



## Collaborative Writing on Internet: New Practices of Textual Production at School

**Petrlson A. Pinheiro**

State University of Campinas (Brazil)

[petrlson@iel.unicamp.br](mailto:petrlson@iel.unicamp.br)

### Abstract

The objective of this paper is to analyze the process of construction of collaborative writing practices of a group of secondary school students via Internet and its implications for learning-teaching changes. More specifically, this investigation starts from the analysis of a corpus generated from a teaching project of a digital school newspaper developed in a public School in the State of São Paulo, from August to December 2008<sup>th</sup>, together with a group of nineteen students and a teacher of Portuguese language. By means of the teaching project, it was possible to construct the analysis corpus presented in this paper, through the data generated from online encounters via instant messenger and messages exchanged via e-mail among the participants involved. It is a kind of qualitative research, situated in the field of Applied Linguistics, which is characterized more specifically as an action research, whose intention is not only to comprehend the text production practices of the students involved, but, above of all, to try to transform them. As for the theoretical basis, this work is constituted by means of the relationship between Internet and knowledge construction in the contemporaneity, by taking as reference Vygotsky's theoretical constructs of Learning, Mediation and Zone of Proximal Development[1]. As for the theoretical-analytical devices, we draw on the nomenclature suggested by Lowry *et al.* [2] about the collaborative writing process, which is based upon: collaborative writing activities, collaborative writing strategies, collaborative modes of documents, collaborative roles of participants and collaborative writing modes. In the study, we seek to show that collaborative writing practices are constitutive of learning processes, which are always mediated by diverse social, historical and cultural artifacts. In this sense, it is possible to state that Internet, as the main now-a-days technological artifact, provides a lot of digital tools which can work as mediation instruments and contribute for text production activities not in an individual way, as most schools have always worked, but in a way which can make students and teachers engage in effective collaborative writing practices in school contexts.

### References

- [1] VYGOTSKY, L.S. A Formação Social da Mente. São Paulo. Martins Fontes. 2003[1930].
- [2] LOWRY, P. B.; CURTIS, A. & LOWRY, M. R. Building a Taxonomy and Nomenclature of Collaborative Writing to Improve Interdisciplinary Research and Practice. Journal of Business Communication, p. 66-99, 2004. <http://job.sagepub.com/cgi/reprint/41/1/66>. Access on 20/06/2008.