very beginning of the project when they were informed about what the project entailed and of their respective roles. Another constraint involved the lack of computer literacy among most students of the public-sector school in question. This scenario seriously hampered many students' ability to take part in the present study, in spite of their high motivation and English language background. This fact actually reinforces the need to expose public sector learners to the digital genre as much as possible in order to bridge the gap between their lower class profile and their potential job requirements.

Finally, the pedagogical implications of the results of this three-staged analysis of both blogs and the use of reading strategies are discussed in Chapter 6. Here remarks on the applications and limitations of this study as well as suggestions for further research are also made.

CHAPTER 4

RESULTS

BLOGS : DISCOURSE COMMUNITY AND GENRE

The objective of this chapter is to discuss the issues presented in the introductory chapter of this dissertation, i.e., the characterization of blogs as a socially recognized genre. Based on the works of Swales (1990) and Bhatia (1993), this chapter will firstly attempt to characterize the discourse community which possesses the blogs and, secondly, identify the blogs as a genre.

4.1 The discourse community behind blogs

Two of the main approaches for the analysis of genres in applied linguistics have been described thus far in this dissertation. Firstly the ESP perspective on genre based on the seminal work of Swales (1990), which emphasises discourse structure and linguistic features of a class of communicative events. Secondly, the 'systemic-functional' approach to genre analysis developed by linguists including Halliday (1985), Halliday and Hasan (1976) and Martin (1985), in which language is described in functional rather than purely grammatical (formal/structural), in terms of choices a speaker or writer makes from the language system within particular contexts of use.

Moreover, it has also been demonstrated how both these approaches to the descriptions of genres might be considered as overlapping, as well as ways in which they may arguably be seen as differing from each other. Actually, much of the difference is, logically, due to the different of their approaches to analysis,

and not exclusively to the different theoretical views and concerns that underpin each theoretical principle. Both the ESP and the SFG perspectives on genres identify structural features of texts and draw conclusions about the patterning of these traits. Both, in turn, investigate the notion of genre-specific language, although their respective descriptions of this language are made using substantially different terminology. Thus, systemic-functional genre studies, for instance, describe genre-specific language in functional terms (e.g. verbs of action, being, having and feeling). In contrast, ESP genre studies examine language broadly by means of rhetorical ('writer moves') and/or grammatical terms (e.g. types of verb, noun phrase, and parts of speech). However, both approaches to genre analysis highlight the importance of social and cultural context in their studies of genres and discussions on how these intervene in the language features of a text.

In general terms, the importance of the conceptualization of genre analysis discussed here stems from its relation with the concept of genre and the methodological implications for the type of analysis applied in this dissertation. By the same token, procedures for genre analysis represent an important tool for identifying and describing the genre and for carrying out the research investigation. On the other hand, the analytical framework of the present research is based on a concept of genre which derives from a global function (i.e. communicative purpose) as a way of explaining the overall organisation/structure of communicative events. As a result, the approach adopted in the identification and description of the genre status of blogs may well be seen as closer to Swales (1990) ESP approach. Thus, it is the communicative purpose of the exemplars that is regarded as building up

patterns of organisation and lexis. In addition, the identification of these patterns will take into account the impact of the social and cultural context on the language used in the communicative event.

A broad definition of the term 'blog' (a blend of the terms *web* and *log*) might explain that a blog is a website where entries are made in journal style and displayed in a reverse chronological order. Blogs often provide commentary or news on a particular subject (e.g. technology, culture, politics, among others) and certain blogs function as more personal online diaries.

Early blogs were simply manually updated components of common websites. However, the evolution of tools to facilitate the production and maintenance of web articles posted in said chronological fashion made the publishing process feasible to a much larger, less technical, population. Ultimately, this resulted in the distinct class of online publishing that produces the blogs we recognize today. Authoring a blog, maintaining a blog or adding an article to an existing blog is called blogging. Individual articles on a blog are called 'posts' or 'entries'. Finally, a person who posts these entries is called a blogger.

Since the main objective of this study is to characterize blogs as a genre, it is relevant to identify the special features of the discourse community which nurtures and is nurtured by this communicative event. There is, clearly, an important relationship between genres and the discourse community they serve. Thus, the present investigation addresses the following questions:

- Is there a socially recognized discourse community which makes use of the candidate for the genre 'blog' in the Internet?
- If so, what are the characteristic features of such a community?

In order to answer these questions, this study refers back to the definition discourse community (Swales, 1990) discussed in Chapter 2. It should be noted, however, that the conclusions mentioned here are based on the available biodata of blog authors on the Internet. In other words, this discussion is based on personal information about the blog author and aims at situating the social environment of the genre candidate rather than offering definite conclusions about that discourse community. In order to conduct this discussion more systematically, this study will refer to the six defining features of a discourse community as proposed by Swales (1990: 24-27):

1 – 'A DISCOURSE COMMUNITY HAS A BROADLY AGREED SET OF COMMON PUBLIC GOALS'

As with other Internet communication devices that have blossomed and are highly popular (e.g., e-mail; the www; chat), blogs are considered as essentially different from what appeared before, and as being part of a wider network of social media. While the twentieth century may be regarded as the 'Radio and TV Era', the present century is commonly claimed to constitute 'The Internet Era', in which potentially every individual might participate and share ideas. Although, it needs to be noted that, according to 'Pesquisa Nacional por Amostra de Domicílios', published by the IBGE on 23rd. March, 2006, only 21% of the Brazilian population have access to the Internet. Despite this obvious social limitation, blogs represent a genuine instrument which could turn this perspective into reality, as they promote an open forum for the exchange of

distinctive opinions. Indeed, Festa (2003) argues that educators and business people consider blogs as an environment for knowledge sharing, for which they are sometimes called K(nowledge)-logs. According to Blood (2002), individuals may either work separately or join together in order to create blogs as a means of self-expression and self-empowerment. Indeed, there are community blogs (e.g. Metafilter) with common goals among its members, whilst the numerous personal journals found in the Internet (e.g. 'Thoughts from Eric', 'Kottke', 'A Whole Lotta Nothing') demonstrate common objectives shared by their blog creators. These include the sharing of opinions and ideas about public or private subjects among bloggers from every part of the world.

2- 'A DISCOURSE COMMUNITY HAS MECHANISMS OF INTERCOMMUNICATION AMONG ITS MEMBERS'

Blogs are actually conceived as public and collective representatives of individuals' thoughts. One relates to one another. Thus, one will refer to and comment on another. This results in a huge blog network called 'blogosphere' (e.g. technorati) that is used to provide blog searches and tags used to categorize blog postings. Among bloggers, blogging is also frequently characterized as socially interactive and community-like in nature. According to Blood (2002), not only do blogs link to one another, but many blogs allow readers to post comments to individual entries, giving rise to 'conversational' exchanges on the blog itself. Actually, a high incidence of links is central to Blood's (2002: 18-19) definition of blogs: 'I would go so far as to say that if you are not linking to your primary material when you refer to it - especially when in

disagreement - no matter what the format or update frequency of your website, you are not keeping a weblog' .

Last, but not least, blogging combines the personal web page with tools to make linking to other pages easier such as permalinks, trackbacks and blogrolls. For instance, alongside the regularly updated entries (or posts), a blog often has a less-frequently-updated list of links, or blogroll, of other blogs that the author reads; and/or, with whom he/she affiliates. This, together with blog search engines enable bloggers to track the threads that connect them to other with similar interests.

3 – 'A DISCOURSE COMMUNITY USES ITS PARTICIPATORY MECHANISMS PRIMARILY TO PROVIDE INFORMATION AND FEEDBACK'

One of the most remarkable characteristic features of blogs is related to two basic goals of the Internet. Firstly, freedom of expression. By means of a simple tool, any individual with access to the Internet may write about whatever subject he/she wants. In addition, this individual may potentially be read by anyone in the world who communicates in the same language and has access to the Internet. Secondly, interactivity. As soon as a blogger writes an entry, he/she may receive comments on it. A type of software initially devised to write one's own opinions and to know about others, thus becomes a powerful means of interaction. Much more than simply on-line journals, blogs present news, tell jokes, promote cultural interchange, etc. They actually interfere in many areas of common interest, such as local news, business and politics. According to Blood (op. cit.), blogging makes people more analytical and critical

observers of the world around them. All of this is brought about by the technical ability that blogging software affords to promote the exchange of information rapidly and easily. For instance, the use of some sort of browser-based software is a typical aspect of 'blogging'. Blogs may be hosted by dedicated blog hosting services or they may be run using blog software on regular web hosting services.

4 – 'A DISCOURSE COMMUNITY UTILIZES AND HENCE POSSESSES ONE OR MORE GENRES IN THE COMMUNICATIVE FURTHERANCE OF ITS AIMS'

Given that millions of blogs in the Internet represent an enormous space for bloggers to communicate, there is logically a need to use certain strategies to facilitate the achievement of certain aims. While the great majority of blogs are non-commercial, full-time bloggers have struggled to find a way to make profit from their work. The most common and simplest method is to accept targetted banner advertising, i.e., the use of commercial ads offered by specialized sites (e.g.: Google AdSense) within a blog page.

In other words, it is common for blogs to contain advertising in the form of 'AdWords' related to the content of their entries. Popular blogs can generate significant revenue by this means, i.e., via banner ads and referral fees for promotion of items on commercial websites.

5 – 'IN ADITTION TO OWING GENRES, A DISCOURSE COMMUNITY HAS ACQUIRED SOME SPECIFIC LEXIS'

As mentioned above, early blogs were simply manually updated components of common websites. And, as argued previously, the evolution of tools to facilitate the production and maintenance of Web articles posted in said chronological fashion made the online publishing process feasible to a much larger, less technical, population.

In addition, as a kind of web document, blogs are related to personal home pages since both are normally created and maintained by a single individual (or a small group of people), and their content tends to focus on the creator or his/her interests. Bates and Lu (1997), Chandler (1998), and Dillon and Gushrowski (2000) have identified structural characteristics of personal home pages, including the presence of personal information about the creator, patterns of hyperlinks, layout, presence of welcome messages, and technical features. Indeed, many blogging terms (see Appendix 6) are commonly used by the discourse community who possesses the genre.

6 – ‘A DISCOURSE COMMUNITY HAS A THRESHOLD LEVEL OF MEMBERS WITH A SUITABLE DEGREE OF RELEVANT CONTENT AND DISCOURSAL EXPERTISE’

From the early beginning of the 21st. century, the importance of the blogging community (and its relationship to larger society) has increased rapidly. Indeed, blogs have gained increasing notice and coverage for their role of breaking, shapping and spinning political issues. Blogging by established polititians and political candidates, to express opinions on war and other issues,

cemented blogs role as a news source. Today, the role of blogs includes increasingly mainstream discourse, as political consultants, new services and candidates use them as tools for outreach and opinion forming. The Merriam-Webster's Dictionary declared 'blog' as the word of the year in 2004.

Many bloggers differentiate themselves from the mainstream media, while others are members of that media working through a different channel. Upon initial examination, most blog authors of the 20 selected blogs within this research, are young adult males residing in the U.S.A. As in other forms of Internet communication, the authors provide considerable information about their real-life identities, although some are more self-revealing than others . The main features of the blog authors in the sample are summarized in Table 2.

Table 1 : Blog author characteristics

CHARACTERISTIC	FREQUENCY
One author	14
Male	20
Adult (20 years or older)	20
Web-design expert	18
Located in the U.S.A.	20
Name on the 1 st . page	12
Other personal information	7

The above information had, in certain, to be inferred from the content of the author's biodata presentedf in the blog or by following links elsewhere. In

addition, some bloggers include explicit personal information (e.g., age, occupation, interests) on the first page of their blogs or elsewhere. The results provided by the analysis of these authors support the claim that there is a potential combination of relevant content and discursal expertise since most blog contents are maintained by no more than one adult male individual. These authors' biodata demonstrate their ability to raise the interest of other bloggers so as to develop a huge number of links according to the subjects posted. In addition, the web-design expertise shared by almost all bloggers in the sample makes the use of computer language an essential tool for the discourse community to achieve the communicative purpose of blogs. Hence, this study will now draw its attention to the characterization of blog as a genre.

4.2 The characterization of the blog genre

In the previous section, this research has identified the special features of a discourse community whose affairs include the making and maintenance of blogs on the Internet. The present section is concerned with the analysis of the blogs, which constitute this research corpus in order to accomplish the following task : the characterization of blogs as a genre based on their communicative purposes.

The genre analysis carried out in this study will be based on Swales' (1990), defining features of a genre and aims at identifying the blog genre through the understanding of its rationale, i.e., their conventionalized communicative purposes, and the linguistic realization of these purposes as a communicative event

A typical blog (see Appendix 2) combines text, images and links to other blogs, web pages, and other media related to its topic. Most blogs are primarily textual although some focus on photographs (photoblog), videos (vlog), or audio (podcasting), and are part of a wider network of social media. A blog entry, typically consists of the following:

- TITLE - main title, or headline, of the post
- BODY - main content of the post
- PERMALINK - the URL of the full, individual article
- POST DATE - date and time the post was published

A blog entry optionally includes the following:

- COMMENTS - comments added by readers
- CATEGORIES (or tags) - subjects that the entry discusses
- BLOGROLL - blog affiliation
- TRACKBACK AND/OR PINGBACK - links to other sites that refer to the entry

Alongside the regularly updated entries, a blog often has a less-frequently-updated list of links, or blogroll, of other blogs that the author reads; and/or, with whom he/she affiliates. In other words, blogging combine the personal web page with tools to make linking to other pages easier - specifically permalinks, blogrolls and trackbacks. This, together with blog search engines, enable bloggers to track the threads that connect them to others with similar interests.

The present research is based on the assumption that recurrent online communication practices can meaningfully be regarded as genres. Indeed, according to Swales' (1990) characterization of genre described in Chapter 2,

blogs represent a good candidate for genre status, in which they are named, and, as this study will attempt to demonstrate, tend to exhibit common organisation and content. As a type of hypertext, blogs are referred to as home pages since both are commonly created and maintained by individual(s) and their content usually focus on the individual(s) personal matters. Since there has been an increasing interest in the identification of web genres, the discussion among web genre analysis has raised the following issue: are blogs an emergent or a reproduced genre? Crowston and Williams (2000) consider blogs as an example of an 'emergent' (instead of a 'reproduced') web genre. Dillon and Gushrowski (2000), Bates and Lu (1997) and Chandler (1998) identify structural characteristics of blogs, such as the presence of personal information about its author, types of interlinks, layout and peculiar text features. Marcuschi (2002: 29) particularly suggests that 'emergent web genres look like projections of others as their previous counterparts' (my own translation). Indeed, Marcuschi (op. cit.: 31) formulated a comparative chart between 'emergent' web-genres and their respective counterparts in the existing genres, as showed in Figure 4.

FIGURE 3 : Emergent web-genres and the respective existing genres

<u>EMERGENT WEB-GENRES</u>	<u>EXISTING GENRES</u>
e-mail	personal letter
chat (varied forms)	conversation (varied forms)
educational e-mail (classes by e-mail)	classes by mail
chat class (virtual class)	presential class
video-conference	debate / conference
discussion list	memos
electronic address	mail address
<i>blog</i>	<i>personal diary</i>

According to this comparative view, it may be argued that older practices from related off-line genres carry over into web genres, turning them onto 'reproduced' genres. Nevertheless, Marcuschi (op. cit.: 34) stresses the fact that 'it is not a matter of form but of socio-communicative aspect and task performance that shape emergent genres as the ones with proper characteristics, thus having to be individually analyzed' (my own translation). The findings of these studies suggest that characteristic practices from related off-line genres carry over into on-line genres, creating a type of 'reproduced' genres. With reference to blogs, the present analysis suggests that blogs are neither unique nor reproduced from off-line genres, but rather represent a hybrid emergent genre which draws from various sources, including other

Internet genres.

The majority of blog genre descriptions stem from blog authors, who conceive blogs as the usually known entries-posted-in-reverse-chronological-order format with frequent updating and adding of commentaries. Blood (2002) classifies blogs in three different types, namely, filters, personal journals and notebooks. In terms of content, filters draw from external information (world news, online events, etc.), personal journals encompass internal data (the blogger's views and opinions) and notebooks may have either external or internal elements combined in longer essays. According to Blood (op. cit.), blogs constitute an unique (i.e. 'native') web genre which is characterized by intense social interactivity and community-like nature, whereby bloggers may exchange ideas on the blog itself (by posting comments to entries) as well as link their blogs to one another.

Based on the classification proposed by Blood (2002), this investigation will concentrate on the analysis of personal journals within the research corpus, since their collaborative content creation is conceived here as best reflecting the communicative purpose behind the discourse community who owns them.

However, before proceeding with the analysis of the blogs, it is necessary to discuss aspects of textual structure which, together with genre analysis, represent the theoretical background of the analysis of blogs. A number of genre analysis would argue that the communicative purposes governing genre exemplars impose constraints on content and form. Both Bhatia (1993) and Swales (1990) also agree that the communicative event displaying most of the conventionalized features of a particular genre characterizes its prototypical exemplar. This research has also drawn on Hoey

(1983, 1986, 1994 and 2001) in an attempt to account for the surface features of blogs in the corpus which might reveal a closer or longer distance from their conventionalized prototypes. The latter author appears to be particularly concerned with formulating text patterns, i.e., a number of 'frames' which are claimed to be applicable to a variety of genres and which provide a useful framework for text analysis.

Genre analysts (e.g. Swales, 1990 and Bhatia, 1993) describe individual genres by means of specific moves and steps, which reveal the organisational patterns of the exemplars as determined by the purposes of the community which possesses the referred genre. Hence, Swales (op.cit.) has elaborated the CARS (Create A Research Space) model for research article introductions represented in Figure 4 below.

Figure 4 - Swales' CARS model for article introductions

(adapted from Swales 1990, figure 10, p.141)

MOVE 1	ESTABLISHING A TERRITORY
STEP 1	CLAIMING CENTRALITY
	AND/OR
STEP 2	MAKING TOPIC GENERALIZATION(S)
	AND/OR
STEP 3	REVIEWING ITEMS OF PREVIOUS RESEARCH
MOVE 2	ESTABLISHING A NICHE
STEP 1-A	COUNTER-CLAIMING
	OR

question.'

Step 1 refers to the identification of the context in which the genre exemplars are situated. In order to accomplish this first step, an individual needs to rely on his/her background experience, holistic view, and the internal clues the exemplars provide. Bhatia (op.cit.) argues that one's background knowledge of the subject matter regarding the genre in question and its conventions may explain the rationale guiding the communicative event: 'This kind of knowledge is greater in those people who professionally belong to the speech community which habitually makes use of that genre' (op. cit., p. 22). Step 1 is carried out in the analysis of the genre features of the blogs in the corpus and then the possibility of acknowledging genre status to the blogs as a whole is discussed.

Step 2 concerns the literature review regarding genre analysis, discourse analysis, linguistics, and also the expertise of specialists involved with the genre in question. To a certain degree, this step is that taking place in the present. Thus Bhatia's (1993) views on genre analysis are being discussed, within the presentation of background principles of this research (Chapter 2), and at the beginning of each chapter, when key concepts and/or research related to the topic are reviewed.

Step 3 is related to the refinement of the situational analysis. It is necessary to make explicit number of features including : the writer/speaker of the text, the audience, the relationship between sender and receiver, and the diacronical and socio-cultural status of the community utilizing the genre. Alongside step 1, this step is partially carried out within a discussion of the

discourse community behind the blogs (see Chapter 4, Section 4.1 above), and in the discussion of a possible genre status to the blogs (Chapter 4, section 4.2).

Step 4 concerns the selection of the corpus the researcher intends to analyse. Bhatia (1993) suggests that the analyst determine the genre to be investigated according to the communicative purposes it serves, the situational context in which it is used, and the particular features of the text which are the consequences of conventions adopted by the discourse community. In the present investigation, this step is represented by the selection of blog exemplars so as to constitute a coherent corpus for analysis. Additionally, it is essential to mention that one of the main objectives of this research is to characterize blog as a genre. Thus, this study is aimed at identifying and justifying the acknowledging of genre status of an event usually referred to as 'blog'.

Step 5 is concerned with the study of the situational context in which the genre occurs. It is presumed here that this refers to the community which uses blogs in order to achieve particular aims, such as debating present world issues. It is necessary to account for the rules and conventions governing the affairs of the community when using the blogs (see Chapter 4, Section 4.1 for the characterization of the discourse community possessing the blogs). According to Bhatia (1993 :24) :

‘... Quite a bit of information on these aspects of institutional contexts is available from guide books, manuals, practitioner advice and discussions of the social structure, interactions, history, beliefs, goals of the community in published or otherwise available literature’.

Indeed, there are a number of manuals and guide books addressing the rules, criteria and conventions governing the community when it utilizes blogs. This investigation relies on certain specialized publications normally called 'blog guides' (e.g. Blood,2002) in order to draw a number of conclusions related to the rationale of the blogs. The discussion on the discourse community which is involved with blogging is based both on the authors' biodata provided by the blogs and on the information obtained from these publications and surveyed in the existing literature.

Step 6 covers the levels of linguistic analysis one may wish to undertake when analyzing a particular genre. The first of these three levels is the analysis of lexico-grammatical features. This level implies that the text is analyzed quantitatively by studying its surface features. Thus, the analyst needs to undertake an extensive statistic investigation in order to provide enough empirical evidence which could confirm or not a certain hypothesis. Bhatia (1993:25) claims that this level is not the most appropriate one when we need to discuss the purpose of the use of a particular feature:

'The findings remain severely constrained by their emphasis on surface features and do not provide adequate information about the way communicative purpose is accomplished in a particular genre.'

The second level of analysis entails the way members of a particular community use aspects of syntax, lexis and discourse in order to convey determined values. The analyst then searches for text-patterning which could

reveal the purposes of communicative events. The third level, namely, the structural interpretation of the text-genre, refers to the cognitive aspects of language organisation. Bhatia (op.cit.) argues that specialist writers reveal consistency in preferred ways of organising their messages. By investigating genre at this level, the researcher will search for regularities of organisation which are standardized by a substantial amount of members of the community so as to understand the rationale of the genre.

The present study is particularly concerned with Bhatia's second level of linguistic analysis as a small corpus is analyzed alongside the reasons which have led blog authors to use certain language aspects. This research will not undertake a level three investigation due to the size of its corpus. This investigation assumes that a lengthier and more varied data analysis would be required in order to define the general conventions followed by the community and to identify the number of patterns which characterize the genre.

Step 7 is described by Bhatia (1993:34) as follows :

'Finally, the analyst double checks his findings against reactions from a specialist informant, who, generally, is a practising member of the disciplinary culture in which the genre is routinely used.'

The same author provides a description of the desirable characteristics of the informant to be consulted and the guidelines for a maximized co-operation between the investigator and the informant (see Bhatia,1993: 35-36). Given the potential importance of the Internet within the educational context in Brazil, members of the discourse community who are directly involved in the design

and/or use of blogs are usually not found giving interviews and revealing aspects which permeate blogs. Thus, the conclusions in this research are based solely on the detailed analysis of the data and on the observation of the institutionalized context of the blogs.

In order to describe how the text is organized as a consequence of the needs and purposes of the writer, Hoey (1983, 1986, 1994 and 2001) claims that a text is patterned. This textual feature is particularly interesting in the present study of the prototypicality of the entries used in the blogs as well as genre constraints on textual organization, lexis and content within the blogs in the corpus. Hoey (2001) argues that texts present patterns which occur and reoccur denoting similar organisational structures in different texts. The author refers to recurrent questions that are answered by the organisation of the text. For instance,

- The problem-solution pattern:

'What is the problem?'

'What did you do about it?'

'How successful was it?'

- The question-answer pattern:

'What did I need to know?'

'How successful was it?'

'How did we go about finding out?'

- The goal-achievement pattern:

'What did you want to achieve?'

'How did you go about doing this?'

'How successful were I?'

The same author also claims that the writer often signals to the reader which questions are being answered by including in the text key vocabulary items that are conventionalized as typical signalers of the pattern which dominates the text or instance(s) of the text. Thus, the problem solution pattern will include key words including : *problem, difficulty, unfortunately, need, shortcoming, solution, strategy*, among others. Similarly, the goal-achievement pattern may include words such as : *intention, means, success, objective, etc.*; and the question-answer pattern may be typically related to words similar to: *reply, answer, question, possibility*, among others.

Among the patterns discussed by this author, the present research has chosen those which are most thoroughly described and considered as 'popular' by Hoey (2001) :

- **PROBLEM-SOLUTION PATTERN** - The pattern follows the structure: Situation - Problem - Response / Solution - Evaluation. The situation is optional as it may be embedded in the problem, for instance. When the evaluation is positive, the discourse pattern tends to be completed. Negative evaluation means that the pattern is willing to be recycled until an instance of positive evaluation will make it complete.
- **QUESTION-ANSWER PATTERN** - The pattern includes a question, an

answer and an evaluation of the answer (if from another source). Hoey (1986:200) argues that the pattern is relatively similar to the problem-solution pattern: 'Just as we found that a problem-solution pattern was incomplete if a response received a negative evaluation, so we find a question-answer pattern is likewise incomplete if an answer is negatively evaluated.' (Hoey,1986: 200).

- HYPOTHETICAL-REAL PATTERN - The pattern usually includes the organisational macro-pattern : Hypothetical-Denial-Correction (Basis), and the sequencing of items may present modifications.

- GENERAL-PARTICULAR PATTERN - Hoey (1983) explains that there are two subdivisions within General-Particular Patterns, the Generalization-Example relation and the Preview-Detail relation:

A) THE GENERALIZATION-EXAMPLE RELATION: 'It occurs whenever a passage can be projected into dialogue in such a way as to include the reader's broad request 'Give me an example or examples' ' (Hoey, 1983: 137)

B) THE PREVIEW-DETAIL RELATION: In this case the request would be 'Give me some details of something' or 'Tell me about something in greater detail'. This is pointed out by Hoey (Ibid, 138) as the test to identify the relation.

One important issue highlighted by Hoey (1986: 211-212) is that the boundaries between different patterns are not always well defined. Patterns are

nonstructural because there are no mutually exclusive categories and it is not possible to predict what will come next in discourse. In addition, patterns may be considered interactive since they require reference to the reader and to the speech acts performed.

Hoey's (1983) organisational patterns would be particularly useful in the identification and analysis of the surface features of the blogs as they are the result of the conventionalized rationale for the genre governed by the discourse community which possesses them. However, they fail to account for the global organisation of the blog given its hybrid and mutable nature text-patterning, thus hindering the blog-genre characterization.

This investigation will now apply Swales' (1990) defining features of a genre to identify the characteristic features of the blogs in the research corpus. Swales' (1990) 'working definition' of genre has been chosen since it is the only analytical framework which has been proposed so far and provides an appropriate criteria for genre analysis which allow a more systematized analysis of the blogs in the corpus. In this discussion, the results are interpreted qualitatively and comparisons between blogs and other genres of online and off-line communication are made:

1 – 'A GENRE IS A CLASS OF COMMUNICATIVE EVENTS'

Swales (1990) claims that there must be a communicative purpose governing the textual event. In addition, this event must be performed exclusively by means of language, since the participants of the communicative exchange address one another through the linguistic medium. In terms of this

feature of a genre, there seems to be no difficult in recognizing the blogs in the research corpus as exemplars of a genre as they communicate their purposes linguistically in written form.

2 – ‘SHARED COMMUNICATIVE PURPOSES IS WHAT TURNS A COLLECTION OF COMMUNICATIVE EVENTS INTO A GENRE.’

This seems to represent the main criterion for determining whether a communicative event constitutes a genre. It might be argued that there should be similarities of form and content among blogs so that they could be regarded as belonging to the same genre. Even though this claim may be partly identified in a variety of genres, blogs which bear many differences in rhetorical organisation and style were identified in the corpus. Table 3 classifies the blogs according to their communicative purpose:

Table 3 – Blogs by communicative purpose

TYPE	FREQUENCY
Personal journal	14
Filter	04
Notebook (mixed)	02
Other	00

Filter blogs, in which authors link to and add comments on the contents

of other web sites, are acknowledged by researchers and members of the discourse community to be the prototypical blog type. However, the blogs in the corpus are overwhelmingly of the personal journal type, in which authors report on their private lives and inner thoughts and feelings (see Appendix 1). This result is even more impressive if those filters such as 'The Google Weblog', 'Boing Boing' and 'Metafilter' are excluded from data collection, so that their popularity would not overshadow the other blogs in the sample.

Nevertheless, it is not unreasonable to argue that filters, the most common blog type, may be so overlooked and underrepresented in the present genre analysis. Blood (2002) argues that the personal journal type is a newer version which is developing at the expense of the earlier filter type, at the same time as blogging software becomes easier for anyone to use. Another possible explanation to this phenomenon might be that online web journals are not new. However, since they are regarded as less interesting than filters, thus the latter would have been progressively incorporated by the former as a new blog type.

On the other hand, it is widely accepted by most authors (e.g.: Swales, 1990; Bhatia, 1993; Martin, 1985) that communicative purpose may be the most appropriate evidence of genre-membership. Swales (1990: 46-49) argues that, despite being difficult to identify at times, the objectives which motivate the creation of a text provide a more reasonable rationale for the determination of its genre. Therefore, the difference of blog types notwithstanding, the blogs in the corpus share a common communicative purpose, namely, to express the author's subjective opinion on matters of interest to him/her. In the case of most blogs in the research sample, the matters of interest concern the authors and their daily lives.

3 – 'EXEMPLARS OF A GENRE VARY IN THEIR PROTOTYPICALITY'

It is possible to identify whether a certain text is an instance of a particular genre. It may be the case that a set of implicit rules are implemented for the attainment of a purpose through language, by living real-life socially organized, and determined, communicative experiences. This implicit rationale is what makes it possible to identify, however unconsciously, the prototypes of a large number of genres encountered during an entire lifetime. The prototype may be perceived as an instance of an entry which has been assimilated and considered a 'reference' for comparison and contrast with subsequent blogs. Alternatively, it may be seen as an abstract representation of a 'reference' which has been established after a number of encounters with instances of the same genre. This, however, is a question of further investigation and goes beyond the objective of this present study.

Nevertheless, this research departs from the assumption that familiarity with a larger number of prototypes and the capability to recognize an instance as being part of a genre, even when it reveals differences from the prototype one has in mind, depend on the quantity and the quality of experiences one has had with genres. According to the blog home pages (first page on each site) analyzed, it may be argued that a number of them bear a reasonable proximity to what could be considered the 'prototypes' of the blog genre. Nonetheless, other home pages may be regarded more distant from the most typical representatives of the genre in question. Table 4 lists the structural features hypothesized to be characteristic of a blog prototype, as codes for the

home page of each blog in the corpus.

Table 4 – Structural features of blogs

FEATURE	FREQUENCY
Archives	17
Badges	15
Images	12
Comments allowed	20
Link to e-mail blog author	09
Ads	14
Search function	07
Calendar	04

In addition, it might be said that the home pages of the blogs in this research corpus differ from those of personal home pages in many aspects. According to Chandler (1998), blogs seem to be less likely to present a guest book, a search function, and advertisements than are personal home pages. Blogs are also relatively image-poor, compared to other online genres such as the 'www'. However, blogs present certain features that personal home pages lack. Archives (links in the sidebar to older entries) and badges (small icons in the sidebar, header or footer advertising a product or group affiliation) are found in most blogs, including the sample in question.

As far as web genres are concerned, this combination of features are not characteristic of any other online genre. The presence or absence of the features mentioned above is determined in part by the blog software used by the blog author to create the site. Blog software, although not strictly part in the present analysis, imposes a maximum of three-column format and the display of entries in reverse chronological order. Additionally, it includes default patterns (such as comments on entries, archives, badges) that new bloggers tend to keep, if only because they simply do not know how to modify them.

Finally, patterns of linking from the blogs home page were investigated according to the presence of links of different types, classified in terms of their destination. These results are described in Table 5.

Table 5 – Links from blog home page

DESTINATION	FREQUENCY
To websites by others	17
To other blogs	14
To new sites	06
To websites created by or about self	15
To webrings	08

In general, even though certain blogs in the corpus contain many links, the degree to which blogs link to other subjects is not as great as it is popularly represented in previous characterizations of blogs.

4 – 'THE RATIONALE OF A GENRE ESTABLISHES PATTERNS OF FORM, STRUCTURE AND CONTENT'

It seems plausible to argue that the communicative purposes which determine the creation of a certain blog entry motivate a number of linguistic choices in terms of the organisational and syntactical structures and the lexis used. The essence of a blog is in its entries, which constitute the 'frequent updated content' that readers visit the blog on a regular basis to read and (possibly) comment. It is clearly noticed in the research sample that headers and footers, body features and body texts of the blog entries follow certain patterns of form, structure and content according to the communicative purpose they serve.

5 – 'A DISCOURSE COMMUNITY'S NOMENCLATURE FOR GENRES IS AN IMPORTANT SOURCE OF INSIGHT'

Swales (1990:9) claims that genres are possessions of the discourse community which uses them. Thus, the community labels its genres with names that are chosen according to the needs and interests of the community. This relates specifically to those members who possess decision-making power and, therefore, determine the rules to be followed by the community in order to achieve conventionalized goals.

As far as the identification of the blog genre is concerned, it may be concluded that the blogs in the research corpus are analyzable in terms of Swales' five-step features for the identification of a genre. Each and every blog

is a communicative event, reveals one or more conventionalized communicative purposes, varies in prototypicality, is constrained in form, organization and content by the communicative purpose it serves and possess a genre-name conventionalized by their discourse communities and commonly accepted by recognized members of the community .

So far, this study has been devoted to the analysis of the blogs in the corpus as a genre. Swales' (1990) five defining features of a genre have been applied and determined, identified a number of blogs as being samples of the prototypes of the blog genre, and discussed restrictions on form, organisation and content which the rationale of the genre impose on the communicative events themselves. The importance of this genre analysis lies in the identification of the communicative purposes of the blogs and the way language reflects such purposes. Readers usually try to situate the blog they are reading in terms of its purpose in order to fully understand its message. This investigation will now present the results of data analysis concerning answers to questionnaires, interviews and think-aloud protocols carried over by the research subjects and based on blog reading activities.

CHAPTER 5
RESULTS
A READING APPROACH FOR BLOGS

The aim of this chapter is to check the accuracy of the hypothesis presented in the introduction of this research, namely that the target group of public-sector school learners use mainly linear, bottom-up, text-based reading strategies when dealing with blogs in the Internet. This chapter will thus provide a profile of each of the five subjects of this research in terms of the strategies they most frequently use when reading blogs. Each profile will be based on an analysis of the group interviews and think-aloud protocols recorded by the researcher. Finally, the profiles will be compared and a parallel will be drawn for the identification of the features shared by all the learners.

As far as EFL reading is concerned, the difficulty to account for the complexity of the reading processes, which are the focus of this investigation, lies in the fact that one readers are within the community to which they belong. They are, in addition, closely related to the community's purposes and practices adopted for a particular communicative event . Although it may seem somewhat difficult to cater for such a complex phenomenon as communication in reading, it should be noted that the reading processes are an interaction of brain, language and the real world, and that they incorporate the handling of all these elements simultaneously. This is what a successful EFL learner must be able to achieve whenever reading a piece of information.

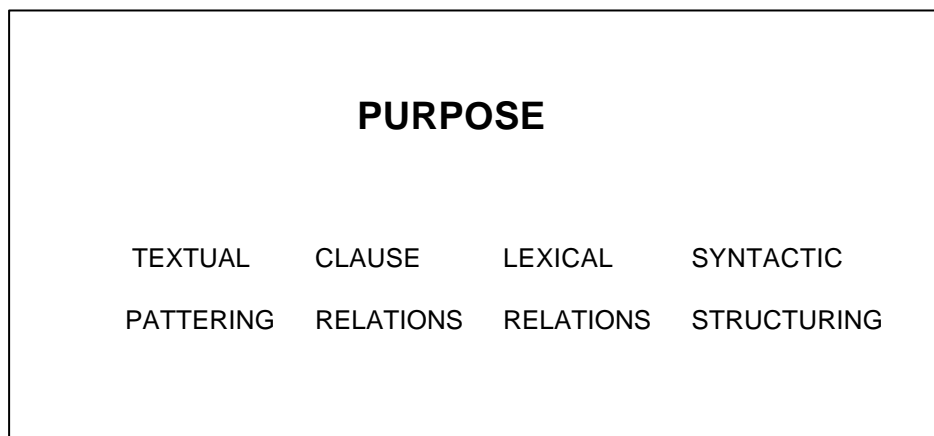
It might be argued, therefore, that any model for describing reading processes should encompass not only the visual input and strategies readers

might use for understanding words and sentences. It should also incorporate the community's practices, purposes and assumptions within which sender and receiver are situated. Accordingly, the presuppositions about the overall meaning of a text which involve the participants of the communicative event would be elicited and more precisely explained. In general, reading has been wrongly regarded (see chapter 2, section 2.2.1, above) as a passive activity of recovering no more than the writer's message from the text. Alternatively, it has been described as a task of supplying the meanings for the text according to the reader's own experience and purposes for reading. It has even been portrayed as a mere process of interaction between reader and writer through the text, in which shared assumptions about the world are matched with the actual linguistic realization of the text. Thus, since it is the interactive approach which constitutes the basis of this investigation, it would be useful to consider one of the most fundamental characteristics of the text, namely, its communicative purpose.

As discussed in Chapter 2, section 2.1.1 above, a genre (or a class of communicative events having a shared group of communicative purposes and similar organisational features, stylistic features, content and intended audiences) determines the overall organisation of language in accordance with the context in which the communicative event occurs. When readers face a text, they are usually searching for the purpose of that communicative event, i.e., they aim at identifying the author's intention within the printed material. Hence, it is the purpose which has motivated the writer to communicate in written form. And it is exactly this which may be considered as the basis of the actual linguistic realization of the text. Figure 5 below attempts to show how readers

may perceive the function of communicative purpose in the construction of meaning in a text.

Figure 5 – Meaning by communicative purpose



The assumption that reading is an interactive process allows readers to match their knowledge of the world, to the content expressed in the text, and to the rhetorical organisation pattern of various texts, in contrasting these to the actual linguistic realization of the text being read.

When writers intend to communicate through printed material, they need to express their ideas so that the reader may be able to recreate the intended message and also create other messages which might not have been explicitly made by the writers themselves. Thus, the interactive approach of reading which serves as the basis for this study should also include the following premises:

- i) Language is a communicative event, i.e., a way to 'interact' with someone;
- ii) Reading is a process of re-creating the purpose of the

communicative event;

- iii) The patterns of organisation and the contents expressed in as text depend on the purpose of the communicative event.

All in all, the view of reading as interactive processes proposed here includes both the information conveyed by the text and the structured knowledge used by the reader in order to understand the text. Furthermore, this study assumes that readers will attempt to identify the communicative purpose of the text, and that they will attempt to match their knowledge of genre to the reading act.

The aim of this section is to determine which reading strategies the research target group (TG) of public-sector school EFL learners utilize in order to read blogs in the target language. This is why the section will also provide a profile of each of the five subjects of this research in terms of the strategies they most frequently use when reading blogs in the internet in English. Each profile will initially be based on the interviews with each learner and then on the analyses of the think-aloud protocols recorded by this researcher while inviting learners to answer a set of questions about a given blog. Finally, the profiles will be compared and a parallel will be drawn for the identification of the features shared by all of the learners.

In order to identify the reading strategies used by the TG, a group of features were applied to analyze the transcriptions of the think-aloud protocols which had been recorded. The analytical features used in this study are based on the simplified taxonomy suggested by Shepherd (1992: 232). Here, Shepherd (op. cit.) studied the reading performance of 36 Brazilian EFL

teachers while reading TEFL articles in English taken from the 'English Teaching Forum' magazine, a periodical which caters for EFL teaching around the world. A set of features of strategy use were taken as starting points for his analysis, (Shepherd,1992:409-410) based on a review of the classifications made by Simon (1987), Cavalcanti (1984), Waern (1988) and Sarig (1987), namely:

- [a] READING ALOUD (reading aloud from the actual text; Simon, 1987)
- [b] TRANSLATION (literal correct or incorrect of text elements; Cavalcanti, 1984)
- [c] RETELLING (or summarizing of text, i.e., decodifying; Cavalcanti, 1984)
- [d] PROBLEM IDENTIFICATION (of unknown elements; Cavalcanti, 1984)
- [e] MONITORING (control of own processing; Sarig, 1987)
- [f] CONFIRMATION (of previous prediction of inferencing; Sarig, 1987)
- [g] TESTING (slowing down processing to check prediction or inferencing with previous text or schema evoked; Simon, 1987)
- [h] CONSTRUCTION (linking new idea with global propositions; Waern, 1988)
- [i] METACOMMENTS (on one's own processing; Waern, 1988)
- [j] MATCHING (discourse macropatterning with formal schemata; Waern, 1988)
- [k] INFERENCING (using background knowledge of content schemata; Sarig, 1987)
- [l] COHERENCE (focusing on cohesion to identify coherence; Sarig, 1987)
- [m] IDENTIFICATION (of the key lexical signals in text; Cavalcanti, 1984)

- [n] FOCUSING (identifying important propositional content; Waern, 1988)
 - [o] PURPOSE (inferencing using the writer's covert intention; Sarig, 1987)'
- (Shepherd, 1992: 408-409)

These features, Shepherd (1992: 408) argues, 'were not initially seen as rigidly defined; rather they are data-driven hermeneutics, to be refined, subject to verification'. Therefore, additional changes were made so that the categories would better adapt to the objectives of his study.

Accordingly, Shepherd (op. cit.) suggested that certain of these categories should be subsumed within broader features in accordance with their purpose in common, given the regular occurrence of multi-functional utterances in the collected data. His final set of analytical features was then refined as below:

- [a] SETTING
- [b] READING
- [c] REPRESENTATION
- [d] SELF-COMMENT
- [e] MONITORING
- [f] METACOMMENTS
- [g] RELATING
- [h] ASSESSING
- [i] TESTING
- [j] MATCHING
- [k] INFERENCING
- [l] EVALUATION

The analysis of the transcriptions of the think-aloud protocols recorded by this researcher were totally based on Shepherd's (1992) final set of analytical features. A brief definition of each of the analytical features used in this dissertation, illustrated by excerpts taken from the data collected, follows. For the sake of reference, the transcripts from which each excerpt was taken are identified in numbered codes. For instance, TR (TA)1 corresponds to the transcription to the think-aloud protocol of participant number 1, GDJA. In cases in which the selected excerpt is multi-functional, i.e., when features other than that being being illustrated also apply to that passage, relevant parts will be signaled by italic type. (See Appendix 8 for complete transcripts and analyses).

- A. **SETTING** - This feature refers to the participants' reference to the place in the blog, i.e., entry, post, comment, link, etc., to which their further comments refer. E.G.: TR(TA)1 - 'para uma leitura mais direcionada ele põe 'tags' /que são espécies de palavra-chave / no fim de cada 'post' ';
- B. **READING ALOUD** - This feature entails the participant's reading aloud from the original text in the blog. E.G.: TR(TA)1 - 'Por exemplo // 'parallels updates' / 'Pre-thanksgiving thought' e 'Frank Gehry film on BBS' ';
- C. **REPRESENTATION** - This feature relates to the participant's focusing on 'Surface text meaning including literal translation or expressions of

understanding or attempts to decode by changing the wording and/or paraphrase, retelling or summary' (Shepherd, 1992: 413). This feature thence consists in a number of strategies which mirror a text-based model of reading. E.G.: TR(TA)3 - 'Porque a maioria das palavras que eu traduzi são palavras transparentes // Com o meu conhecimento prévio / traduzi algumas partes do texto';

D. SELF-COMMENT - This feature refers to the participant's making comments, either retrospectively or concurrently, on his/her way of processing. E.G.: TR(TA)5 - '(...) não vou ser hipócrita e dizer que consigo ler tudo (...)';

E. MONITORING - This feature refers to the control of own processing while reading blog entries. E.G. : TR(TA)5 - 'Consegui decifrar a terceira estrofe daí cheguei a esta conclusão'.

F. METACOMMENTS - This feature refers to the participant's making predictions on his/her own processing and/or comments on how he/she wishes to tackle a lexical problem found in the blog. E.G.: TR(TA)3 - 'porque sabendo algumas palavras fica melhor para entender o texto e o que está sendo informado';

G. RELATING - This feature encompasses comments which provide some evidence of participant's use of his/her background knowledge of content schemata, either correctly or not, to explain or relate to the

purposes of the blog. E.G.: TR(TA)4 – ‘Porque a forma do site nos leva a querer saber o que está sendo abordado no site mesmo sendo em inglês / então nos leva a utilizar vários conhecimentos que nós temos’.

H. ASSESSING - This feature ‘contains comments on either the significance/importance of the information according to the writer’s judgement and/or the writer’s purpose in presenting a proposition’. (Shepherd, 1992: 413). Thus, the focus here is on the blog author’s point of view by means of the identification of the key propositions in the blog. E.G.: TR(TA)2 – ‘Jason Kottke deixa bem claro em seus ‘posts’ seu desejo de unir a ciência com a espiritualidade / em vez de separá-las’;

I. TESTING - This feature comprises any comments which display evidence of the participant’s slowing down his/her processing so as to check his/her own hypotheses with previous text or schemata. E.G.: TR(TA)4 – ‘eu voltei ao início do site e usei as palavras transparentes para conseguir a resposta’;

J. MATCHING - This feature relates to comments which contain reference to the writer’s discourse plan or textual organisation. E.G.: TR(TA)1 ‘porque o blogueiro oferece ao leitor muitas ferramentas // como uma opção de busca, as ‘tags’ no fim dos ‘posts’, fotos, exposição de comentários, etc...’;

K. INFERENCE – This feature comprises the use of prior knowledge of content schemata related to the entry. E.G. TR(TA)5 – “Conheci essas palavras / algumas nas aulas de inglês na escola // outras em filmes/ desenhos (...)’.

L. EVALUATION - This last feature focuses on the reader’s opinion in relation to the relevance/practicality of the propositions in the blog’s entries. E.G. TR(TA)2 – ‘Texto de linguagem direta e fácil // inclusive com as localizações’;

The data collected for this research analysis consists of a set of think-aloud protocols recorded by the researcher based on the comments made by each participant during a reading activity. Each of these participants received a set of reading comprehension questions about blogs. It is worth noting that none of the learners involved had had any contact with these blogs previously. All of these blogs consist of authentic texts in English and were selected by the blog tracking site 'blo.gs' as the top-twenty most watched blogs during the data collection period. (see Appendix 1).

Together with one of these blogs selected by each learner on a specific day established by the researcher, each participant received a worksheet in their mother tongue (Portuguese), with guidelines as to what to comment on and when. The instructions were divided into three main steps, following Shepherd (op.cit.) namely :

1 - Before reading the blog; 2 - While reading the blog; and 3 - After reading the blog. The first step encourages the learner to think about the blog

contents upon reading its entries and images. The second step encourages the learners to make comments whenever they felt appropriate, reread or refer back to a part of the blog. Here they should mention whether, for instance, their purpose was to search for data while reading or to reflect on the content of the entries. The learners are also reminded that they do not need to read the blog entries aloud, provided that they orally answer the questions about the blog and justify their answers. Finally, the third step invites learners to check their answers and orally add other comments they feel necessary to fulfill the task. In all the steps the participant is set free from operating the tape recorder, which is in charge of the researcher. This is intended to let the participant fully concentrate on the reading task.

Each of the recorded think-aloud protocols was fully transcribed according to the specifications described above and analyzed in the light of the categories suggested by Shepherd (1992) previously described. The transcripts of the data collected in this study were specially formatted in order to facilitate the identification of the participants' resorting to different strategies when dealing with the selected blogs. Such changes were also intended to facilitate the recording of the frequency with which each participant has resorted to certain strategies.

Each of the transcripts was divided into numbered utterances. The term 'utterance' here refers to the oral counterpart of what in written discourse would be classified as a complete 'sentence'. This decision was considered both necessary and practical. Thus, an excerpt of the transcription data which would originally be represented like

TR(TA)3 – 'Porque a maioria das palavras que eu traduzi são palavras

transparentes. / Com o meu conhecimento prévio, / traduzi algumas partes do texto'

was formatted and represented as follows:

TR(TA)3.1 – 'Porque a maioria das palavras que eu traduzi são palavras transparentes /

TR(TA)3.2 - Com o meu conhecimento prévio/

TR(TA)3.3 - traduzi algumas partes do texto'

Hence, each of the utterances in the formatted transcripts was assigned one or more of the analytical features described previously. The analytical categories, represented by letters, appear in square brackets at the end of each utterance (following Shepherd,1992). The letters used in the analyses correspond to the order in which each of these categories was described above. Thus, **a** stands for Setting, **b** stands for Reading, **c** for Representation, **d** for Self-comment, **e** for Monitoring, **f** for Metacomments, **g** for Relating, **h** for Assessing, **i** for Testing, **j** for Matching, **k** for Inferencing and **l** for Evaluation. E.g. :

TR(TA)3.1 - *Porque a maioria das palavras que eu traduzi são palavras transparentes* / [**c**]

TR(TA)3.2 - *Com o meu conhecimento prévio*/ [**g**]

TR(TA)3.3 - *traduzi algumas partes do texto* [**c**]

In cases in which a given utterance is multi-functional, the letters representing the over-lapping features appear in alphabetical order. E.g.:

TR(TA)2.1 – O blogueiro recomenda links // [**a** , **h**]

TR(TA)2.2 - basta clicar nas palavras-chave para obter todas as informações / ou ver as fotos [**a** , **j**]

The results of the analyses of the transcripts were based on the frequency with which each participant resorted to each strategy type, and were used to compose a 'profile' of each of the participants of this research. Thus, these 'profiles' consist of accounts of the participants' reading behaviours by means of a consideration of their answers both to the questionnaire and group interview, as well as their most common reading strategies they resorted to while answering to the questions about the selected blogs.

The analytical categories used in this investigation represent reading strategy types. Categories **a** to **d** reflect a bottom-up approach to reading, provided that the use of these strategies suggest a linear or sequenced view of the reading process, in addition to a particular concern with the analysis of the minimal units of meaning in the text. Categories **e** to **i** reflect a top-down approach to reading for the use of these strategies requires the reader to play a more active role in the reading process by making assumptions, or creating expectations regarding the message the text will present, and by selecting relevant passages to confirm or reject these predictions. Finally, categories **j** to **l** reflect an interactive approach to reading; the use of these strategies requires the reader to consider the semantic structure of the text both in terms of its microstructure, i.e., the structure of individual propositions in the text, and its macrostructure, i.e., the global meanings that characterize the text as a whole.

For the sake of simplicity, in the participants profiles, the analytical

features will be referred to as Group 1, comprising features **a** to **d**; Group 2, comprising features **e** to **i**; and Group 3, comprising features **j** to **l**. Complete individual profiles of the participants of this research follow.

PROFILE 1

This first profile refers to participant #1, GDJA, whose think-aloud protocol was transcribed into TR1 (see Appendix 8). The analysis shows that the features forming group 1 are present in most of the utterances in TR1. These results show that this student has resorted mostly to strategies representing a bottom-up/text-driven approach to reading.

This profile can also be noted from his answers during the group interview as seen in the underlined excerpts in Appendix 7.

PROFILE 2

The second profile refers to participant #2, TA, whose think-aloud protocol was transcribed into TR2 (see Appendix 8). The analysis of the transcriptions shows that she tried to use different reading strategy types. The comments marked by feature a, show that TA linearly processed/decoded the blog entries. However, the occurrence of features h, top-down approach, and j, interactive approach, demonstrate a balance in the use of strategies to process the text.

These results can also be seen in her answers to the group interview

questions, as showed in the underlined excerpts in Appendix 7.

PROFILE 3

This profile refers to participant #3, VDS, whose think-aloud protocol was transcribed into TR3 (see Appendix 8). Although this participant's comments were rather brief, the analysis of the transcriptions indicates that she focused almost exclusively on text-driven reading strategies in all but 4 of the utterances in TR3. The comments marked by feature c, show that VDS also linearly processed /decoded the blog entries. Her extreme concern about carefully analyzing minimal units in the text can be inferred from the frequent attempts to translate individual words as seen in the highlighted excerpt (see Appendix 8).

In addition, this need to translate words into Portuguese hindered her reading comprehension, and may be perceived in the underlined excerpt (see Appendix 7). This excerpt suggests that VDS's strategy for dealing with lexical problems was limited to the words that she already knew the meaning, which, as her last comment demonstrates, did not help her understanding in spite of repeated attempts.

PROFILE 4

This profile refers to participant #4, JNO, whose think-aloud protocol was transcribed into TR4 (see Appendix 8). The examination of the transcriptions shows that the features forming Group 1 are present in all but three of the utterances in TR4. These results demonstrate that this student has resorted

almost exclusively to bottom-up strategies to reading. Feature a, setting, demonstrates that he reads the text linearly. Features b and c (Reading and Representation, respectively), both of which present in the majority of the utterances, indicate this participant's concern for the minimal units of meaning in the text. He would really read aloud and translate individual sentences, and pause whenever he was not completely sure of the meaning of a given word, clearly illustrated in the highlighted excerpt (see Appendix 8).

These results were also showed by his participation in the group interview, as may be seen in the underlined excerpt (see Appendix 7).

PROFILE 5

This last profile refers to participant #5, TDCL, whose think-aloud protocol was transcribed into TR5 (see Appendix 8). The results of the analysis show that despite of the occurrence of features from groups 2 and 3, this student has resorted mainly to Group 1 bottom-up reading strategies. The linear processing of the text (feature a) allied to the focus on minimal units of meaning (features b and c) demonstrate his need to translate whenever he was unsure about the meaning of a certain word, clearly illustrated in the highlighted excerpt (see Appendix 8).

The same conclusion can be drawn from his answers during the group interview (see the underlined excerpt in Appendix 7).

GROUP PROFILE

The individual analyses of the answers to the questionnaire, interview and the five think-aloud protocols have demonstrated that the strategies belonging to Group 1, namely Bottom-up Strategies, invariably predominate. Category C, Representation, was the category which displayed the highest number of occurrences in the great majority of the profiles. It has been mentioned before that this category comprises a number of strategies which reflect a text-driven model of reading, including translating and paraphrasing. This fact makes it evident that these learners processed the blog entries in a rigid, linear, word-by-word fashion. No considerable evidence was found in the data for these learners' using different strategies to compensate for the numerous moments in which flaws in their linguistic knowledge hampered reading comprehension.

This chapter has provided a description of a genre analysis of selected blogs in addition to the results of data analysis concerning the reading 'profiles' of the five participants of this research. Both these sets of analyses confirm to a considerable degree the hypothesis presented in the introductory chapter. The following concluding chapter will present final comments, including the limitations found during the overall investigation and a discussion of the possible applications of blogs to the EFL reading class in the public-sector.

CHAPTER 6

CONCLUSIONS

This chapter addresses the research questions presented in the introduction of this work and aims at answering them in the light of the investigation carried out. The issues under discussion here refer back to the theoretical principles presented in Chapter 2 and consider these in the light of the research findings analysed in Chapters 4 and 5. The overall investigation focused on both the characterization of blogs as a socially recognized genre and the analysis of reading strategies used by public school EFL learners when dealing with blogs. Thus, the present chapter aims at summarizing the main findings of both analyses and discuss their possible applications and limitations.

6.1 - Applications

The analysis of the genre 'blog' has been based, fundamentally, on Swales' (1990) theoretical principles for genre analysis, which departs from the following premises :

- (i) the existence of a discourse community which possesses the genre and is, in many respects, maintained and /or modified through the communicative use(s) of the referred genre;
- (ii) the social role(s) of the genre manifested by the communicative purpose(s) it serves.

The genre status of a group of selected blogs was discussed in Chapter 4. Due to the singularity of the genre, a hybrid type, the analysis was divided into two parts. Firstly, in Section 4.1, above, the discourse community which is responsible for the selected blogs was identified. In view of the characteristics then presented and discussed, it might be argued that the bloggers involved with the blogs, together with those involved with the so-called blogging community, form a discourse community in terms of Swales' (1990) criteria for determining such a community. Secondly, in Section 4.2, the blog genre and its communicative purposes were identified within the research corpus. Swales'(1990) five features for identifying a genre provided the basis for that analysis. To sum up, it might be argued that blogs do present characteristics which might be considered as constitutive of a genre.

Finally, Chapter 5 addressed the way(s) in which the blog genre might be used in the EFL reading class. As the blogs are based essentially on reading, this study found it relevant to discuss the possible application of theoretical views in terms of reading as a process (discussed in Chapter 2) given the readers' performances when participating in a blog reading activity. The results of the analyses of the questionnaire, group interview, and think-aloud protocols recorded by this researcher confirmed the hypothesis presented in the introduction of this dissertation. It may be argued, therefore, that the target learners in question, however small a research population, do all rely heavily on specific reading strategies. Indeed, the great majority of the elements in all five profiles revealed clear and indisputable evidence of linear reading strategies, and the decoding of text at the level of word and/or clause.

Thus, the strategies invoked are limited to an exclusively bottom-up

perspective on reading, which, as mentioned earlier in this research, often leads them to '*become dependent on understanding every single sentence in a text, even when this is not necessary to fulfill their reading purpose*' (Grellet, 1991:6). As a result of their use of a limited number of reading strategies, their scope is restricted and comprehension is impaired to a greater or lesser degree.

One possible reason for these learners constant use of a limited number of strategies is the influence of the approach to reading lessons applied at the state school in which the research participants have been nurtured, and the setting for the entire research in this dissertation. Thus, the reading comprehension exercises and activities to which learners were directed as a preparation for the blog reading activity , described in detail in Chapter 3, involved the practice of bottom-up reading strategies which largely focused on the study of the meaning of individual lexical items. Because of this, the blog is basically regarded as a source for learning new vocabulary items. Thus, the central, stated, aim of these lessons is vocabulary teaching and learning.

In addition, the results demonstrate that the strategies used by these participants are not only limited, but also deeply entrenched. This fact underscores the need for a larger and more carefully planned out approach to expand their reading abilities, to vary their approach to different on-line texts , and increase their capacity for applying a range of reading strategies.

6.2- Research limitations

Both analyses have led to a number of considerations and insights in relation to the application or adoption of a genre-based interactive view of

reading for the Brazilian public-sector EFL class. The results of this study seem to have provided the reading classes in that specific setting with a new dimension, since it is assumed that EFL teaching may well benefit from the findings of this research. In addition, the results suggest that the use of a wider range of reading strategies might enable the EFL learners in question to be more autonomous in their reading approaches and more independent in their search for information within different on-line genres.

However, the analyses undertaken in this research presents various limitations, several of which might well be addressed by further research. The first limitation refers to the concept of 'reliability', which, according to Nunan (1992), refers to the consistency of results when the data is re-analyzed. The results of the present analysis are based on the observation of the data and on the author's theoretical and pre-theoretical or tacit knowledge of concepts involved in reading in English. In order to confirm or falsify the results, consulting a specialist would have been desirable. Nevertheless, as it was argued in Chapter 4, Section 4.1, the members of the discourse community behind the blogs who possess the desired level of expertise are usually the ones who actually create and maintain their blogs. These web-design specialists are not normally allowed to comment on the rationale of the blogs for which they are responsible. Indeed, there is great secrecy involving the creation of blogs. Thus, these research conclusions were somehow limited and they therefore may best be characterized as tentative.

The second limitation refers to the Brazilian public-sector school constraints. Certain pedagogical and structural factors identified in the state school setting represented a hindrance to the analysis. These included the

computer illiteracy of many students who had a satisfactory command of the English language but not of the computer, the large number of students per class, the poor quality of classrooms and teaching materials, among other factors. These elements ended up restricting the scope of the analysis since the research failed to raise the expected interest among participants and the school board.

A final issue to consider regarding this investigation refers to the extent to which the findings obtained may be generalized. Clearly, qualitative studies such as the present research tend to be ungeneralisable due to the amount of subjectivity they involve. However, it is assumed that the findings of this study may be generalized to other EFL environments where certain basic factors relating to the research participants may be met. Other public schools operating under the similar pedagogical circumstances may certainly profit from the present investigation and benefit from its conclusions. Thus, it is believed that, due to cultural traits, the results of a similar research carried out with an alternative Brazilian group of students from another state and similar socio-economic background would not provide findings very much different from those in the present research.

6.3- Further research

The results of this research were presented at the 'XXI Encontro Nacional da ANPOLL- Domínios do saber : história, instituições, práticas on July 20, 2006 and at the 'V Congresso Internacional da Associação Brasileira de Língua' on March 2, 2007. In both presentations, several of the points

raised by the audiences were left unanswered and could be possibly be the object of further research. In terms of future analyses, which may extend and improve upon the present study. One clear avenue would be to establish a comparative analysis between the characteristics of the blog genre with other on-line texts (e.g. e-mail, discussion list) in order to verify the existence of other on-line genres based on the classification proposed by Swales (1990). Another research possibility might be to compare the choice of reading strategies adopted by public-sector school learners with those used by private-sector school students. In this case, clearly, the analysis and help of other researchers would be needed in order to validate the categorization of a possibly much wider range of reading strategies, matching the analytical features used in the present research.

Since the purpose of this dissertation is limited to providing a preliminary approach to both a genre and reading strategy analyses of blogs, this researcher is aware of the limitations of his research. However, most systematic inquiry requires a starting point, a 'preparation of the ground' which might lead to further explorations. Within this perspective, it is believed that the contribution of this study lies in the opening of new possibilities for re-thinking on the Brazilian public sector EFL class. Since this research is based on the belief that the understanding of the rationale of a communicative event, be it a blog or another type of text, is the primary step for successful communication, it is the present research contention that this understanding should be the main focus not only of reading blogs but also of reading-based language education in Brazil.

In closing, it may be important to reiterate that this study has been a

tentative effort to deepen the understanding of the EFL reading process. The issues raised and investigated sought to bring a degree of change of perspective in the ELT situation in the Brazilian public sector. Thus it is hoped that the research findings of this study may help those who have been engaged in, and committed to, teaching English in Brazil.

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APPENDIX 1

20 MOST-WATCHED-ENGLISH-LANGUAGE-TEXT BASED BLOGS

- 1 - Jeffrey Zeldman Presents The Daily Report
- 2 - kottke.org
- 3 - Boing Boing
- 4 - Dot Slash Dot
- 5 - [Dave Shea's mezzoblue](http://mezzoblue.com)
- 6 - SimpleBits
- 7 - Stopdesign
- 8 - dive into mark
- 9 - The Google Weblog
- 10 - A List Apart
- 11 - [A Whole Lotta Nothing](http://www.a-whole-lotta-nothing.com)
- 12 - Simon Willison's Weblog
- 13 - What Do I Know
- 14 - Joel on Software
- 15 - [Thoughts From Eric](http://thoughtsfromeric.com)
- 16 - Asterisk
- 17 - Metafilter
- 18 - [Anil Dash](http://anildash.com)
- 19 - Dunstan's Blog
- 20 - Textism

Source : <http://www.blo.gs>

APPENDIX 2

A TYPICAL BLOG : *MEZZOBLUE*

[MEZZOBLUE](#)

ISSN #1708-0789

- [Home](#)
- [Archives](#)
- [About](#)
- [Contact](#)

Recent Entries

[RSS](#) | [Archives](#)

- [Homogeneity?](#) Feb 24 2007 | [11](#)
- [Icon Design: Sizing](#) Feb 21 2007 | [25](#)
- [WDN Scholarships](#) Jan 11 2007 | [0](#)
- [iMobile](#) Jan 9 2007 | [43](#)
- [WDN Extended Discount](#) Jan 4 2007 | [0](#)
- [Borderline](#) Jan 3 2007 | [50](#)



Latest Entry

[Homogeneity?](#)

February 24

Every 6 months or so the perceived lack of diversity in the world of web design comes up as an important discussion point. The most recent provocateur was Jason Kottke, who sat down and worked out [the percentages of women speaking at recent and upcoming web conferences](#). And it's not pretty.

Since I just spent a bunch of time running [a conference](#) during which us organizers most certainly had discussions along this vein, now seems to be an important time to jump in with a few thoughts. I've been a bit tied up with, hey, [yet another conference](#), so I'm

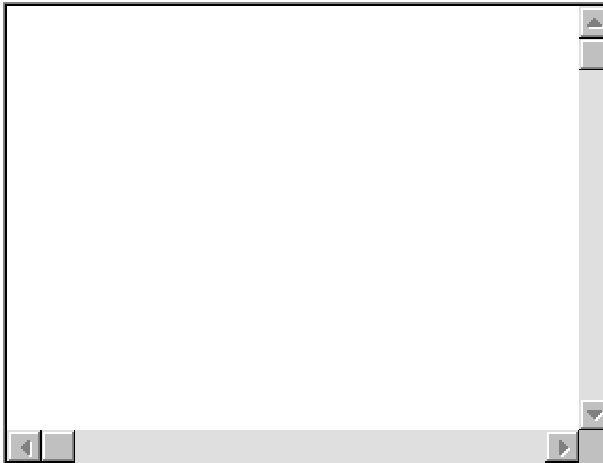
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[Previous Entry Icon Design: Sizing posted Feb 21 2007](#)

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APPENDIX 3**QUESTIONÁRIO-PILOTO**

Questionário inicial sobre as estratégias que os sujeitos da pesquisa usam ao lerem textos **em inglês na Internet**.

A - Identificação:

Nome completo: _____ Idade: _____

Há quanto tempo você estuda Inglês? _____

Onde você já estudou Inglês? _____

Você tem o hábito de ler textos em Inglês na Internet? _____

B - Sobre as crenças e estratégias:

1 - Quando procuro ler um texto em Inglês na Internet e não sei o significado de uma palavra, eu:

2 - Textos fáceis em Inglês na Internet são aqueles onde

3 - Você tem facilidade para ler em Inglês na Internet? () Sim ou () Não

i. Se a resposta é **sim**, ocorre porque

ii. Se a resposta é **não**, isto ocorre porque

4 - Que outras estratégias você usa para ler um texto em Inglês na Internet?

APPENDIX 4

ACORDO ENTRE AS PARTES ENVOLVIDAS NA PESQUISA

1 - Informações gerais sobre o trabalho de pesquisa:

Nome do pesquisador: Marcel Bittencourt Tavares

Título da pesquisa: Investigando estratégias de leitura em inglês como língua estrangeira na escola pública a partir do gênero "blog".

Duração da pesquisa: 2005 - 2006

Objetivos e pergunta da pesquisa:

Nesta pesquisa pretendemos mostrar que estudantes provenientes de classes populares e de comunidades carentes, com poucos recursos financeiros e restrito acesso ao meio eletrônico possuem plena capacidade para ler textos em inglês pela Internet. A presente investigação tem por objetivo específico verificar as estratégias usadas pelos alunos durante a leitura de blogs em inglês na Internet, a fim de identificar quais delas contribuem para o sucesso ou o fracasso dessa leitura e qual seu impacto no processo de aprendizagem de Inglês como língua estrangeira na sala de aula tradicional. Adicionalmente, desejamos contribuir para uma maior autonomia do aluno de escola pública com vistas a sua melhor preparação para o mercado de trabalho cada vez mais exigente e competitivo. Tais objetivos são provenientes da seguinte pergunta de pesquisa:

- * Que abordagem de ensino deve ser adotada na sala de aula da escola pública tradicional para que haja a criação de ambientes de aprendizagem mediada por computador em que aprendizes de inglês como língua estrangeira possam construir sentido a partir da interação com o gênero digital?

Metodologia e instrumentos de coleta de dados:

- a) Metodologia: qualitativa de caráter etnográfico.
- b) Contexto: aulas da disciplina Língua Estrangeira (Inglês) no Colégio Estadual Coronel João Tarcísio Bueno durante o ano letivo de 2006.
- c) Participantes: Prof. Marcel Bittencourt Tavares e 5 alunos do 3º ano do Ensino Médio.
- d) Período: Maio a dezembro de 2006 - terças e quintas-feiras no horário de 12:00 às 12:50.
- e) Divulgação de resultados: Na defesa da Dissertação de Mestrado, em congressos e publicações em revistas especializadas.

2 - Termo de Acordo a ser preenchido pelos participantes envolvidos na pesquisa e assinado por eles e pelo pesquisador:

2.1 - Declaração de concordância do participante ou responsável

De acordo com a descrição das pesquisa e dos compromissos firmados acima pelo pesquisador, Marcel Bittencourt Tavares, eu, _____

assumo aqui minha concordância:

a) em participar dessa pesquisa ()

b) de que meu(minha) filho(a) _____

seja participante da pesquisa ()

c) de que a instituição pela qual sou responsável participe dessa pesquisa (

)

Assumo ainda que permito a divulgação de seus resultados da forma acima especificada.

Entretanto, declaro que minha concordância está condicionada aos seguintes requisitos:

- a) Anonimamente, isto é, que a divulgação dos resultados seja feita sem mencionar os nomes das instituições ou dos participantes envolvidos ()
- b) Sem anonimato ()
- c) que possa ter acesso aos dados coletados ()
- d) que tenha acesso aos produtos finais da análise e de sua interpretação antes de sua divulgação pública ()
- e) que, caso necessário, minha reação diante dessas interpretações sejam incorporadas antes de sua divulgação pública ()

Local e data _____

Assinatura do participante ou responsável

Dados para eventual contato:

Endereço _____

Cidade _____ CEP _____

E-mail _____ Telefone _____

2.2 - Declaração do pesquisador:

Tendo em vista a declaração do participante ou de seu responsável acima assinada, eu, Marcel Bittencourt Tavares, assumo a responsabilidade total de cumprir as condições de pesquisa descritas anteriormente, atendendo aos requisitos demandados pelos participantes.

Local e data _____

Assinatura do pesquisador

APPENDIX 5

ROTEIRO PARA A LEITURA DE BLOGS ACOMPANHADA DE COMENTÁRIOS VERBAIS

1 - ANTES DE LER O BLOG:

- A) Verifique os componentes do blog.
- B) Enquanto você estiver rolando as páginas do blog, pense no que você conhece sobre os assuntos abordados pelo mesmo. Você não precisa saber cada assunto mas pensar sobre os mesmos em termos gerais.
- C) Leia atentamente cada uma das questões abaixo sobre o blog:

2 - ENQUANTO ESTIVER LENDO O BLOG:

- A) Leia em silêncio, fazendo a rolagem de páginas e acessando elementos do blog como você normalmente faz ao ler um texto na Internet.
- B) Responda cada uma das questões propostas acima fazendo comentários orais sobre o que o levou a chegar a tais conclusões. Portanto, cada vez que você for responder a uma das questões sobre o blog, "pense em voz alta" mencionando:
 - i) Que elemento do blog você está lendo ou que elemento você está acessando.
 - ii) Por que motivo você está lendo/acessando esse elemento do blog.
- C) Peça ao pesquisador para ligar o gravador e iniciar a gravação de seus comentários.

OBSERVAÇÃO: Você poderá fazer o procedimento acima durante toda a sua leitura do blog. Todavia, lembre-se que o objetivo de sua leitura é responder às perguntas feitas e explicar **COMO** você chegou a tais respostas.

3 - APÓS LER O BLOG:

- A) Após responder oralmente a todas as questões, faça uma releitura silenciosa e verifique se tem algo mais a acrescentar às suas respostas. Caso tenha, repita o procedimento 2c.
- B) Ao final de sua leitura, peça ao pesquisador para terminar a gravação de seus comentários e desligar o gravador.

Muito obrigado.

APPENDIX 6

LIST OF BLOGGING TERMS

<u>Autocasting</u>	Automated form of podcasting that allows bloggers and blog readers to generate audio versions of text blogs from <u>RSS</u> feeds.
<u>Audioblog</u>	A blog where the posts consist mainly of voice recordings sent by mobile phone, sometimes with some short text message added for <u>metadata</u> purposes. (cf. <u>podcasting</u>)
<u>Biblioblogosphere</u>	A humorous reference to the world of librarian blogging
<u>Blaudience</u>	The audience, or readership, of a blog
<u>Blawg</u>	A blog focusing on commentary about the <u>law</u> , generally written by a law professor, law student, or lawyer. A <u>portmanteau</u> of "blog" and "law."
<u>Bleg</u>	A blog entry consisting of a request to the readers, such as for information or contributions. A <u>portmanteau</u> of "blog" and "beg". Also called "Lazyweb."
<u>Blog Carnival</u>	A <u>blog</u> article that contains links to other articles covering a specific topic. Most blog carnivals are hosted by a rotating list of frequent contributors to the carnival, and serve to both generate new posts by contributors and highlight new bloggers posting matter in that subject area.
<u>Blistless or B-listless</u>	When a blogger becomes listless or apathetic about posting. It is also indicative of what will happen to the blogger's mailing list.
<u>Blog client</u>	(weblog client) is software to manage (post, edit) blogs from operating system with no need to launch a web browser. A typical blog client has an editor, a spell-checker and a few more options that simplify content creation and editing.
<u>Blogger</u>	Person who runs a blog. Also <u>blogger.com</u> , a popular blog hosting web site. Rarely: weblogger.
<u>Bloggies</u>	One of the most popular <u>blog awards</u> .

Blog Farm

A website constructed from a group of linked weblogs, typically with the main blog aggregating the total content/acting as a gateway.

Blog feed

The XML-based file in which the blog hosting software places a machine-readable version of the blog so that it may be "syndicated" for further distribution on the web. Formats such as RSS and Atom are used to structure the XML file.

Blog hopping

to follow links from one blog entry to another, with related side-trips to various articles, sites, discussion forums, and more.

Bloglet

A short blog entry or a series of random thoughts in a single blog entry. A style of blogging made popular by the 1 Happy St. blog.

Blogoneer

A portmanteau of "blog" and "pioneer", meaning a person who blogs with an expert or pioneering attitude.

Blogorrhea

A portmanteau of "blog" and "logorrhea", meaning excessive and/or incoherent talkativeness in a weblog.

Blogosphere

All blogs, or the blogging community. Also called blogistan or, more rarely, blogspace.

Blogroll

A list of blogs. A blogger features a list of his favorite blogs in the sidebar of his blog.

Blog site

The web location (URL) of a blog, which may be either a dedicated domain, a sub-domain, or embedded within a web site.

Blogsite

Sometimes confused with a simple blog or **blog site**, but a **blogsite** is a web site which combines blog feeds from a variety of sources, as well as non-blog sources, and adds significant value over the raw blog feeds.

Blogsnob

A person who refuses to respond to comments on their blog from people outside their circle of friends.

Blogstorm

	When a large amount of activity, information and opinion erupts around a particular subject or controversy in the blogosphere, it is sometimes called a blogstorm or blog swarm .
Blogstream	A play on the term <u>mainstream</u> that references the alternative news and information network growing up around weblogs and user driven content mechanisms. Can also be used as a play on the phrase "thought-stream", referring to the stream of consciousness as expressed through a <u>weblog</u> .
BlogThis	Pioneered by <u>Blogger.com</u> , BlogThis links on a blog allow the reader to automatically generate a blog entry based on the blog entry he/she is reading, and post to his/her blog.
Bloll	A <u>troll</u> who specialises in blogs. A portmanteau of "blog" and "troll."
Blooger	A blogger who exhibits adolescent tendencies and lacks basic social graces or good manners. A portmanteau of "blog" and "booger."
Boreblogging	Writing about personal matters that are barely interesting even to the writer -- preferably in a slightly bent fashion so as to make it fun to read in spite of the subject matter
Catblogging	(traditionally "Friday catblogging") is the practice of posting pictures of <u>cats</u> , in typical cat postures and expressions, on a <u>blog</u> . Sometimes a comment on the cat or the situation shown is provided. Cats had been on <u>web pages</u> already, but "catblogging" as a distinct and defined practice originated on <u>Calpundit</u> by <u>Kevin Drum</u> . He also established Friday as the canonical catblogging day.
Categories	This is a method of organizing blog entries by assigning each entry to a predetermined topic. Each topic (category) will link to a list of entries, all with related content.
Celeblog	A blog detailing the lives of movie stars, musicians, and other celebrities, much like tabloid magazines. They often feature embarrassing or revealing <u>paparazzi</u> photos.
Collaborative blog	

	A blog (usually focused on a single issue or political stripe) on which multiple users enjoy posting permission. Also known as group blog .
<u>Comment spam</u>	Like e-mail spam. Robot "spambots" flood a blog with advertising in the form of bogus comments. A serious problem that requires bloggers and blog platforms to have tools to exclude some users or ban some addresses in comments.
<u>Dark Blog</u>	A non-public blog (e.g. behind a firewall)
<u>Fisking</u>	to rebut a blog entry in a line-by-line fashion
<u>Flog</u>	A <u>portmanteau</u> of "fake" and "blog". A blog that's ghostwritten by someone, such as in the marketing department. A <u>Photoblog</u> .
Friday catblogging	See <i>catblogging</i>
<u>Glog</u>	A first-person recording of an activity, in which the person doing the recording is a participant in the activity.
GBCW	The "Good Bye Cruel World" diary is when a Kossack decides that Daily Kos has become too (fill in the blank) or isn't nearly (fill in the blank) enough for him or her to continue visiting the site. General chaos ensues in the Comments as other Kossacks agree, disagree, and wish the diarist good luck or good riddance.
<u>Gulog</u>	A portmanteau of " <u>gulag</u> " and "blog". Used when a blog is so dismal and depressing, it's as if it were written in a Soviet labour camp.
instalanche	sudden and possibly overwhelming increase in traffic to a site after being linked to by the Instapundit
<u>Koufax</u>	an annual quasi-Liberal weblog award.
K-log	

	aka "knowledge log", a type of blog usually used by knowledge workers and posted on a company intranet for sharing company knowledge.
Kos Kid	A term for any one who posts, or reads regularly, the blog Daily Kos. Also known as "Kwazy Kos Kids" after the eccentric nature of some of the members.
Link Love	linking to a site or blog, usually unsolicited, that you like, enjoy, or find useful.
<u>Log in, blog to, log out</u>	a <u>catchphrase</u> referring to <u>blogger</u> style of activity.
Milblog	Term for blogs written by members or veterans of any branch of service - <u>Army</u> , <u>Navy</u> , <u>Air Force</u> , or <u>Marines</u> . A contraction of <i>military</i> and <i>blog</i> .
<u>Moblog</u>	A <u>portmanteau</u> of "mobile" and "blog". A blog featuring posts sent mainly by <u>mobile phone</u> , using <u>SMS</u> or <u>MMS</u> messages. They are often photoblogs.
Momosphere	Term to encompass blogs written by mothers. A <u>portmanteau</u> of "mom" and " <u>blogosphere</u> ".
Multi-blog	Creating, maintaining, and running multiple blogs (2 or more) simultaneously.
Multi-blogger	An individual, business, or institution that runs multiple blogs.
<u>Permalink</u>	Permanent link. The unique URL of a single post. Use this when you want to link to a post somewhere.
<u>Photoblog</u>	A blog mostly containing photos, posted constantly and chronologically.
<u>Ping</u>	The alert in the TrackBack system that notifies the original poster of a blog post when someone else writes an entry concerning the original post.
<u>Plog</u>	Political blog - blog containing mainly politically-oriented material.
<u>Podcasting</u>	

	Contraction of "iPod" and "broadcasting" (but not for iPods only). Posting audio and video material on a blog and its RSS feed, for digital players.
<u>RSS aggregator</u>	Software or online service allowing a blogger to read an RSS feed, especially the latest posts on his favourite blogs. Also called a reader, or feedreader.
<u>RSS feed</u>	The file containing a blog's latest posts. It is read by an RSS aggregator/reader and shows at once when a blog has been updated. It may contain only the title of the post, the title plus the first few lines of a post, or the entire post.
<u>Scribosphere</u>	Term to encompass blogs written by professional and aspiring <u>screenwriters</u> . A <u>portmanteau</u> of "scribe" and " <u>blogosphere</u> ".
<u>Shocklog</u>	Weblogs to produce shocking discussions by posting various shocking content.
<u>Spam blog</u>	A blog which is composed of spam. A Spam blog or "any blog whose creator doesn't add any written value."
<u>Slashdotted</u>	The Slashdot effect can hit blogs or other website, and is caused by a major website (usually <u>Slashdot</u> , but also <u>Digg</u> , <u>Metafilter</u> , <u>Boing Boing</u> , <u>Instapundit</u> and others) sending huge amounts of temporary traffic that often slow down the server.
<u>Splog</u>	A term used to refer to a 'spam blog', made popular in 2005 by <u>Mark Cuban</u>
<u>Storyblog</u>	A term used to describe blogs used primarily to publish written stories and poetry used for practice usually by aspiring writers.
<u>TrackBack</u>	A system that allows a blogger to see who has seen the original post and has written another entry concerning it. The system works by sending a 'ping' between the blogs, and therefore providing the alert.
<u>Troll</u>	A commenter whose sole purpose is to attack the views expressed on a blog and incite a <u>flamewar</u> , for example, a liberal going to a conservative blog, or vice versa. The word trolling means literally 'to fish', ie. when the troll fishes for a clashback from

the blog writer and/or pro commenters. Many trolls will leave their remarks on multiple posts and continue to visit the blog, sparking spirited debate amongst the blog's regular readers. Trolls' verbosity can range from eloquent to crass, although most trolls probably fall into the latter category. Originally, trolling only meant the custom where someone was commenting just to get a flamewar going, by using exaggerated points of view not held by themselves.

Vlog

A video blog; a vlogger is a video blogger (e.g. someone who records himself interviewing people of a certain field).

Vorage

A marriage between the words forage and video defined as "The act of foraging for video on the internet and sharing it with others." Bloggers or vloggers who share streaming or downloaded video content on the web often engage in voraging, scouring search engines and obscure websites to present a curated collection of videos that usually fall within a set theme or editorial perspective.

Source : [http:// en.wikipedia.org/wiki/Weblog/listofbloggingterms](http://en.wikipedia.org/wiki/Weblog/listofbloggingterms)

APPENDIX 7

ENTREVISTA EM GRUPO (SEMI-ESTRUTURADA)

. Em primeiro lugar gostaria de agradecer a ajuda que vocês estão dando à pesquisa que estou desenvolvendo para meu programa de Mestrado, principalmente ao se disporem a ficar um pouco além da hora para esta entrevista.

. Antes de iniciarmos gostaria de deixar claro alguns pontos: Primeiro, a sua participação na minha pesquisa não vai, em nada, influenciar seu rendimento no final do curso. Ou seja, nada que vocês têm feito ou deixado de fazer irá afetar o rendimento final do curso; segundo, gostaria de pedir que usassem de toda sinceridade possível - não dêem uma resposta pensando que esta é a resposta que eu gostaria de ouvir, mas porque vocês realmente acreditam naquilo que estão respondendo.

. Alguma dúvida?

1 - Desde o início das aulas neste ano temos usado estratégias de leitura. Você acha que este procedimento o tenha ajudado no aprendizado de inglês? De que maneira?

2 - E como seria na Internet?

3 - Você já fazia uso de estratégias de leitura antes? Quais?

- 4 - Você acha que o fato de eu ter utilizado alguns minutos das aulas para explicar a necessidade do uso de estratégias (e não de tradução) contribuiu para a melhoria de sua leitura de textos em inglês? Por quê?

- 5 - Gostaria agora que vocês citassem duas vantagens e duas desvantagens do uso de estratégias de leitura de inglês na Internet.

- 6 - Quais dificuldades você espera encontrar durante a leitura de um blog na Internet?

Muito obrigado por sua participação nesta entrevista

THIAGO DA COSTA LECURGO (TDCL)

- 1 - Na minha opinião tem me ajudado sim porque eu encaixo as palavras que eu conheço e tento fazer um mapeamento do texto às vezes os textos apresentam muitas palavras que eu conheço isso me facilita mas quando não aparece muitas palavra que eu não conheço complica meu entendimento.
- 2 - Eu acho que é a mesma coisa!
- 3 - Mais ou menos eu fazia, mas não sabia que isso era uma estratégia de leitura.
- 4 - Contribuiu porque com as estratégias conhecemos novas palavras ao decorrer do texto na leitura fazemos a conexão das palavras que conhecemos e juntando a que não conheço eu errei aqui, juntei uma coisa com a outra, eu quis dizer que a partir de uma palavra que eu conheço eu dou o significado à outra palavra que eu não conhecia.
- 5 - Deixa eu pensar eu acho que a leitura na internet de um modo geral é mais rápida e dependendo de seu conhecimento das palavras isso facilita a desvantagens e que por ser tão rápida às vezes você passa pela palavra que você conhece e a não reconhece e isso prejudica no entendimento. Eu acho que o texto não é diferente é tudo igual eu tenho o mesmo pensamento do Jefferson.
- 6 - Ha ha ha, um blog é um diário pessoal na internet com notícias para serem comentadas, entendeu? Gírias ou palavras que nós não conhecemos. Então Giliard você não iria conseguir nunca mexe num blog sozinho.

VANESSA DE SOUZA (VDS)

- 1 - Sim. Entendendo os textos melhor e aprendendo a ler um texto em inglês.
- 2 - Eu acho que seria a mesma coisa porque não muda em nada.
- 3 - Fazia mas não sabia que era estratégia de leitura. Usava aquelas palavras que sabia o significado.
- 4 - Contribuiu mas a tradução ajuda mais. Porque sabendo o significado das palavras fica bem mais fácil.
- 5 - É importante. Os textos são diferentes e palavras novas. As palavras difíceis. É diferente porque os que são dado na escola são mais fáceis.
- 6 - Vai ter um pouco de dificuldade, porque eu não estou acostumada acessar blogs. E não entendo muito bem inglês. Um blog é um diário pessoal na Internet com notícias para serem comentadas. Entendeu?

GILIARD DE JESUS ABREU (GDJA)

- 1 - Sim. Me ajudando a descobrir estratégias diferentes, facilitando minha leitura.
- 2 - É! Eu costumava pedir a Thiago para tirar a letra das músicas da Internet e imprimir para eu ficar lendo. Pegava as palavras que eu não sabia e perguntava a algumas pessoas o que significava as palavras. O que eu sabia, procurava reconciliar uma coisa à outra para dar uma lógica ao texto. Eu acho que seria mais complicado, porque naquela hora eu não teria como recorrer a alguém, e eu estando com o papel em mãos eu poderia recorrer na mesma hora a alguém que tenha o conhecimento.
- 3 - Mesma resposta de Jefferson e Vanessa. Contribuiu porque fez com que aprendessemos uma estratégia diferente para aprender o inglês.
- 4 - Na minha opinião, não tem nenhuma desvantagem. Cada vez que aprendemos algo diferente em nossa vida, só temos a ganhar, adquirindo cada vez mais conhecimento, seja ele real ou virtual, dependendo da maneira que a tarefa chegue à nossas mãos. Cada dia de nossas vidas estamos aprendendo algo novo, enriquecendo cada vez mais o nosso vocabulário e adquirindo conhecimento. Concordo. Porque eu estando com o texto em minha casa, na Internet, não teria como recorrer a alguém para que pudesse traduzir o texto. Com o texto em mãos, eu teria como perguntar a alguém para saber o que significa cada palavra.

5 - Nenhuma. Espero que alguém que tenha o conhecimento sobre blog esteja ali comigo para esclarecer minhas dúvidas. E se você tiver sozinho? Procurarei evitar de entrar em um blog em inglês, sem que alguém que tenha conhecimento do mesmo esteja perto de mim.

JEFFERSON NUNES OLIVEIRA (JNO)

- 1 - Bastante. Porque com esse tipo de aprendizado fica mais fácil de entender o texto e o que é pedido nele.
- 2 - Eu acho que seria a mesma coisa, não é não?
- 3 - Eu fazia o uso das palavras transparentes, eu via as palavras que eu já conhecia e tentava entender o texto através dessas palavras.
- 4 - Eu acho que contribuiu sim, mas também deveria ter algumas aulas de tradução. Porque nós precisamos aprender o significado de algumas palavras que ainda são desconhecidas.
- 5 - Eu acho que as vantagens que tem na internet são as mesmas do texto, nós usamos as estratégias de leitura tanto no texto quanto na Internet, já as desvantagens pode até ter mais eu não me lembro de nenhuma agora. Pô Vanessa deu mole. Eu não concordo. Porque a maioria dos textos são tirados da própria Internet.
- 6- Tá. Mas o que é necessariamente um blog? Um blog é um diário pessoal na Internet com notícias para serem comentadas. As dificuldades viriam se colocassem algumas gírias em inglês ou algumas palavras desconhecidas.

THAÍS ARIANNE (TA)

- 1 - Eu suponho que sejam mecanismos que o leitor usa para interpretar a mensagem que o escritor tentou passar, principalmente se o leitor não é falante da língua em questão.
- 2 - Como a leitura da Internet costuma ser mais rápida, eu acho que as estratégias de leitura sejam usadas de forma que o leitor compreenda rapidamente a idéia central do texto (como se fizesse um resumo, por exemplo)
- 3 - As vantagens? Talvez a rapidez com que se entende o texto e a desvantagem por ser o fato de, se a leitura não é minuciosa, muito se perde do conteúdo da mensagem.
- 4 - Ah, eu acho que é um tipo de diário virtual, onde qualquer pessoa pode escrever tudo que pensa... já usei.
- 5 - Eu usaria um dicionário online, meus conhecimentos prévios do assunto (se eu tivesse), eu leria outros textos do mesmo blog para tentar traçar um perfil do escritor (se ele é sarcástico ou crítico, por exemplo), leria os arquivos dele, veria se ele postou alguma foto que adicionasse sentido ao texto.

APPENDIX 8

PROTOCOLO VERBAL

Para cada uma das perguntas explique detalhadamente **como** você chegou à sua resposta, isto é, que instrumentos você usou para respondê-las.

- 1 - Que tipos de assuntos são abordados neste blog?
- 2 - Este blog está direcionado para que tipo de leitor?
- 3 - Qual é a origem (quem, onde, quando) e qual o objetivo deste blog?
- 4 - Qual é a idéia central de um dos textos (notícias) apresentados no blog?
- 5 - O blog contém títulos que me são familiares? Quais?
- 6 - Os elementos apontados acima me motivam a utilizar meus conhecimentos para ler este blog? Por quê?

GILIARD DE JESUS ABREU (A Whole Lotta Nothing)

- 1 - Como é um blog pessoal / assuntos gerais são abordados // [l]
como por exemplo viagens / notícias da atualidade televisão esporte e
computação // [i]
Os dois últimos mais frequentes por serem mais interessantes e cotidiano
para o blogueiro em questão // [h]
Para uma leitura mais direcionada, ele põe 'tags' / que são espécies de
palavra-chave / no fim da cada post [a, j]
- 2 - Exatamente por discutir assuntos de conhecimento geral / não há um tipo
específico de leitor [l]
Isso pode ser mais claramente percebido quando se usa a ferramenta de
'comentários' [a]
e qualquer um pode ter acesso ao que outros leitores acharam do 'post' / na
maioria das vezes / a pessoas comentam sobre diferentes pontos do texto [a]
- 3 - O blogueiro de 'A whole lotta nothing' é Matthew Haughey / conhecido pela
Internet como 'Mathouse' / [b]
Ele é criador de outros websites / escreveu 2 livros e participou de entrevistas.
Estudou na UCLA com assuntos ligados à rede e // [b]
criou este blog em função de um projeto pessoal para expor suas idéias e
colocou em prática seus conhecimentos de computação [h]
Há uma página nesse blog 'about' e um link para o wikipédia que nos
fornecem essas informações [a]

- 4 - No dia 2 de dezembro de 2006 / ele postou um texto com o título 'Distributed search of a different story' [a]
no qual ele comenta sobre a notícia do desaparecimento de uma família [a]
Postando a foto de um carro numa estrada // ele conta que fez o mesmo caminho que a família / mostrando se sentir impotente em relação à situação // por isso se sente surpreso com o número de pessoas que comentaram no seu outro site (Metafilter), oferecendo ajuda [h]
Para ajudar leitores que não estivessem familiarizados com o caso / [h]
ele pôs um link com a notícia oficial e com o 'google maps' [a]
- 5 - Sim / títulos que usaram palavras transparentes / [c]
ou que me são conhecidos por ver filmes legendados [g]
Por exemplo 'Paralells uptades' / 'Pre-thanksgiving thought' e 'Frank Gehry film on BBS' [b]
- 6 - Sim / porque o blogueiro oferece ao leitor muitas ferramentas / como uma opção de busca as 'tags' no fim dos posts / fotos / exposição de comentários etc./ [a, j]
que chamam atenção do leitor / [h]
e unidos ao conhecimento geral deste / [g]
faz a leitura dos textos não ficar complicada [l]

THAÍS ARIANNE (Kottke)

- 1 - Assuntos da atualidade / inovações tecnológicas / como, por exemplo, itunes/
histórias de lembranças familiare / literatura / críticas de filmes [a]

- 2 - Apesar da leitura dos textos ser bem direcionada // [l]
o blogueiro põe links relacionados às idéias principais de cada post / [a, j]
Se o leitor não estiver familiarizado com o assunto / [l]
o blogueiro recomenda links // [a, h]
basta clicar nas palavras-chave para obter todas as informações
ou ver fotos / [a, j]
que ajudam no processo de entendimento dos textos [l]

- 3 - É possível encontrar todas as informações necessárias na página inicial /
barra 'about' [f, j, a]
Jason Kottke é o criador e editor do blog // ele e sua mulher são bem
conhecidos no universo dos blogueiros // o blog kottke foi criado em março
de 1998 para que Jason tivesse a liberdade de escrever seus pensamentos /
e para que ele pudesse divertir-se e explorar seus conhecimentos de
'webdesign' [h]
Jason Kottke deixa bem claro em seus 'posts' / [a, h]
seu desejo de unir a ciência e espiritualidade / em vez de separá-los [h]

- 4 - No arquivo de setembro de 2006 Jason postou o seguinte texto [a]
'Eating cheaply in NYC' / dando dica a turistas ou próprios moradores / [b]

que não conhece outras opções de restaurantes bons e baratos [h]

Texto de linguagem direta e fácil // inclusive com as localizações [d, f, l]

5 - Muitos títulos / como por exemplo 'Buy cheese, fly for free' e 'Wiii first thoughts' ele faz referência a seu amigo Mathowie / [a]

blogueiro de 'A whole lotta nothing' que desenvolve os mesmos temas b

Em 'Frozen beer tricks' e 'Hosting a party' / [a, b]

ele utiliza palavras transparentes / [h]

e expressões conhecidas por serem constantemente usadas em filmes e em

'Josef-Praguesa-68' // [h]

eu tinha conhecimento prévio do assunto [d, g]

6 - Sim. Porque usando links fotos ferramentas / como negrito e riscado / [a]

ele chama atenção para cada 'post' // [a]

evidenciando a idéia central dos textos [l]

VANESSA DE SOUZA (Thoughts from Eric)

- 1 - Livros, arquivos // cheguei a conclusão que era esta resposta / [b, c]
porque era as que eu sabia o significado [c]

- 2 - Pessoas que gostam de sair sábado à noite e dias de domingo // [b]
Por uma parte do texto que eu entendi um pouco [g]

- 3 - Reli várias vezes os textos mas não achei esta resposta no blog [e]

- 4 - Está se referindo a 'web design' bancos profissionais que fazem serviços diferentes e críticas // [a, b]
Cheguei a esta conclusão porque era palavras do meu conhecimento / [g]
Com isso utilizei a estratégia de leitura [c]

- 5 - Distração, livros, capacitação, seção / [b]
por que são palavras transparentes e que são conhecidas [c]

- 6 - A motivam porque sabendo algumas palavras fica melhor para entender o texto e o que está sendo informado [f, g, c]
Porque a maioria das palavras que eu traduzi são palavras transparentes /
Com o meu conhecimento prévio traduzi algumas partes do texto [c]
Cheguei a essa resposta porque se não soubesse o significado não daria para ter uma conclusão [c, d]

JEFFERSON NUNES OLIVEIRA (Anil dash)

- 1 - Existe vários assuntos abordados no blog // [l]
Por exemplo garoto evangélico / pastor mirim / evento da maratona de Nova Iorque / garota solitária / um cantor de hip hop (Jay Z) sendo premiado propaganda de tênis / novo MP3 modelo [c]
Utilitários : bom eu usei bastante os elementos visuais // [a]
mas quando eu não conseguia mais usei palavras transparentes // [c, d]
depois eu busquei sites de traduções [c]

- 2 - Este blog está direcionado para leitores variados // [l]
porque o blog aborda assuntos de todos os tipos / de todos os gostos e de todos os lugares do mundo [l]
Então o blog está direcionado a leitores que estejam interessados a saber o que ocorre no mundo na atualidade // [l]
Usei o que eu já tinha visto no blog / as notícias e os acontecimentos do blog para responder essa pergunta [a]

- 3 - Amil Dash, E.U.A./ hoje às 1:30 da manhã / passar as notícias para os acessores do site // [a, b]
Eu voltei ao início do site / [a, i]
e usei as palavras transparentes para conseguir a resposta [c]

- 4 - Passar para as pessoas o verdadeiro sentido real dos textos para que as

pessoas fique sabendo realmente sobre o assunto que está sendo mostrado no site // [l]

Eu usei elementos visuais e palavras transparentes para ver que o site realmente passa na íntegra o assunto abordado [c]

5 - Sim. Premiações de pessoas famosas/ maratona de Nova Iorque/ aparelhos de última geração // [c]

palavras transparente / scanning / elementos visuais [c]

6 - Sim / porque a forma do site nos leva a querer saber o que está sendo abordado no site mesmo sendo em inglês // [j]

então nos leva a utilizar os vários conhecimentos que nós temos // [g]

A forma dos sites / [j]

as palavras transparentes e principalmente as figuras elementos visuais [c]

THIAGO DA COSTA LECURGO (Dave Shea's Mezzoblue)

- 1 - São assuntos de um modo geral relacionados a criação de site / arte / [l]
Cheguei a essa conclusão pois olhando o site em descobri algumas palavras que compreendi // [c]
e aí então e acho que fala de arte / [f]
um exemplo na terceira estrofe a Mr. Storey sugere fotos para o cartão de natal e a foto aparece ao lado [a]

- 2 - Para leitores interessados em artes, design e criação de site sobre esses assuntos // [l]
cheguei a essa conclusão devida a algumas palavras que relacionei [c]

- 3 - Quem fez o site foi o Dave Shea // [b]
cheguei a essa conclusão devido aos direitos autorais no final do site e aparece este nome // [a]
.O objetivo é para auxiliar aos web design a como criar sites e explora assuntos que contenha arte de um modo geral [l]

- 4 - Criação de cartões de natal // [c]
Consegui decifrar a terceira estrofe daí cheguei a esta conclusão [c, g, e]

- 5 - Sim / Big / day / camera / pictures photo / christmas card / bad / December e outras // [b]

Conheci essas palavras algumas nas aulas de inglês na escola outras em filmes desenhos e em até dicionário português/inglês [c]

6 - Não / conheço algumas palavras / [c]

mas há outras várias palavras que eu não conheço // [c]

não vou ser hipócrita e dizer que consigo ler tudo // [g, i]

mas entender algumas coisas eu consigo sim / não tudo mas algumas coisinhas [e]

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