



Chapter 91

Metadiscourse and dialogical relationships in a virtual learning environment

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Josefa Francisca Henrique Jesus

ABSTRACT

This work analyzes the presence of metadiscourse in the dialogues formed between the subjects in a Virtual Community of Learning and Practice (VCOP). The focus of analysis is the metadiscursive markers present in the clippings of dialogues collected in two discussion forums that deal with orientations, clarifications and didactic-pedagogical and academic information from the undergraduate course in Letters-Portuguese Language, in the distance learning modality. The theoretical approach is based on Behar

(2009), Litto; Formiga (2012), who discuss pedagogical models, technological advances and innovations for distance education, and in Bakhtin ([1975] 2010; [1979] 2003), Hyland (1998a; 1898b), Hyland and TSE (2004), who treat language as strategies for interaction in discourse, emphasizing its dialogical and interpersonal character. The study hopes to contribute to the reflection that metadiscursive markers are essential textual elements for the interaction and systematization of interpersonal relationships to be strengthened in the virtual learning environment.

Keywords: Social interaction, interpersonal relationships, virtual engagement.

1 INTRODUCTION

Online learning through the so-called “Virtual Communities of Learning and Practice (CVAPs)” constitutes a new mode of institutionalized social organization for education. From the perspective of Schlemmer (2012, p. 265), this organizational model “represents a worldwide trend, a reality that is effective both in formal education, in socially recognized institutions for this purpose, and in non-formal education, in companies and [in non-governmental organizations] NGOs”.

Thinking in this way, learning becomes autonomous, the way in which the subject relates to information, learns and builds knowledge is affected and, consequently, the relationships between participants in the educational scenario are diversified.

According to the author (SCHLEMMER 2012), it is the way in which the CVAPs are organized that causes changes in these subjects, so that the didactic-pedagogical projects and materials designed for distance education start to value the student's autonomy, centered on open and flexible learning (LITTO; FORMIGA, 2012) and decentralized from the teacher's responsiveness, regarding the apprehension and innovation of knowledge. The teacher-student and student-student interaction is not physically effective, but at a distance, and learning becomes regulated by autonomy, by the student's self-discipline (self-learning).

The ways of assessing and monitoring students are also diversified and gain new perspectives when they are processed in a virtual environment: tutors and teachers are partners in conducting the pedagogical action, mediated by other actors, who also act and collaborate in conducting the activities that are carried out. operationalize through discursive communication: chats, web conferences (synchronous), forums, e-

mails, among others. Thus, relationships become increasingly dialogical and interactively constituted and decentralized without prejudice to the quality of what is built.

It is in this field of interaction that Bakhtin's ([1975] 2010; [1979] 2003) and Hyland's (1998a; 1998b) gaze connects with ours to analyze how the subjects of a Virtual Learning and Practice Community (CVAP)) appropriate interactional metadiscursive resources to create interpersonal relationships and act as emitters, promoters, collaborators or receivers of the educational process in distance education training courses.

Our reflections are organized into the following topics: (i) dialogic relationships in a virtual learning environment; (ii) dialogue and metadiscourse: two key concepts; (iii) analysis procedures; (iv) analysis of metadiscursive markers in virtual interaction and (v) final considerations.

2 DIALOGUE RELATIONS IN A VIRTUAL LEARNING ENVIRONMENT

In university teaching of distance education - EaD, dialogue is fundamental for the exchange of knowledge. It is through the dialogue produced by/in the interactive exchanges carried out in virtual spaces that the participants approach or distance themselves. This form of interaction, in virtual learning environments, is similar to that which occurs during the reading of a book, between a writer and a reader. It is often the book that narrows the relationship between this writer and this reader, devoid of face-to-face interaction.

In virtual activities, synchronous communication is not always possible, since immediate feedback, so common in face-to-face classes, faces distance, temporal and geographic in the emission and reception of the communicative events that make it possible. Thus, most of the time, the physical absence of the participants is mitigated by their participation in a virtual environment. That is, the access of students, teachers, coordinators, tutors to a virtual room signals their physical presence and the greater the access to Moodle and their participation in events (in discussion forums, for example), the lower the perception of the space-time distance that separates them. Through asynchronous activities in the virtual learning environment, online education overcomes any barrier, “eliminating distance or building interactions different from face-to-face ones” (VASCONCELOS; JESUS; SANTOS, 2020, p. 15.547).

Bakhtin ([1979]2003, p. 300) states that “the utterance is turned not only to its object but also to the discourses of the other about it”. But he draws attention to the fact that “even the slightest allusion to the utterance of the other imprints a dialogic twist on the discourse, which no theme centered merely on the object can imprint”. It implies saying that in the interpersonal and dialogical relationships that are established in distance education activities, the exchange of information and guidelines are conditioned to the communicative situation in which the discourse takes place.

That is, following this Bakhtinian reasoning, the topics that constitute the utterances “generate direct responsive attitudes and dialogic resonances”. Therefore, in the case of discussion forums, in addition to considering the previous speeches, the participants must compose, in their posts, statements that stimulate,

incite and provide opportunities for replication or feedback by the other participants of the genre/forum appropriately.

Thus, metadiscursive markers are necessary, since metadiscourse, as a communicative social engagement (HYLAND; TSE, 2004, p. 156), manifests itself in a way in which the context and linguistic meaning are integrated, in order to allow readers to derive intended interpretations (HYLAND, 1998b, p. 437).

Conceived as “a manifestation of the writer's linguistic and rhetorical presence in a text, these metadiscursive resources have the function of showing how non-propositional material is explicitly used to build and gain credibility [...] and to dialogue/interact with the organization of discourse , with the propositional content and with the reader” (PONTES; AUTOR, 2017, p. 309).

In virtual classrooms, metadiscourse allows members of CVAP communities to exercise control over the information they provide, making use of expressions that organize and evaluate the truth and certainty of this information, leading other participants, as readers and interlocutors , to proceed as they should, to understand and evaluate what they know about the subject under discussion and adhere or not to what is said about it.

3 DIALOGUE AND METADISCOURSE: TWO KEY CONCEPTS

In the questions and answers of directive action, “the relationship with the other's word differs essentially from the relationship with the object” (Bakhtin, [1979] 2003, p. 300), noting that the choice of metadiscursive elements that organize, modalize or negotiate the constitutive actions of the utterance is just one of the links in the chain of discursive communication that is established there, and cannot, therefore, be separated from the others that act with it and manage this communication and its purpose.

Discussion forums presuppose a directive action and the dialogical relationships that are established in them. This presupposition materializes in a game of coming and going through the word. Who manages the word is the dialogue. It is the discourse that negotiates it. But it is the metadiscourse that modalizes it.

Once generated, the word in discourse becomes dialogue, understood here as the “alternation between utterances, between finishes, that is, between speaking subjects, between different positions” (MARCHEZAN, 2010, p. 116). It becomes, therefore, dialogic, negotiable. In this dialogic negotiation, the rhetorical choices that fit the expected communicative interaction come into play. These choices are made effective by the presence of metadiscursive elements responsible for the evolution of the dialogue under construction and for the social engagement between its author (speaker or writer) and its audience (their listeners or readers) (HYLAND; TSE, 2004, p. 156).

In this communicative game, dialogue and metadiscourse go together, highlighting that “life is dialogic by nature. Living means participating in dialogue: questioning, listening, responding, agreeing, etc. In this dialogue, man participates whole and with his whole life: with his eyes, lips, hands, soul, spirit, whole body, actions” (Bakhtin, [1979] 2003, 348). Therefore, in the dialogical relationships carried out by

asynchronous interaction, via activities made available in virtual learning environments, it is the metadiscourse that responds to the strategies that make it possible to participate in the dialogue (interrogate, listen, respond, agree, contest, request, guide, explain, negotiate) , through categories that explain their identification and use: reference markers, frame markers, attenuation markers, emphasis markers, attitude markers, relation markers and people markers.

Attenuation markers and emphasis markers account for the balance and modalization they provide to language, so as to signal the reluctance or strength of writers to present and evaluate their propositions by the degree of certainty revealed (perhaps, it is possible, it may be - with sure, really) (HYLAND, 1998b). Attitude markers (agree, expected, hope) not only reveal the writer's commitment to what he considers to be true, but also his positions on other truths. And the relation markers (note that, see, try to understand) and people markers (you, yours, we, me, mine), directly address the reader, seeking their adhesion and requesting their contribution in the discursive act. The frame markers and reference markers are part of the foundation of the analysis as they help the reader to understand and interpret certain conceptual and terminological elements, as well as to integrate with the academic community and the virtual environment.

If distance learning presupposes interaction between the management team, teachers, tutors and students, its essential characteristic is dialogicity. It is expected, therefore, that the dialogic relations are positively effected. For this, metadiscursive resources assume fundamental importance, since, co-participating in dialogicity, they can act as a pedagogical tool for self-learning.

4 ANALYSIS PROCEDURES

In order to analyze the use of metadiscursive marks present in the interpersonal relationships that take place in the asynchronous activities available in the virtual teaching and learning environment - AVEA (Moodle), we used seven (7) clippings of dialogues, of which six (6) belong to two forums: the “Discussion forum - Clarifications and general communications”, the Letters Course Coordination Room (SCLETRAS), created to facilitate access to communication between students and the course coordination team and discipline forums, gathered as “teacher/tutor orientation forums - disciplines offered in 2018.2”, by the Pedagogical Coordination of the Course (CP LETRAS), a space made available for the planning and monitoring of disciplines. The other is a grouping of information about the subjects on offer and, consequently, part of the subject forum.

The fragments that we present throughout our analysis appear highlighted in bold and with some deletions. We use bold as a way to mark the metadiscursive strategy used for interaction with the other. And the deletion to protect the names of the disciplines, named by letters and numbers (X1, X2, X3, X4, X5, X6, Y1, Y2, Y3, Y4) and the people involved in the research, identified according to their functions (Course Coordinator - CC; Secretaries - SC1; SC1; Academic advisor - OA; Professor of subjects X - PX1, PX2, PX3, PX4, PX5, PX6 or Professor of subjects Y - PY1, PY2, PY3, PY4; Tutor of subjects X or Y -

TX1, TY1; Students - A1; A2, A3, A4, A5). In disciplines with more than one tutor, numerical identification is made after the letter “T” (T1X1 or T1Y1).

These indications indicate, therefore, how we will proceed with the names and illustrations related to the subjects and their practices throughout the metadiscursive analysis, in the next section.

5 METADISCURSIVE MARKERS IN VIRTUAL INTERACTION

In the dialogical relationships analyzed here, the interactional dimension of the metadiscourse is evident in the use of terms such as “hi”, “good night”, which initiate communication, and others such as “thank you”, “cordially” which denote kindness, cordiality and respect between the subjects involved in the teaching-learning process in a virtual environment. The following examples illustrate this situation.

First, we present the analysis of the metadiscursive markers contained in the interaction dialogues between the course coordination team and the students, which take place in the Letters Course Coordination Room – SECLETRAS. Then, we will analyze those who manage the dialogues for establishing the teacher-tutor relationship, in conducting and planning didactic-pedagogical activities of the disciplines on offer, under the guidance of the Pedagogical Coordination of the Course - CP LETRAS.

Coordination-student/student-coordination interaction

As we stated in the introduction to this work, the ways of assessing and monitoring students are diversified and gain new perspectives when processed in a virtual teaching-learning environment. The presence of the metadiscourse in the dialogical relationships established between those who participate in this monitoring and guidance is the focus of analysis in the statements that follow, starting with the welcome message from the course coordination directed to the students.

Example 1: Coordination room

Welcome to the Distance Learning Portuguese Language Course!

Dear students, this is the course coordination space. It was designed to facilitate your access to information, documents, as well as to resolve doubts about various issues and also has the function of disseminating reports. Note that here you will also find a place reserved for Academic Guidance and Internship Coordination. Pay attention to the coordinators' news forums, as the news is important and useful for you to follow the course well. In this way, we reiterate that this is the space to share our doubts, make suggestions and participate, more and more, in our course and in UERN.

Enjoy the Coordination Room and follow the news.

Sincerely,

Teacher (name)

course coordinator

EaD Letters Coordination Team

CONTACTS

Overall coordination:

Name

Email

Supervised Internship Coordination:

Name

Email

Academic Orientation:

Name
Email
Secretaries:
Name- Secretary 1
Nome- Secretário 2
Phone- Course Secretary
E-mail- Course Secretary

Source: AVEA - SCLETRAS-EAD/UERN

In this introductory dialogue, the course coordination (CC) welcomes you at the same time that it launches an invitation to the student community of the course and makes itself available to everyone, as a management team. Through the metacursive markers he used to organize his speech, he made choices that served to draw the attention of the community of readers (Dear students, you, take note, stay) to the objectives presented in the speech (facilitating access, solving doubts), for the elements and situations of the academic environment (this, he, forums, coordinations, course, list of positions/functions and names of team members), collectively assuming commitment (we reiterate, share our, our, carry out, participate, our) or involving them in the discursive plot (enjoy, follow).

All these metadiscursive categories contextualized here (relationship, people, reference, framework, attitude, among others) are framed here as dialogical relationship markers, enabling, therefore, the invitation to participate in/through dialogue in environments virtual learning.

In the midst of this dialogicity of the metadiscourse, which accounts for the strategies that make it possible to participate in the dialogue (interrogate, listen, respond, agree, contest, request, negotiate), for the use of categories that make their identification explicit and justify their use, let's move on to the analysis of the next dialog:

Example 2: Discussion Forum - Clarifications and General Communications

Discussion Forum - Clarifications and General Communications

Friday, May 4, 2018, 09:15

Dear Participants,

This space was created to open a communication channel between the Course Secretariat and the students. We are on hand to help you,

Att,
EAD Letters course team.

[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

Re: Discussion forum - General clarifications and communications

By A1 - Friday, May 4, 2018, 09:59

Good Morning!

I would like to know about the use of the disciplines, because I asked for some disciplines and one of them has already started and I don't know the result. I already studied textual production in another graduation and I didn't want to have to study it again. But due to the fact that I don't have any news about the approval, I'll have to do the activities in order not to be disapproved, even asking to use it. I wanted at least a deadline to know if my request was granted or not in all that I asked or in some.

**Att,
Name.**

[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

Re: Discussion forum - General clarifications and communications

by SC2 - Friday, May 4, 2018, 10:53 AM

Good morning, A1!

The application requirements are being evaluated by the academic advisor, some of which have already been approved. I will forward your question to Professor OA, academic advisor of the EaD Letters course.

[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

A1. Re: Discussion forum - General clarifications and communications

by A1 - Friday, May 4, 2018, 11:03 AM

Thanks for the answer!

But just one more question, will we receive the result via Moodle or via email?

Thank you very much in advance,

[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

Source: AVEA-Fórum de discussão SCLETRAS-EAD/UERN

The presence of metadiscursive markers (Good morning!, I would like to, Thank you!, Thank you in advance, cc), presented here, reveals a trace of formality, another form of interaction used in the search for information with the course coordination team. Dialogue is brief and focuses on initial greetings, request or question about information and farewell. The response is also brief and contains the greeting and information about what was requested. In the most informal way, the interaction takes place as shown in example 3, below:

Example 3: Discussion Forum - Clarifications and General Communications

Re: Discussion forum - General clarifications and communications

by A2 - Thursday, 21 Jun 2018, 14:23

Good afternoon, **how do I cancel my registration?**


[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

Re: Discussion forum - General clarifications and communications

by SC1 - Thursday, 21 Jun 2018, 14:37

Fill out this attached form, **scan** it and then **send** it back to us.

Att

 2136requerimento_desligamento_vontade_propria.pdf

[Responder Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

Source: AVEA: Fórum de discussão SCLETRAS-EAD/UERN

The trace of formality in this example is abbreviated by the discursive economy it presents in relation to the previous one: after the initial greeting comes a direct question, without ending or thanks: “good afternoon, how can I cancel my enrollment?”. The response follows the same interactional pattern, summarizing the discursive acts in the imperative (fill in, scan, resend) followed by an attachment, so that the applicant's wish can be fulfilled.

This break in formality, usually used in professional or academic communicative situations, occurs when there is familiarity between the interlocutors. Like the more formal ones, these more colloquial situations also strengthen and intensify interpersonal relationships in the virtual learning environment, approaching the use of language in face-to-face interaction. Even though they are less frequent, with little access in relation to activities more focused on teaching and learning, this break in formality guarantees the proximity between the members who work in this environment and in this academic-administrative role of monitoring, guiding and serving the student community.

In these extracts of dialogues from the coordination forum, the quality and efficiency of the interaction lie in monitoring and responding to the information requested by the academic community. It is possible to perceive agility, availability and cordiality in the provision of services and in the exchange of information, essential factors for the clarification and guidance necessary for conducting learning in EaD. Other aspects that manage, narrow and streamline the dialogical process of interpersonal relationships are discussed in the next topic.

From the teacher-tutor relationship

The analyzes presented here report the partnership of teachers and tutors in conducting the pedagogical action and monitoring the disciplines with the student. These are situations developed in the disciplines forum, together with the pedagogical coordination, linked to the regular offer of two classes, in a total of ten (10) disciplines, registered in the virtual environment, according to the data presented below:

Example 4: Access to the teacher-tutor guidance forum

Disciplinas sem acesso ao fórum	Disciplinas com acesso ao fórum
Disciplina X1 – Professora PX1 segunda, 22 out 2018, 11:03	Disciplina X3 – Professora PX3 terça, 12 fev 2019, 15:39
Disciplina X2– Professora PX2 segunda, 22 out 2018, 11:05*	Disciplina X4 – Professora PX4 quinta, 28 fev 2019, 09:50
Disciplina Y1– Professora PY1 segunda, 22 out 2018, 11:07	Disciplina X5 – Professora PX5 segunda, 11 fev 2019, 19:20
Disciplina Y2– Professora PY2 segunda, 22 out 2018, 11:07	Disciplina X6 – Professora PX6 quarta, 17 abr 2019, 12:28
Disciplina Y3 – Professora PY3 segunda, 22 out 2018, 11:07*	Disciplina Y4 – Professor PY4 terça, 12 fev 2019, 14:29

Source: AVEA: Fórum de disciplinas CP LETRAS-EAD/UERN

The use of (*) indicates that in the AVEA, the discipline registration record appears, but when linking, this record is in the name of another discipline/ professor. Access to the register was due to verifying the disciplines on offer and, consequently, collecting the dialogues in the guidance forum, which took place between professors and tutors of the respective disciplines.

The metadiscursive marks that record the dialogical relationships in this example are the dates and times that indicate access to the Virtual Teaching and Learning Environment by teachers and tutors. It implies that, although one of the requirements or needs that the distance course requires is access to the forum, fifty percent (50%) of the professors opted for another means of interaction with the tutors, which is not/is not perceptible or not in the it was not possible to account for this analysis, but which certainly consists of other alternatives that can be listed and evidenced by future studies, since the advancement of technologies makes other access tools available (web class, e-mail, chat, telephone, social networks).

The didiciplines without access to the forum, for teacher-tutor interaction in the pedagogical coordination room, show the date on which they were registered by the course secretariat, according to the university calendar. The others show the date on which the teacher made the first access. In addition to this

survey, other information that reports and portrays the lack of access to the forum and/or teacher-tutor interaction, via Moodle, is the following statement, recorded by A4, in the discussion forum (SCLETRAS):

Example 5: Registration of non-access to the teacher-tutor guidance forum*

Re: Discussion forum - General clarifications and communications

by A4 - Saturday, 1 Dec 2018, 19:07

REQUEST FOR ANALYSIS REGARDING THE COURSE (COURSE NAME).

Professor (Discipline Professor Name) is today (01/12/18), with 49 days without access to the platform ü Tutor? “if it is “Name Tutor of the subject” your name is not included in participants group sga

In both cases, regarding tutoring that involves follow-up and help, without support and in a way that is alien to the example of the only message guiding in the evaluative activity 4, module 3, “(Attention! This text will be made available via e-mail by the tutor, for this , it is necessary to request it at the following address: e-mailde@uern.br)”.

Whose information delayed many of the colleagues who claim not to have received a response from the email she sent, asking for something that would have been easily resolved if it had already been placed as being on display in the library and made explicit what was to be seen.

As for me, there was a response to this email and I noticed that there was already something in the library, however, as mentioned above, the teacher and tutor did NOT guide us as to the material to be focused on for the test because it IS NOT A FOURTH TEST for include all the material THE ANSWER TO QUESTION 3 was in the content of 112 pages and was never addressed (forum or activity) THE POINT HERE IS: not being a recovery or fourth test WITHOUT GUIDANCE ETC, why charge subject not given and nor was it mentioned at any time during the course of the course that there was an absence BECAUSE no access was registered by the teacher for days in a row and the tutor without giving direction and support. The question remains what is the role of the tutor and what about accesses and returns? Is it possible for a course to be active and the teacher is without access for 49 days?

Sincerely, With best wishes for the holidays.

Student (A4's name). (S.G.A - Letters 2017.2) (Author's emphasis).

[Direct link](#) | [Show Main](#) | [Edit](#) | [Delete](#) | [Reply](#)

SOURCE: AVEA: Fórum de discussão SCLETRAS – EAD/UERN

All marks highlighted in the text were highlighted by the author himself (A4). The recurrent use of capital letters and underlining (DISCIPLINE [...], NOT BEING A FOURTH PROOF), present right in the title of your argument, followed by other resources such as bold and negatives (NOT us, it was not) are essential characteristics of persuasive academic writing, used by the writer to signal his attitude, positioning and evaluation in relation to the presented purpose.


They are discursive acts that confirm that in distance education, the physical absence of participants is mitigated by their participation in a virtual environment. That is, the access of students, teachers, coordinators, tutors to a virtual room, signals their physical presence, their performance and responsiveness to the process of training and conducting self-learning.

In Hylandian sayings, the writer (A4) used academic writing as a communicative social engagement (HYLAND 1998b, p. 437) to attract the virtual community of the course, present and negotiate information and express his position through the linguistic and rhetorical manifestation of its presence in the text (HYLAND 1998a, p. 349). In this discursive act, context and manifestation through metadiscursive markers integrate to allow readers to derive and construct intended interpretations appropriate to the writer's purpose.

Contextualizing the situations that allowed us to analyze the use of metadiscourse in interactions related to access and to the information offered by the disciplines, let us analyze two more clippings, now

focused on the interaction between professors and tutors (Examples 6 and 7) involved in the planning and follow-up of disciplines.

Example 6: Subject Y4- teacher-tutor interaction

<p>Subject: Y4 - Teacher PY4 - Tutor TY4</p>
<p>By Professor PY4- Tuesday, 12 Feb 2019, 14:29 Tutor TY4, our contact will be through this environment here in Moodle 2. I will make the other materials available here in this space</p>
<p>by Professor PY4- Tuesday, 12 Feb 2019, 14:31 Follow material  [...]</p>
<p>By Tutora TY4 - Tuesday, 12 Feb 2019, 17:52 Good evening! Ok, I just didn't understand prof why are all the subjects in Moodle 2 of the discipline of XX if that same one is in Moodle 1.!?</p>
<p>by Professor PY4 - Wednesday, 13 Feb 2019, 13:19 Good afternoon, Tutor TY4. The material is also available on Moodle 1, for students and I believe for you too, just look at the course's classes. But the dialogue space between us stayed here in Moodle 2, I don't know why. I have made the materials available here for you, as I think it is better for you to have access to them all at once. Other materials that I or you want to share, send them here. Another thing: have you read the first text? There is a student who has already submitted the first assignment.</p>
<p>by Tutora TY4 - Wednesday, 20 Feb 2019, 13:38 Hello, teacher, good afternoon! yes, since moodle was off the air, i couldn't look at it. I would like to know if you are going to send me the mirror of the activity, since you told me that you would send it!?</p>
<p>by Professor PY4 - Friday, 22 Feb 2019, 17:05 Hi Tutor. I already sent (rsrs) Reinforce with students the readings, activities and also for them to interact in the classroom. Hug. Direct link Show Main Edit Delete Reply</p>

SOURCE: AVEA: Fórum de disciplina CP LETRAS-EAD/UERN

In addition to the constant dynamics of the interactive process between professor and tutor, revealed by the recurring indication of AVEA (By Tutora TY4 - Tuesday, 12 Feb 2019, 17:52, [Direct link](#) | [Show main](#) | [Edit](#) | [Delete](#) | [Reply](#)), regarding to the subject, date and time of access, the interaction expressed by the brands under analysis, is positively effective between the agents of the dialogue. Such expressions lead to writing as a communicative social engagement and respond to the purposes established between them.

But let's dwell on the most unique situations of interaction, given the specificity of this communication: the use of directive utterances and their respective responses. The first of them is in the following statement by the tutor; “Ok, I just didn't understand Prof why are all the subjects in Moodle 2 of the discipline of XX if that same one is in Moodle 1.!?”

After confirming the agreement signed previously, by using “ok”, TY4 uses “só não” and the vocative “prof”, to ask for clarification about what he says he does not understand: the posting of teaching material in two different virtual environments .

In the answer, PY4 uses the expressions “also” and “but”, which not only denote the obviousness of posting the material in Moodle 1, but also emphasize its real intention or reason for making this material

available in Moodle 2: to delimit the space of dialogue and the establishment of the commitment (responsiveness) of the teacher-tutor relationship.

Another interesting moment of this direct interactive exchange is expressed in the imperative tone of the teacher's question in "Another thing: have you read the first text?". Does he want to know if the tutor read the text? Also. But the purpose of their injunction is to address or manage the commitment to the responsiveness they assumed as a function of the student community, the real reason for this coming and going through the word, in the Bakhtinian premises of saying (BAKHTIN, [1979] 2003).

The tutor's reply "yes, since Moodle was off the air, I couldn't look at it", brings a "yes" statement to its function, reading the text, and a possible negative, previously justified in relation to its commitment to the student (As I was X I didn't have it). However, the discursive act that anticipates and justifies this apparent negative (as Moodle was off the air) eliminates or nullifies any negligence on the part of the tutor, as the non-access to Moodle can be ratified by the distance between the dates and times of the posts that signal the period of these injunctions, (Wednesday, Feb 13, 2019, 1:19:13 pm / Wednesday, Feb 20, 2019, 1:38 pm), which is not recurrent in the teacher-tutor interaction.

The following enunciative act is also configured as a justification for TY4 (I would like to know if you are going to send me the mirror of the activity, since you told me that you would!?), because, if you need the mirror, it is because you looked at and/or followed the activity of the student.

This reflection makes us realize that the "speech act [discourse] or its product, the enunciation, is of a social nature" (BAKHTIN, 2010, p. 113), that there is in the interaction an "uninterrupted evolution of language norms" (BAKHTIN, 2010, p. 93) that only make sense in the context in which it is situated and in interpersonal interaction, since "the word is always loaded with a content or an ideological meaning" gestated in/from the complicity of its users (BAKHTIN, 2010, p. 99). (emphasis added by the author).

It is also worth mentioning, in this dialogic scenario, the degree of affection and closeness that leads to the teacher-tutor relationship, expressed (more accentuated) by the recording of the teacher's laughter, after his response at the end of this material under analysis (I already sent (lol)), to a possible charge from the tutor (I would like to know if you are going to send me the mirror of the activity, since you told me that you would!?).

We consider that the presence of the interrogation, in this speech, can infer a value of doubt or uncertainty, questioning whether the mirror would, in fact, have stopped being sent, since the bond of reciprocity centered on the commitment is already placed between her and him. But, like laughter, it also reveals the degree of affection and trust between them.

The reader may wonder about this fact. But the very way in which the communicative event is constructed, through the organization and evolution of the analyzed discourse, we can verify that the communicative intentionality and the inference are part of the teacher-tutor relationship.

To close this dialogue, let's move on to the seventh and final clipping we collected for analysis:

Example 7: Subject X3- teacher-tutor interaction

<p>Subject: X3 – Teacher PX3 – Tutor T1X3 and Tutor T2X3</p> <p>By Teacher PX3 - Tuesday, 12 Feb 2019, 15:39</p> <p>Hello Students and Tutors! Welcome to the X3 subject of the Language Courses Portuguese Language EaD. I am teacher PX3. The Course was organized in such a way that we can weave knowledge about the X3 as an object of study in the teaching-learning process. Therefore, it is relevant that they read the texts and participate in the forums and carry out the activities. I will be available for any questions.</p> <p>We are making some changes to the dates, extending the deadlines for activities. Thus, we are releasing earlier the period for participation in the forums, preparation and submission of activities, so that we can have as much time as possible for participation, readings and interventions.</p> <p>Pay attention to the new deadlines. Good Studies!</p>
<p>by Tura T1X3 - Thursday, 21 Feb 2019, 17:38</p> <p>Hello teacher PX3! I will be available here in the planning room and through other private messages for any clarifications and/or important observations regarding the discipline. May we have an excellent semester! Hugs! T1X3- Distance Learning Tutor</p>
<p>By Professor PX3 - Thursday, 7 Mar 2019, 16:39</p> <p>Dear tutors, I have noticed that many students are not accessing the platform. I think it would be interesting to try to draw the attention of these students by sending an email to find out the reason for not attending the activities.</p> <p>Att,</p> <p>PX3 - Teacher - DX3</p>
<p>by T1X3 - Thursday, 7 Mar 2019, 21:25</p> <p>Hello teacher PX3! I also noticed that many students were without access and others with many days absent from Moodle. I emailed all these students with a copy for you. Any news I'll let you know. I am available! Hugs!</p>
<p>by T2X3 - Friday, 22 Mar 2019, 17:18</p> <p>Good evening! I sent a message asking everyone to participate as soon as possible so that activities do not accumulate for the last minute.</p>
<p>By Professor PX3 - Saturday, March 23, 2019, 21:46</p> <p>Dear tutors, please advise about the dates of the face-to-face assessment:</p> <p>The evaluation took place on the 13/04th at our in-person support center. For the evaluation we will consider the studies of Author (2012) text: “The Pedagogical relationship”. Author (2011) text: “XX: object of study, founding concepts and derivations for the investigative and professional field”. Author and Author (2009), text “XXXX”.</p> <p>I'm available for whatever you need.</p> <p>Att,</p> <p>PX3</p> <p>Prof de DX3 EaD</p>
<p>By Professor PX3 - Saturday, March 23, 2019, 21:50</p> <p>Hello tutors, how are you?</p>

We need to set up a face-to-face meeting to discuss corrections to the didactic and evaluative activities. What day and time would be possible for everyone?

Please make suggestions and we'll schedule the day that works best for you!

Att,

PX3- Prof. Subject DX3 - EaD

By Professor PX3 - Monday, 25 Mar 2019, 15:03

Hello tutors, how are you?

Please remind the students to complete and send Activities 2 and 3 via the platform. The 27th will start Unit II - **please remind them to start these activities.**

Att, PX3 - Prof. Subject DX3 - EaD

SOURCE: AVEA: Fórum de disciplina CP LETRAS-EAD/UERN

Unlike the example analyzed earlier, this one brings an interaction between three actors to monitor the self-learning process of the subject: a teacher (PX3), a tutor (T1X3) and a tutor (T2X3). In addition to all the marks of availability (I'm available for whatever you need, I'll be available), kindness (Please, dear tutors), communicability (Hello tutors, how are you?) that signal your presence in the speech (I'm teacher PX3, I will be, I think) teacher X3 stands out for her constant appeal to the tutor to accompany the student community (Please, make suggestions, remind the course participants to make and send; please, remind them to start these activities) and by the modalization of the discourse in the statements he makes (I have noticed that, I think it would be interesting) when he evaluates situations related to didactic-pedagogical activities and student access via the platform.

There is little participation and information provided by the tutor and tutor, one by the tutor and two by the tutor. But due to the care and insistence of teacher X3, the conduction of this work certainly has other communication instruments that do not appear in this space of teacher-tutor orientation, for the development of didactic-pedagogical practices. Among these, only the e-mail is informed by the tutor (I sent an e-mail to all these students with a copy for you), but they can and should use others that are recurrent in distance learning pedagogical models (BEHAR, 2009; LITTO; FORMIGA, 2012).

The metadiscourse marks present in this example also reveal reliability and solidarity, kindness and courtesy in the guidance it provides to partners with whom it shares the conduction of self-learning. When suggesting, recommending or asking for something, teacher PX3 always addresses all the tutors (Dear tutors, I have noticed that many students are not accessing the platform. I think it would be interesting to seek to draw the attention of these students, to try to find out why attending activities), involving them in the interaction process they assumed and encouraging them to carry it out.

Discursive attenuation and moderation markers (I have noticed, I think it would be interesting, it is relevant), presence markers (I am, will be, have, think, am), and inclusion flags (Dear tutors, Hello tutors, we need to mark, let's consider, we can) of constant presence in their attitude of saying, soften and modalize the load of commitment and the difficulties that the activities can present for tutor and tutor. His passing

on of guidelines reveals affection, even when he wants (or seems to want) to be emphatic (Please let me know; Please do; Please remember).

Tutor T1X3 (co)responds to this constant search of teacher PX3, regarding monitoring and guidance to the student, that is, she works with the student according to the teacher's recommendations (I also noticed that many students were without access and others with many days absent from Moodle. I sent an email to all these students with a copy for you) regarding the perception of [the student's] performance (I also noticed) and decision making (I sent an email to everyone).

As we can see, the metadiscursive markers present in the dialogue clippings collected from the subjects of a Virtual Learning and Practice Community (CVAP) are rhetorical and interaction strategies essential for the organization of discourse and for the strengthening of interpersonal relationships in the environment virtual learning.

6 FINAL CONSIDERATIONS

The metadiscursive marks present in the interpersonal relationships that are carried out in the asynchronous activities available in the virtual teaching and learning environment - AVEA Moodle are of paramount importance for the mediation of learning. Among them, we highlight the directive questions or requests and their respective answers, the markings of affection, cordiality and proximity to the immediate reader.

They perform practically all the communicative and interactive act of academic dialogue, both in teacher-tutor, coordination-administration, course coordination-pedagogical coordination, as well as in the organization of Virtual Communities of Learning and Practice - CVAPs, in which the participants can build the space for exchanges, based on reflection and the social construction of knowledge.

Metadiscourse allows teacher-writers to exercise control over the information and guidance they provide by using expressions that organize and evaluate that information, directing student-readers on how they should understand and evaluate the subject. Metadiscourse is a “ubiquitous aspect” of our everyday language (HYLAND, 1998, p. 438), and one of the means of perceiving how we can communicate in a variety of genres, depending on the situation.

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