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FROM TYPOLOGY TO TEXTUAL GENRE: ETHNOSOCIOLINGUISTICS AND ITS CONTRIBUTIONS FOR WRITING THESES AND DISERTATIONS

Severina Alves de Almeida
Faculdade de Ciências do Tocantins (FACIT)
Araguaína, TO, Brazil
http://lattes.cnpq.br/6220371309359392
http://orcid.org/0000-0001-5903-6727

Rosineide Magalhães de Sousa
Universidade de Brasília (UnB)
Brasília, DF, Brazil
ORCID: 0000-0001-7558-4224

Denyse Mota da Silva
Universidade Federal do Tocantins (UFT)
http://lattes.cnpq.br/0752913978707603
https://orcid.org/0000-0002-8769-5276

Simara de Sousa Muniz
Universidade Federal do Tocantins (UFT)
http://lattes.cnpq.br/5712970996850848
https://orcid.org/0000-0001-9725-1970

Abstract: Tese is presented as a prototypical textual genre based on the typology that individualizes it. The aim is to perceive the Thesis in the academic discursive domain, identifying its contributions to effective linguistic and social communication, considering the theoretical domains of Ethnosociolinguistics and Literacy. The objective is to debate the Thesis beyond the traditional perspective through exhaustively reproduced theories, supporting empirical activities that can be learned and taught in a linear way. Rather, we propose the Thesis as an academic textual genre with socio-communicative, stylistic and compositional properties, based on the contributions of scholars who situate each of these categories as a means of articulating academic practices, notably in relation to writing, production and comprehension of texts.

Keywords: Thesis. Textual genre. Ethnosociolinguistics.

INTRODUCTION

Historically, academic works such as Theses and Dissertations[1] they are written reproducing theories exhaustively reproduced in a linear text, in which a chapter describing and discussing an empirical work is recurrent. They are, therefore, texts in which the authorship is prone to invisibility, reflecting much more the opinion of secondary authors, than the arguments of researchers who are also the authors. In this sense, we present the Thesis as a prototypical textual genre disseminating ideas and knowledge. The aim is to perceive it in the academic discursive domain, identifying its contributions to effective linguistic and social communication, in view of the theoretical domains of Ethnosociolinguistics and Literacy, expanding to ethnography and (socio)linguistics[2].

The objective is to discuss the Thesis beyond the traditional perspective that almost always occurs through a broad theoretical framework that supports some empirical activity, carried out in a positivist conception[3]. Rather, we propose the Thesis as an academic textual genre with socio-communicative, stylistic and compositional properties, based on the Thesis "Ethnosociolinguistics and Literacies: Contributions to a Bilingual and Intercultural Curriculum of the Apinajé Indigenous People" (ALMEIDA, 2015)[4].

The methodological procedures are located within the scope of bibliographical and descriptive research, based on the most consistent theoretical front. Furthermore, the study in its epistemological constitution starts from Typology and Textual Genre (MARCUSCHI, 2013; BRONCKART, 1999, 2006; BAKTIN, 2003); Ethnosociolinguistics (ALMEIDA, 2015; ALMEIDA, 2021; ALMEIDA ET ALL, 2021); Literacy, ethnography and (socio)linguistics (ALMEIDA, 2015; BORTONI-RICARDO, 2014; CAMACHO, 2013; and SOUSA, 2006), authors who place each of these categories as a means of articulating discursive practices, notably in relation to writing, interpretation

1 Throughout the text whenever we present the term "Thesis" it is implied that we also refer to "Dissertations", since Thesis is not exclusive to doctorates, but to masters as well.

2 The option for the (Socio)linguistic spelling is based on the theories of Roberto G. Camacho (2013), as the focus is on the relationship between language and society in order to understand how a given society establishes networks and webs of linguistic communications in the social domains (ALMEIDA, 2015, p. 37).

3 Positivism emerged in France in the early 19th century, with its main thinkers Auguste Comte and John Stuart Mill. It is, therefore, a philosophical current that admits only what is real, true, unquestionable, what is based on experience. In this way, the school must privilege the search for what is practical, useful, objective, direct and clear. The positivists committed themselves to fighting the humanist, religious school, to favor the rise of the exact sciences. Positivist ideas influenced pedagogical practice in the area of exact sciences. In the area of science teaching, they support the application of the scientific method: selection, ranking, observation, control, effectiveness and prediction (IBRAHIM ISKANDAR, and RUTE LEAL, 2002, p. 3).

4 Available: www.unb.br.

and production of academic texts.

Furthermore, these authors place Language; Speech; Text Types and Genres; Ethnosociolinguistics, Literacy, Ethnography and (socio)linguistics in the same epistemological framework, expressed in the conception of the "socially constructed", providing a vision in which the "social function" grants "form" to the ways in which linguistic and cultural traits, intertwine in the The text assumes a transdisciplinary configuration in which Ethnosociolinguistics, an epistemology that establishes a link with literacy, ethnography and (socio)linguistics, is ratified in the social, permeating each of these categories.

Ethnosociolinguistics is constituted as an epistemological construct that presents (socio)linguistics as the use of language in the social context in frank association with ethnography and literacy, which is understood as a social practice that builds and constitutes subjectivities[5]. The intention is to conceive the Thesis a dialogicity that allows representativeness and voice to the authors, so that they constitute themselves as explicit subjects of the text they write, effectively favoring the defense of "A Thesis", given its subjective content.

THESIS: FROM TYPOLOGY TO TEXTUAL GENRE

In this section we critically discuss the elaboration of a Thesis in the scope of Typology and Textual Genre from the theories of Marcuschi (2013); Bronckart (2006); BAKHTIN (2003). In addition to these, we searched in Almeida (2015); Almeida and Albuquerque (2021) and Almeida et all (2021), the necessary propositions to validate the arguments about a "Thesis" in the conception of Ethnosociolinguistics.

It is worth mentioning that the statements we make in the course of our arguments are based on our practice of reading Theses and Dissertations, both in participation in evaluation boards, as in guidelines, or even in expanding our repertoire, debating how they are written these academic works.

But, after all, what is a Thesis?

Thesis is polysemic, and can be both an affirmative and a negative proposition, but always defending a point of view. In the academic field, it must be noted that a Thesis is a mandatory work to obtain the academic title of Doctor.[6]. According to Umberto Eco (1996), Thesis is an intellectual-academic proposition that presents results of complex and in-depth research on topics that may or may not be broad, but with a defined theoretical approach. It is, therefore, a text that is individualized by the defense of an idea, a concept, or by the questioning about a certain subject. The manuscript has a dissertation content and the author works with arguments, facts and data that he uses as a resource to reinforce or justify the development of his ideas.

In our practice as evaluators, advisors or simple readers, the first question we ask when we are faced with a doctoral work is: "What is the thesis defended by the author"? And what we perceive is that in most cases there is not, in what the term requires, a "Thesis" to be defended, but a text that presents itself as a broad review of exhaustively reproduced theories, followed by a descriptive chapter of some empirical study, compromising the question of authorship, since the voice of the one who writes is hardly perceived. In this sense, and so that we can validate our arguments, we present classic concepts and definitions about Thesis, Typology and Textual Genre.

5 The conception of subjectivity that we refer to is that of Fernando Gonzáles Rey (2007), seen in a historical-cultural perspective with heuristic value for the human sciences and that is present in its double condition of process and configuration.

6 This is true in Brazil, as in many countries the term Thesis is also extended to Master's Dissertations.

DEFINITION AND CONCEPT OF TEXT TYPE AND GENRE

According to Marcuschi (2013, p. 3), "[...] A relevant theoretical and terminological aspect is the distinction between two notions not always clearly analyzed in the relevant bibliography", as is the case of genre and text types. Furthermore, the important thing is to separate what is conventionally called textual type and textual genre, individualizing them. The case is not to polemicize the terminological diversity existing in this area, but to understand each of these propositions within the scope of their semantic structures, concludes Marcuschi (2013) and more: "[...] We started from the basic assumption that it is impossible to communicate verbally except by some genre, just as it is impossible to communicate verbally except by some text". In other words, we assume that verbal communication is only possible through some text.

What is explicit in this author's statement is that typology and textual genre can be combined in the same word and that is what we are dealing with in relation to the Thesis. Moreover, this thought by Marcuschi (2013), also defended by Bakhtin (2003) and Bronckart (2006), is followed by language study theorists when what is in evidence are the discursive and enunciative aspects and not the formal characteristics.

> This view follows a notion of language as a social, historical and cognitive activity. It privileges the functional and interactive nature and not the formal and structural aspect of the language. It affirms the character of indetermination and at the same time of constitutive activity of language, which is equivalent to saying that language is not seen as a mirror of reality, nor as an instrument of representation of facts (MARCUSCHI, 2013, p. 3).

In this sense, and aiming to elucidate more clearly concepts of text types and genres, we present the following synoptic table:

TEXT TYPES	TEXTUAL GENRES
Theoretical constructs defined by intrinsic linguistic properties	Concrete linguistic achievements defined by sociocommunicative properties
They constitute linguistic sequences or sequences of utterances and are not empirical texts.	They constitute empirically realized texts fulfilling functions in communicative situations
Its nomination encompasses a limited set of theoretical categories determined by lexical and syntactic aspects, logical relations, verbal tense	Its naming encompasses an open and virtually unlimited set of concrete designations determined by channel, style, content, composition and function.
Theoretical designations of types: narration, argumentation, description, injunction and exposition	Examples of genres: phone call, sermon, business letter, personal letter, novel, note, lecture, condominium meeting, horoscope, cooking recipe, medicine leaflet, shopping list, menu, instructions for use, billboard, police investigation, review, invitation to tender, joke, spontaneous conversation, conference, electronic letter, virtual chat, virtual classes, etc.

Fig. 1: Synoptic table

Source: Marcuschi (2013, p. 4)

Table 1 clarifies what we defend in this article, that is, that a Thesis is both a type and a textual genre. A Thesis is this affluence of theoretical constructs defined by linguistic domains intrinsic to utterances with sociocommunicative properties. Its textual constitution is effected by linguistic segments linked by utterances, part of a speech in association with a context supporting or not empirical activities, fulfilling communication functions.

THESIS AS A PROTOTYPICAL TEXTUAL GENRE

We reiterate that the writing of a Thesis takes place in the wake of the typology that individualizes it, inserted in a discursive

domain that allows an effective linguistic and social communication in what is understood by prototype. Indeed, the term "prototypical" is not random, rather it is based on the theory of prototypes proposed by Kleiber (1995), which defines prototype as a typical case of categorization.

Taking these arguments to the writing of a Thesis, we start from the assumption that this is a category specific to the field of linguistics in its stylistic constitution, syntactic functions and contributions of meanings, individualizing the discourse. As a Thesis category, it falls within the perspective of cognitive linguistics.

According to Almeida, Faulstich and Sousa (2022, p. 71),

> [...] one of the most basic functions of the mind (associated with cognitive linguistics) is the ability to interpret meanings and sediment information, because, once these are acquired, it is possible to transform them into knowledge. Thus, the categories are processed in the mind from the information received, perceptible because the cognitive structures organize them, making it possible to list certain things as belonging to certain prototype categories.

Associating the constitution of a Thesis with the theories of prototype and cognitive linguistics validates what we are arguing throughout this text, when we propose that a Thesis is, simultaneously, a genre and a textual type, sedimenting propositions transforming them into knowledge, categorizing and processing information acquired theoretically and/or empirically. Everything happens through the processing of information apprehended in the cognitive organization, assuming, the Thesis, the outline of a category that must be equipped with otherness.

In this sense, the dialogic content of a Thesis is explicit, within what Bakhtin (2003)

and Bronckart (1999; 2006) propose, scholars who also study discursive and enunciative aspects, which applies to the writing of Theses, considering these texts are thematic contents with a broad dialogic content. Furthermore, these authors circumscribe their theories considering parameters of the physical world, for example, sender, receiver, space and moment in which the text is produced, as patterns of the social and subjective world, as is the case of the elements of communicative interaction that integrate axiologies, norms and rules, in addition to the thematic content of textual production.

Bakhtinian studies on language reveal a notion of dialogue as a fundamental principle of the elocution activity. For Bakhtin, all language is dialogic, and every utterance is always a discourse in association with the context in which it occurs, always starting from a speaker to an interlocutor (PIRES, 2002). According to this author, Bakhtin works with the assertion that efforts in the constitution of a discursive action are shared by the interlocutors, dealing, moreover, with a perspective of verbal interaction focused on the subjectivity of those involved in the socio-communicative process. In this sense, communication is seen not as a mere transmission of information from one person (producer) to others (receivers), but as a mutual modeling based on a joint and interactive action between these social subjects.

ETHNOSOCIOLINGUISTICS AND ITS CONTRIBUTIONS TO WRITING THESES

The emergence of Ethnosociolinguistics occurred when the SOLEDUC study group[7] discussing ethnography and sociolinguistics in complex contexts,

7 Study Group coordinated by Professor Dr. Rosineide Magalhães de Sousa from the Graduate Program in Linguistics at ''Universidade de Brasília'' (UnB) which brings together research carried out in the field of sociolinguistics and multiple literacies carried out in different social contexts, which cover research in language, language, diversity cultural and identity, mainly in

for example, indigenous villages and quilombola communities, realized that these categories expanded beyond investigative and linguistic boundaries, intertwining for an "Ethnosociolinguistics". However, conceptually, this goes far beyond the simple agglutination of the Greek radical "ethos" or "ethno", the word "ethnography" and "sociolinguistics", as at first sight its lexicon may announce. It is, rather, an epistemological construct that contributes as a methodological procedure in research with minority peoples.[8], considering their ethnic, identity, linguistic, (socio)linguistic and cultural peculiarities.

For the purpose of the intention we have in this manuscript, that is, to frame the writing of a Thesis in the perspective of Ethnosociolinguistics, we present as an example the Thesis: "Ethnosociolinguistics and Literacies: Contributions to a Bilingual and Intercultural Curriculum for Indigenous Apinajé"[9], with a design where literacies dialogue with ethnography and (socio) linguistics, going beyond the traditional archetype with precise divisions between theory and practice. Rather, we propose the Thesis as an academic textual genre with socio-communicative, stylistic and compositional properties, so that the separation of the text into "small boxes" is reviewed, allowing the reader to be instigated, "seduced" by the text, feeling pleasure in reading. "Seduce in the sense of enchanting by beauty, not as a manipulation technique" (GADOTTI, 2011, p. 15).

We reiterate that the innovative content of a Thesis from the perspective of Ethnosociolinguistics must necessarily establish a link with the eminence of an intersubjectivity based on the dialogue involving the architecture of the text, the research data and the author's voice. In all elements of the Thesis, the standardized organization of "introduction, theoretical-methodological chapter and results" is placed in the background when the issue of authorship is almost invisibility. In the Thesis model that we propose, the results are presented in all chapters, so that empirical data systematically dialogue with the theoretical front, favoring that the defense of the "Thesis" that the author proposes is disseminated throughout the text.

We clarify, however, that at no time are theories neglected, evidencing, standing out or imposing a hegemony of data. The important thing is that they are in responsiveness since the arguments, in many aspects, need to be validated by previous theories. Moreover, the composition of a Thesis is complex, with multiple theoretical fronts and different categories of analysis, requiring a sovereign effort in relation to the choice of bibliography, and supreme care regarding the issue of authorship. In this sense, ethics, a social construct like any other, requires a radical commitment from researchers with their peers. If the idea is not ours, we have a duty to disclose the source consulted. Much more than meeting the recommendations of the Brazilian Association of Technical Standards (ABNT),

Finally, where do literacy, ethnography and (socio)linguistics enter in the composition of a Thesis inserted in the intricacies of Ethnosociolinguistics?

As we know, literacy is a social practice that takes effect from the relationship that a given community maintains with written material.

traditional communities (quilombolas and indigenous peoples).

8 "It must be assumed that the term minority is used to refer to human groups that are inferior, in relation to each other in different aspects. According to Hannah Arendt (2008), minorities are groups of marginalized people within a hegemonic society due to social, economic, physical, religious, linguistic or cultural aspects. As an example, the author presents the insane persecution of minorities (Jews, Gypsies, Blacks, Homosexuals, Physically Handicapped, among others), carried out by Nazi Germany in the mid-twentieth century" (ALMEIDA, 2015, pp. 47-48).

9 Available: www.unb.br.

However, there are many types and models of literacy[10] that illuminate our arguments, however, two of these are more evident in the Thesis that serves as a model: "multisemiotic literacy and multimodal literacy". The first comprises the meanings of a text and its idiosyncrasies, allowing the author to exercise his otherness, in a scenario where autonomy is sovereign. The second materializes involving multimodality, a phenomenon that reveals different semiotic attitudes, that is, different languages, languages and visual representations that are combined and integrated in sociocommunicative situations.

Examples of multimodal literacy are conversations, verbal elements, combination of written language, images, photographs, graphics and typography (VAN LEEUWEN, 2015), among other constituent elements of academic works such as a Thesis. Furthermore, when we browse the thesis "Ethnosociolinguistics and Literacies: Contributions to a Bilingual and Intercultural Curriculum for the Apinajé Indigenous", we perceive the presence of multisemiotic and multimodal literacies from the pre-textual elements. In addition, a resource that demonstrates the aesthetic care of the manuscript, are excerpts with research data that are present in all chapters. More than describing real situations of an ethnography in a complex context, this procedure allows greater responsiveness with theories in motion.

In relation to ethnography and (socio) linguistics, the contributions are factual, since one, like the other, establishes communication between interlocutors, which can be both verbal and written, when researchers and research participants interact, promoting a relative status for both the categories. Ethnography, notably the ethnography of communication (BORTONI-RICARDO, 2014), favors the understanding of communicative competence, establishing parameters for an understanding of linguistic competence, differentiating them. (Socio) linguistics, therefore, determines the language user's ability to produce and understand an infinite number of meaningful linguistic sequences, such as utterances, sentences and phrases, from a finite number of structures (TRAVAGLIA, 2011).

In this sense, linguistic competence assumes the outline of rules that allow the subject to emit, receive, understand and make himself understood in any interaction situation. Communicative competence, on the other hand, occurs when the speaker is able to make use of language utterances in concrete communication situations, which applies to writing a thesis.

FINAL CONSIDERATIONS

Doctoral thesis is a text with an argumentative content in which an author defends his ideas, which must be clear without giving rise to contestations, but it can be the contestation of an idea. When we say that there must be no room for contestation, it is because that is what a Thesis is intended to do. However, the author is not exempt from someone making a counterpoint. However, the author must be prepared to defend "his Thesis" if questioned and this possibility may be the writing of a Thesis contesting another Thesis that has already been published.

In this sense, we believe that a doctoral "Thesis" must only be published if the author, in agreement with his supervisor and/or

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10 "[...] there is no literacy, but 'literacies', for example, school literacy, digital literacy, multiple literacies, multisemiotic literacies, multimodal literacy, multicultural literacy, among others. Expanding school literacy, I realize that instead of 'science teaching', there is 'scientific literacy' and this applies to other curricular subjects, as terms such as 'literary literacy' are recurrent when it comes to reading and writing practices in the area literature, and 'numeracy' in the context of mathematics teaching" (ALMEIDA, 2015, p. 176).

co-supervisor, if applicable, are totally sure of what they are defending. That is why we present, in this article, procedures that we consider relevant to guide future doctors who, in most cases, perform such complex work for the first time.

In no way do we believe that our procedures are better than any other. What we seek is to add to what already exists something that will help with the difficulties that these academics face when they need to write their thesis. And here is much of our experience as teacher-advisors and evaluators with participation in committees of various programs for several years. Our intention is to contribute with researchers who face some difficulty when writing their Theses.

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