

## THE WATTPAD CAPABILITIES FOR WORK WITH READING AND WRITING

LES CAPACITÉS DU WATTPAD POUR TRAVAILLER AVEC LA LECTURE ET L'ÉCRITURE

AS POTENCIALIDADES DO WATTPAD PARA O TRABALHO COM A LEITURA E A ESCRITA

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**Manuscript received on:** March 29, 2023.

**Approved on:** June 13, 2023.

**Published on:** September 19, 2023.

### Abstract

Digital technologies, in addition to enabling interaction, enable the constitution of a networked society (LÉVY, 1993; 1998; 1999). Although present in school spaces, the use of digital technological resources has been accelerated with the COVID pandemic. The teachers were thrown into a vortex, in whose center was the urgency of the use of different technologies, especially digital ones, straining pedagogical practices. The use and evaluation of the tools occurred almost simultaneously and the post-pandemic has given rise to challenges about which media to select and how to use the different technological resources in order to enhance the teaching-learning process. In this wake of discussions, this work analyzes the wappad as a pedagogical resource for classroom work and seeks to understand the potentialities of the application for working with reading and writing practices in high school, from Rojo's studies; Moura (2012); Vieira (2012; 2013); Kings; Gomes (2014); Kings (2017); Chartier (1994); Soares (2002); Ribeiro (2021); Coscarelli; Novais (2010) among others. This is an exploratory research, whose central focus is the analysis of the wappad application, in the light of precepts about educational technologies. The analyses showed that the wappad offers multimodal resources to develop the teaching-learning process with regard to reading and writing in a digital context. However, it is pertinent for the teacher to know the resources available on the platform, considering evaluation criteria that cover the linguistic, pedagogical and technological dimensions.

**Keywords:** Educational technologies; Linguistic, pedagogical and technological indicators; Reading; Writing.

### Résumé

Les technologies numériques, en plus de permettre l'interaction, permettent la constitution d'une société en réseau (LÉVY, 1993; 1998; 1999). Bien que présente dans les espaces scolaires, l'utilisation des ressources technologiques numériques s'est accélérée avec la pandémie de COVID. Les enseignants ont été jetés dans un tourbillon au centre duquel se trouvait l'urgence de l'utilisation de différentes technologies, en particulier numériques, mettant à rude épreuve les pratiques pédagogiques. L'utilisation et l'évaluation des outils ont eu lieu presque

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simultanément et l'après-pandémie a donné lieu à des défis quant aux médias à sélectionner et à la manière d'utiliser les différentes ressources technologiques afin d'améliorer le processus d'enseignement-apprentissage. Dans ce sillage de discussions, ce travail analyse le wappad en tant que ressource pédagogique pour le travail en classe et cherche à comprendre les potentialités de l'application pour travailler avec les pratiques de lecture et d'écriture au secondaire, à partir des études de Rojo; Moura (2012); Vieira (2012; 2013); Reis; Gomes (2014); Reis (2017); Chartier (1994); Soares (2002); Ribeiro (2021); Coscarelli; Novais (2010) entre autres. Il s'agit d'une recherche exploratoire, dont l'objectif central est l'analyse de l'application du wappad, à la lumière des préceptes sur les technologies éducatives. Les analyses ont montré que le wappad offre des ressources multimodales pour développer le processus d'enseignement-apprentissage en matière de lecture et d'écriture dans un contexte numérique. Cependant, il est pertinent pour l'enseignant de connaître les ressources disponibles sur la plateforme, en tenant compte des critères d'évaluation qui couvrent les dimensions linguistique, pédagogique et technologique.

**Mots-clés:** Technologies éducatives; Indicateurs linguistiques, pédagogiques et technologiques; Lecture; Écriture.

### Resumo

As tecnologias digitais, além de possibilitarem a interação, viabilizam a constituição de uma sociedade em rede (LÉVY, 1993; 1998; 1999). Embora presentes nos espaços escolares, o uso de recursos tecnológicos digitais foi acelerado com a pandemia de COVID. Os docentes foram lançados em um vórtice, em cujo centro estava a premência do uso das diferentes tecnologias, sobretudo as digitais, tensionando as práticas pedagógicas. O uso e a avaliação sobre as ferramentas ocorreram quase que simultaneamente e o pós-pandemia acena com desafios sobre quais mídias selecionar e como utilizar os diferentes recursos tecnológicos a fim de potencializar o processo de ensino aprendizagem. Nesta esteira de discussões, este trabalho analisa o wappad como recurso pedagógico para o trabalho em sala de aula e busca compreender as potencialidades do aplicativo para o trabalho com as práticas de leitura e escrita no ensino médio, a partir dos estudos de Rojo; Moura (2012); Vieira (2012; 2013); Reis; Gomes (2014); Reis (2017); Chartier (1994); Soares (2002); Ribeiro (2021); Coscarelli; Novais (2010) entre outros. Trata-se de uma pesquisa de cunho exploratório, cujo foco central é a análise do aplicativo wappad, à luz de preceitos sobre as tecnologias educacionais. As análises evidenciaram que o wappad oferece recursos multimodais para desenvolver o processo de ensino aprendizagem no que se refere à leitura e à escrita em contexto digital. Contudo, é pertinente que o docente conheça os recursos disponíveis na plataforma, considerando critérios de avaliação que abranjam as dimensões linguísticas, pedagógicas e tecnológicas.

**Palavras-chave:** Tecnologias educacionais; Indicadores linguísticos, pedagógicos e tecnológicos; Leitura; Escrita.

### Introduction

Digital information and communication technologies (DICT) are gradually becoming a part of people's everyday lives. With the advent of the internet, activities related to the field of work, personal and interpersonal field are being performed with the help of technological tools (BRASIL, 2018). Among them are sending messages and online interactions; the use of email, WhatsApp, Facebook, Instagram among other

virtual social networks; access to apps for making a bank transfer, a purchase, a work task. In the personal and interpersonal field, the same digital tools can be used for sharing information, knowledge, interaction in virtual networks, etc.

Regarding teaching and learning, the COVID pandemic accelerated a process that had been underway since the second half of the twentieth century, since the digital issue was already present and driving changes in Brazilian society. The pandemic created a real vortex at the center of which was the urgent need to use different technologies, especially digital ones, so that the teaching-learning process could continue and educational damages could be minimized, due to the closing of schools. In addition to bringing the urgent need for the use of digital technologies, the pandemic context laid bare a series of problems related to the use of DICT in the country related to access and connectivity, highlighted challenges for educational processes, and destabilized paradigms about teaching, learning, evaluating, etc. The post-pandemic reconfigures the teacher's questions about educational technologies: what media and methodologies to use?; how to reconcile the different media and technologies to enhance the educational process? what is the role of the teacher in the face of the different technologies present in everyday life?

The Base Nacional Comum Curricular (BRASIL, 2018), in the area of Languages and their Technologies, recommends that students experience meaningful practices in different "media (printed, digital, analog), situated in various fields of social action, linked to their own cultural enrichment, citizen practices, work and the continuation of studies" (BRASIL, 2018, p. 477). In addition, scholars consider that the languages that surround the digital space require a formative process and demand specific competencies related to practices of understanding and constructing meaning of each of the languages involved, in a training based on the dimension of multiliteracies (ROJO, MOURA, 2012; CHARTIER, 1994; RIBEIRO, 2021; COSCARELLI; NOVAIS, 2010; ALMEIDA; CERIGATTO, 2016; VIEIRA, 2012; BRASIL, 2018). Still from the perspective of forming the autonomous reader, protagonist and able to interact in "intelligent network", the abilities to read, select information critically, produce original texts, share, produce artifacts and publish, need to be developed, in order to enable a more

active participation in society (LEVY, 1999; KENSKI, 2007; SOARES, 2002; SILVA; DE FARIA; ALMEIDA, 2018; CHIEREGATTI, 2018; COSTA; COELHO; TAVARES, 2020).

On the other hand, it must not be forgotten that the teacher is one of the protagonists in relation to the teaching-learning process: it is up to the teacher, in planning their lesson, to select the methodological resources to be used, in order to enhance the functionalities present in technological devices. Based on these issues, this article presents the results of research that problematized the potentialities of the Wattpad application for work with the formation of readers and writers in high school. Wattpad is a digital tool that allows the reader-writer to be the author or co-author of written works, participate in the Wattpad community, as well as provide opportunities for editing and publicizing the produced text. The hypothesis was that this tool, by providing opportunities for reading and writing, could be used as a pedagogical resource in the classroom to enhance language practices and enable the learner's protagonism in the construction of their own knowledge. The aim was to understand the potentialities of Wattpad as a resource for work with reading and writing practices in high school, based on the analysis of indicators for the evaluation of educational tools. These indicators encompass linguistic, pedagogical, and technological aspects that make up digital tools (REIS, 2017). It should be noted that Wattpad was not produced to be used with pedagogical intent, just like other apps and social media, however, it is possible to analyze it based on contributions about educational technologies.

The methodological procedures are based on a qualitative approach, of an exploratory nature. First, bibliographic research was carried out in books, articles, dissertations about Wattpad and about the use of digital technologies, from keywords and search tools. Then, an analysis was carried out on the functionalities of Wattpad, based on indicators for the evaluation of digital educational technologies proposed by Reis; Gomes (2014) and Reis (2017). To illustrate the linguistic, pedagogical and technological aspects, screen prints of the application were made.

The relevance of this research is backed by the urgency to shed light on the use of DICT in the educational process, since on one hand, the use of digital technological resources was accelerated with the COVID-19 pandemic and pedagogical practices

were strained, on the other hand, it is necessary that teachers have robust indicators/criteria to proceed with the analysis and choices of which digital resources to use. It is also justified by the need to consider that research on teacher training can contribute to a more autonomous action of the teacher in relation to different digital technologies, since, in this post-pandemic scenario, "the school and the teacher are challenged in the construction and application of new teaching methodologies, facilitators of learning and guarantors of inclusion, and in the use of technology as a tool to complement pedagogical practices" (MACIEL NERLING; DARROZ, 2021, p. 07).

In addition to this introduction, this text presents three sections: the first discusses the teaching-learning relationship and presents indicators for the evaluation of digital artifacts; the second talks about Wattpad and brings research on the use of the platform in a pedagogical context; finally, the third section presents the analysis of Wattpad from indicators that consider the linguistic, pedagogical, and technological dimensions of digital artifacts.

### **Teaching and Learning Mediated by Digital Technology: The Use of Indicators for the Evaluation of Digital Artifacts**

In any period of human evolution, there are conceptions, behaviors, ways of acting, and perceiving reality that underlie group life. Social, historical, and cultural construction is linked to learning practices that integrate into knowledge, thoughts, beliefs, and values that make up the culture of a people and influence social dynamics (KENSKI, 2003). In the same vein, in each era of human history, different technologies are intrinsically linked to cultural life and are created to meet the current needs of social participants. Furthermore, all technology brings changes that impact the ways of thinking, acting, and performing in a certain space, individually or collectively.

The technologies created at different times to serve the social community, change social practices, drag customs, traditions, knowledge, and ways of conveying knowledge (KENSKI, 2003; LÉVY, 1998). They also change modes of communication and social interaction. Through oral language, knowledge, principles, conceptions, and

ways of acting were disseminated through storytelling and myths. Information was disseminated personally, simultaneously, and at the same place for a community (VIEIRA, 2013). Memory was the tool that allowed the storage and safekeeping of information. The cultural values acquired over time represent the knowledge and the stage of development of the social community in a specific period (KENSKI, 2003).

With the creation of the press and the process of book production, new technologies emerged that boosted language practices. Soares (2002) states that before the creation of the press, the handwritten construction and dissemination of texts determined their propagation, their use and, as a result, the uses of writing and reading were exclusive to a few. In addition, the distributed copies of the works were hardly similar, as copyists altered them by mistake or consciously, through additions of notes and personal comments, since there were spaces for this purpose (SOARES, 2002). In that context, even with the creation of the press providing the expansion of writing, oral dissemination was also present.

Chartier (1994) discusses the technological transformation throughout history and affirms that the manuscript and printed book are woven with similar systematizations that materialize in the codex. Therefore, for the author, the discovery of printed writing does not represent a revolution. This is explained by the fact that both records are made on the codex support. According to Vieira, "these modifications occur in a dialectical process over time, so that one stage of knowledge about a certain object serves as a platform for the subsequent stage" (2013, p.03). After the invention of the press, other communication technologies were being created and (re)invented: radio, television, computers, notebooks, smartphones, etc.

Technological innovations linked to digital culture brought as potentiality the virtual space - or cyberspace - and the digital language, which represents the combination and composition between languages: oral, written, and digital (KENSKI, 2007; ALMEIDA; CERIGATTO; 2016). Santaella explains that "a new communicative and cultural formation is integrating into the previous one, causing adjustments and refunctionalizations in it" (2003, p.25). In this way, the semiotic principles preexisting in the previous cultural formations integrate into the so-called cyberculture, in a dynamic where the oral, the written, and the digital interconnect in an indefinite space-



time. For Chartier, digital language is the authentic change that transforms not only the form of text circulation, but also the systematizations and configurations used for the text to reach the reader (CHARTIER, 1994).

Considering the historical trajectory of languages over time and their evolution, digital language, according to thinkers (LÉVY, 1999; KENSKI, 2003; ALMEIDA; CERIGATTO; 2016), integrates with other languages, resulting in a set of languages: images - in motion or not - videos, music, texts written with various fonts and colors, interactive conversations on virtual social networks. With each click, new messages and new learnings appear, multiplying into branches of knowledge, and the participant has the autonomy to make choices offered by technology. In conclusion, three languages integrate and transform cyberspace into an interactive space, where information and knowledge are spread and shared in a network (LÉVY, 1999; KENSKI, 2003; ALMEIDA; CERIGATTO; 2016).

The digital context, therefore, enables new language practices and allows for the exchange of experiences and knowledge, in addition to expanding the tools that facilitate communication between people of the same age or different, in different spaces, immediately or not. For Vieira (2013), digital technologies not only initiate new forms of social interaction, but also enable the propagation of online messages and, for the author, there are also multiple pieces of knowledge circulating in cyberspace. By providing articulation to the dynamics of various languages (verbal, visual and auditory) to links and different media, digital technologies have brought about "a new linguistic-textual reality - the hypertext - which poses challenges and possibilities for the learning process of reading as a social practice" (VIEIRA, 2013, p. 3). As Kenski (2007) states, hypertext hosts "sequences in layers of interconnected documents, which function as unnumbered pages, and bring varied information about certain subjects" (KENSKI, 2007, p. 32).

In the school environment, the use of digital technologies aligns with the fascination that multiple languages have over individuals. Writing, sharing, liking, editing, inserting images, etc., are actions that arouse the interest of students who often use digital technologies to interact in their daily lives. On the other hand, it is not healthy to select a video, an application, or any digital tool if there has not been,

previously, a reflection on the pedagogical potential of the chosen resource. Thus, a critical and conscious look at the potentialities and challenges that current technologies bring as learning construction tools is pertinent. It is also necessary to consider that learning needs to be significant and that the materials selected by the teacher need to give the learner the opportunity to be "the protagonist in the construction of their knowledge, expanding their knowledge by elaborating and reworking concepts, by diversifying experiences, through activities and tasks that challenge and involve them" (MACIEL NERLING; DARROZ, 2021, p. 12).

For the proper handling of digital resources as pedagogical resources that enhance the teaching-learning process, it is necessary to create situations where the learner develops competence, not only to interact and communicate in a network, but also to develop critical analysis attitudes in relation to what they share and what is shared and to have a critical-reflective attitude in relation to what is broadcast on different media. This need arises because in contemporary education, "the transfer of content in the classroom begins to be gradually replaced by the search or "navigation" in a "sea" of knowledge, available from various sources, such as the Internet, on portable or fixed devices" (MARQUES; SANTOS, 2021, p. 09-10). In addition, by allowing for "more active participation and autonomy on the part of the students" and a redefinition of the role of the teacher, as "mediator and facilitator of processes" as highlighted by Marques and Santos (2021, p. 10), current technologies require new competencies for active citizenship. Therefore, even knowing that digital technological resources are part of the daily repertoire of teachers and students, it is pertinent to develop strategies that encompass the various social uses of digital tools in a reflective, critical, meaningful, ethical, and autonomous way, so that teachers and students use the virtual environment, read and produce texts exploring the various potentialities that hypermedia offers (ROJO; MOURA, 2012; BRASIL, 2018; RIBEIRO, 2021).

Considering these premises, it is important to propose some evaluation indicators of educational artifacts regarding linguistic, pedagogical, and technological aspects so that the teacher can analyze the potentialities and limitations that digital resources present. This analysis underpins a more significant pedagogical practice



(REIS; GOMES, 2014; REIS, 2017). According to Reis (2017), the use of a digital tool requires a prior analysis, before developing pedagogical procedures, since the use of digital tools contributes to the teaching-learning process when used systematically, that is, checking the potentialities and restrictions of this tool regarding its pedagogical use. According to Alves (2012, cited by REIS, 2017, p. 1-2) to be considered as pedagogical resources, it is pertinent to understand digital tools as non-linear, in order to develop interactive dynamics through studies grounded in instability, encompassing combinations, enabling strategies for various specificities of knowledge and affections.

Based on theoretical assumptions and pedagogical practices, Reis (2017) argues that in relation to teaching-learning mediated by digital tools the biggest challenge is to reconcile recreation with the development of abilities to reflect, participate, analyze, in short, to develop a critical eye and to stimulate collaborative learning. Reis emphasizes the importance of grounded criteria for the analysis of digital tools and presents indicators for the evaluation of digital educational technologies/ digital genres or educational games (REIS, 2017; REIS and GOMES, 2014), as shown in table 1.

**Table 1** - Indicators for the assessment of digital educational technologies

	<p><b>Objective</b> – This indicator is intended to verify the essential reason for the use of the digital tool/game. For this purpose, the teacher needs to answer the following questions: is it an application to build, elaborate, enhance something? Or is it used just to facilitate dialogue, exchange of experiences among participants? Is it an application that facilitates the ability to use language in relation to conversation, writing and reading development, reading and production of literary texts, allowing to listen to text readings through audio, and also, understanding speech? Or an application that allows the ability to provide entertainment and leisure?</p>
	<p><b>Theme</b> - In this indicator, the teacher has the possibility to research through content analysis /topics/ themes debated through the digital resources provided by the application. Some guiding questions for verification are: is there a chance to articulate one or another theme/ point, remaining connected to this application? Is there a digital resource in it that allows to argue, form, encourage reading any exclusive subject? For example: "environment, sex education, cultural and linguistic diversity, digital literacy, language learning, cultural aspects, education, academic literacy, science and innovation, conflicts, and resolutions, activism" (Reis, 2017, p. 118), literature among others?</p>
	<p><b>Language record</b> - This indicator helps the teacher recognize the degrees to which the language is used: popular/erudite in the application's resources, also in relation to vocabulary choices in the online field. To guide the research, it is proposed to think about the digital tool/game as a perspective of using the erudite language as a communicative process to discuss something or to debate some theme? Is it possible in this situation to use popular language, through dialects and familiar words? How do</p>

<b>Linguistic aspects</b>	participants use the language when they communicate: edit their comments, create, produce their texts, and publish?
	<b>Communicative events/genres and social activities in the application</b> - it is recommended to analyze in the application, in what expressive ways are the written, oral, hypermedia productions that circulate in the digital tool/game that the students will be in contact with, when they start the interactive procedure among the application's participants?
<b>Pedagogical aspects</b>	<b>Language conception</b> – This indicator checks whether the languages of the digital tool aim to develop the user's criticality, and also, asks whether it establishes teaching and learning focused on exchanging reading experiences among users, or if it functions only as a stimulus object and a centralizer of knowledge: the subject learns without the opportunity to question and without the practice of interaction among participants.
	<b>Education levels</b> - Which age group is the digital tool intended for? Children, teenagers, or adults? And also, considering the dynamics of language teaching, the interaction among participants, it is observed to what stage of language understanding the resource requires from the student, in relation to reciprocity of learning, using as a criterion the stage "basic, pre-intermediate, intermediate or advanced" (REIS, 2017, p.119).
	<b>Linguistic skills and Multiliteracies</b> - the digital tool is checked for the possibility of providing oral discourse and its understanding, spelling, reading act in the face of challenging actions provided by communication events in the digital resource. Also analyzed are other potentials that the digital resource can develop in the student: group interaction, critical reflection, development of multiliteracies, etc.
	<b>Teaching and learning principles/approaches</b> - Analyzes how the teaching and learning of the language is suggested in the tool, is it in the bias of social events or as language teaching detached from social use?
<b>Technological aspects</b>	<b>Resource format and download possibility</b> - It aims to recognize whether the interface that provides the digital tool allows the dynamics of team or individual use, and, in addition, whether it enables the practice of using the digital tool offline or only online.
	<b>Time/duration</b> - It aims to show the period the participant needed to finish a stage or complete the whole journey of what was proposed in the activity of the digital resource.
	<b>Extra resources</b> - The viability of interaction between players through comments, exchange of experiences among participants is analyzed. In addition, the possibility of exchanging information with the digital resource's help team is verified, resorting to virtual social networks and chats, and also, uncovering the frequency at which the management team updates the digital tool.

**Source:** Adapted from Reis (2017).

These indicators involve linguistic, pedagogical and technological dimensions, as well as allowing the teacher to know the object and then plan dynamics that will enhance students' experiences, making learning meaningful. The teacher will perceive the potentialities and the restrictions that the digital object will make available to develop the desired practice. This dynamic makes it possible to develop protagonist students, that is, capable of producing and disseminating their knowledge construction object (REIS, 2017; REIS; GOMES, 2014).

The next section will discuss Wattpad as a resource for teaching reading and writing.

### Digital technologies for teaching and learning: focusing on Wattpad

Wattpad is an entertainment tool that allows the reading of literary works, editing of texts, posting of books, and adding comments. In this space, readers and writers exchange ideas about readings made, suggest opinions on stories that are being written, using the "Comments" feature. The tool allows readers and writers to develop reading and writing skills. In terms of access, the application has a free option, or paid, with the free option the user accesses the application through a Facebook account, Google, or by email. Figure 01 illustrates the Wattpad homepage.

Figure 01 – Wattpad homepage.



Source: Wattpad (2022).

As can be seen, the tool is translated into Portuguese, which facilitates its use in the classroom. In addition, it has a direct dialogue with the participant and informs that the platform connects readers and writers. It should be noted that Wattpad was not developed with an educational purpose, i.e., to be worked on in school environments. However, researchers are investigating the technological potentialities of the publishing company for work with reading and writing practices in Portuguese language classes. Costa, Coelho and Tavares (2020) explain that this Canadian app innovatively enables the practice of reading and writing in an inventive way, allowing

one or another netizen to publish and share their stories with other network participants, without having to pay for the digital dissemination of the work; there are also no costs for reading or need to pay a monthly fee for the use of the social network. There is a paid version for subscribers, but the free version provides resources that guarantee usability as educational technology.

Lemos (2009, cited by ALMEIDA; CERIGATTO, p. 217) reflects on the culture repressed by the passivity of the subject in knowing through the control of information and shows the changes that digital technologies can bring to the production and emission of contents in terms of authorship. According to Almeida and Cerigatto (2016), the student can become subject to well-defined actions before the networks, through the authorship of works, participation in virtual communities, forums, producing videos, editing books, making comments, and also, "developing software and more Web 2.0 tools" (ALMEIDA; CERIGATTO, 2016, p. 217).

Such considerations are supported by the analysis of Costa, Coelho and Tavares (2020) on the use of Wattpad to develop potentialities in students during the teaching and learning process at school. The authors highlight the educational potentials made possible are: team dynamics (teachers, students, managers and other related professionals) incorporated into tools (didactic, systematizations, administrative, etc.) and artifacts (materials, functional, technological, among others) to improve the development of pedagogical experiences.

In their research, Costa, Coelho and Tavares (2020) emphasize the potentialities of Wattpad for working with reading and writing. Notably, the process of writing production, which is not limited to one author, but a plurality of integrated thoughts. The authors affirm that Wattpad enables a dynamic of reading and writing in a creative way, offering participants the publication of the elaborated book for free. They highlight the possibility of including the use of Wattpad as a teaching practice in basic education, in the first moment, in the Portuguese Language curriculum component, however, they emphasize that it could be suitable for the other components as well (History, Geography, Arts, etc.).

Ribeiro (2018), when discussing technology, teaching and learning warns that facilitated access to technologies, by itself, does not guarantee the expansion of the

"semiotic power of students and teachers". The author emphasizes that it is the role of the school to "study and produce ways to make expression available, in its modes of production and circulation, to all who want, need and/or can do so" (RIBEIRO, 2018, p. 78). Furthermore, it highlights that technological inventions have expanded modes of expression and circulation of texts, information, and knowledge. Therefore, it is essential to discuss how and which tools or languages to employ, considering the objectives to be achieved. In this sense, it is necessary to consider the potential of Wattpad as an educational tool, aimed at the development of readers and writers with a view to a "citizen action in school, in the community, in the world" (RIBEIRO, 2018, p. 79).

### **Analysis and discussion on the potential of Wattpad for work with reading and writing**

With a perspective on teaching and learning to develop reading and writing in a school context, this section presents the analysis of Wattpad through indicators for the evaluation of educational technology, considering linguistic, pedagogical, and technological aspects (REIS; GOMES, 2014; REIS, 2017).

#### **- Analysis of Wattpad in terms of linguistic aspects**

The development of linguistic skills is essential for participation in a society that demands different literacy practices from its participants. For the analysis of the linguistic aspects of Wattpad, the following indicators will be considered: the objectives, the theme, the language register and the communicative events/genres and social activities in the application, based on Reis (2017).

As for the objectives, Wattpad enhances reading and writing practices, notably literary reading, book writing, interaction through comments, sharing of stories, as well as the alternative for translating books into other languages. The presentation of the features in the application allows it to be categorized not only as a tool for entertainment and dissemination of works, but also as a pedagogical possibility for working with reading and writing. Wattpad allows the participant to act as a writer, reader, or both at the same time. Afterward, the user will have opportunities for

literary readings, to produce their own story in stages and publish it as they build the chapters. Meanwhile, the reader can make comments, dialogue with the author of the story, indicating suggestions about characters and unfolding actions, by clicking on bubbles located at the end of each paragraph of the text. When activated, a dialog box appears on the right, "Comments", for interaction between reader/reader and reader/writer.

Wattpad also offers the possibility of reading literary works by renowned authors such as Machado de Assis, Antoine de Saint-Exupéry, Homer, etc. There are also authors who are in the process of perfecting their writing, building their names as authors, and who use Wattpad to promote their works. Chieregatti (2018) clarifies that the platform allows a leading role for attendees, where they can act collaboratively on works, or post their own work.

Regarding the themes, the works are distributed in several categories such as Romance, Teen Fiction, Science Fiction, General Fiction, Historical Fiction, Non-fiction, Short Story, Mystery, Fanfic, Humor, Spiritual, Women's Literature, Other genres, Horror, Paranormal, Werewolves, Poetry, Vampires, The Wattys, Adventure, Action, Suspense, Fantasy, and Classics. Thus, the reader can choose the work based on their preferred category. Besides reading, the application allows the creation of stories.

When the categories are accessed, they generate varied themes that contribute to the teaching and learning process to develop the practice of literary reading, involving various subjects. For example, within the romance category, there are potential words (tags) that generate various stories that address different subjects, such as love, fights, etc. The tags are ways of presenting the works and transforming them into facilitated access for the search of story themes and subdivisions, and they are used throughout the story. Thus, it is understood that any excerpt of the work will result in an identical collection of tags integrated into them.

If the teacher accesses the romance category, the tags: romance, love, hot, friendship, will appear as a sequence of stories written on these themes. The works will be complete or not finished by amateur writers on the platform. If the choice is the Classics category, written by established or not yet established writers, the words:



classics, classic slp, and fairy tales will also be shown. There are also works of world literature that are in the Public Domain, they are complete and original.

Wattpad readers and writers have the opportunity to access literary categories and subcategories to read established or not established works. These books present various themes that contribute to literary literacy through digital literacy. An excerpt from the book: Required Works for Enem and other entrance exams presents a list of books that are required for the Exame Nacional do Ensino Médio (Enem) and other entrance exams that take place in the country.

In addition to literary readings, Wattpad enables authorship, creation, the development of stories for posting and sharing with other users in the application and with virtual social networks such as YouTube, Facebook, Twitter, Instagram, and Tiktok.

Regarding written production, to start writing the text, just go to the upper bar of Wattpad, access the Write menu, and then click on create a new story. A dialog box will appear to be filled out by the participant about the story to be produced, starting with the title, description, main characters, category, tags, target audience, language, copyright, rating, and book cover.

This synopsis will later be presented to the reader, making up the cover and other descriptions such as: whether the story is completed or not, which audience the presented tags are targeting, among other descriptions. To access the list of books, just choose a category, then choose a tag or choose a book that resulted from the category. When a category is selected, it results in a list of books with descriptions such as: cover, synopsis, and other details about the story.

The possibilities of using the resources offered by Wattpad from reading literary works, editing, producing texts, sharing, interacting with readings, and created works cited above are available online and free of charge.

The application also offers other opportunities to use resources through Wattpad Premium with unlimited offline ad-free reading stories, and also provides the accumulation of bonus coins. Consequently, the coins are used to unlock Paid Stories, to promote and support writers with remuneration to dedicate time to the creation of

literary works, thereby improving their stories more quickly. Paid Stories have a 'Paid Story' badge in the story description.

Thus, for the use of Wattpad as a pedagogical resource, it is necessary for the teacher to make a careful analysis and a plan suitable to the learning objectives, in order to explore the potential of the app and mediate the teaching and learning process. According to Reis (2017), there is a need for preparation and organized study in advance about the digital artifact, as well as practical theoretical didactic assumptions to guide the completion of tasks.

When it refers to the use of language in terms of formality/informality, this app allows both ways of communicating both in the comments on the stories and in the content of the works. This is evident in the book "Grand Classics of Suspense" from Wattpad SuspenseLP, the informal use of written language in the comments made by readers. The reader Smwselavnde comments: "Dude, I'm even traumatized by that story of his called 'black cat'." The reader refers to Edgar Allan Poe who is quoted in the book "Grand Classics of Suspense" from Wattpad SuspenseLP.

In addition, in the work "Drug Dealer's Wife" by Morenacrf, the author begins the first chapter by introducing herself: "My name is Isabella, better known... businessmen and live... condominium (...)". The author continues: "My best friend Michele... crazy (...)". This fragment shows the informal use of language in a finished book.

In both examples cited, there is the presence of colloquial language both in the book's content and in the comments. However, in the situation of reading the classic work by Machado de Assis: "The Alienist", it is presented as an example of formal language.

In relation to the communicative events that make up Wattpad, such events are represented by the configurations and designs exposed to attract the reader's attention, the writer to access various resources, with reading and writing functionalities for participants to act as protagonists through comments, creation, editing, publication of stories and sharing of productions.

On the app's home page, the title: Wattpad, written with larger and colored letters, in the same direction, there are the menus: "Explore", "Community", "Search" and "Write" with smaller font and in black that allow readers and writers the autonomy to navigate and choose the routes to be taken. The plurality of accesses enables reading, writing, creating books and interaction among participants. When the user wants to read works in the app, just access the home page, and click on the search menu which will result in categories available for reading. To write a story, just click on the "Write" menu, where you can create your own story.

When the reader opts for reading literary works, they can access the "Search" menu, thus, twenty-four categories will appear for accesses. The user, choosing the Adventure category, will get as a result: a collection of tags with various themes and a collection of books that are available on this page. Regarding the list, a collection of books appears, presenting a synopsis next to it. Below the book's synopsis, two colored buttons are presented: one in blue, indicating that the work has already been completed, the other in red, indicating the age range allowed to read the story. When the book's description does not present the buttons, it means that the work is in progress and that the author has not indicated the target audience.

In conclusion, Wattpad has features that allow participation in different communicative events, whether by editing and publishing works; the production and reading of comments; sharing on virtual social networks; sending messages on the writer's profile; conducting a survey about reading the work; creating a cover for the work, etc. Such possibilities enhance the teacher's work with reading and writing, in a dimension of multiliteracies.

- Analysis of Wattpad's pedagogical aspects

For the analysis of pedagogical aspects, the following indicators will be considered: language conception, levels of education, linguistic skills and multiliteracies and principles/approaches to teaching and learning.

Wattpad starts from a notion of network reading and writing, where participants can comment, like, write collaboratively, etc. The app stimulates interaction between readers and writers and encourages the production of stories to be read by the reading community. Through the app, the reader can write, produce and post literary stories, make readings and interact with other members through comments left by other readers, and also, as writers of the story. Therefore, language is foreseen as social interaction.

Figure 02 illustrates how the app seeks the adherence of participants.

**Figure 02** - Invitation to the Wattpad user to write, read and interact with stories.



**Source:** Wattpad (2022).

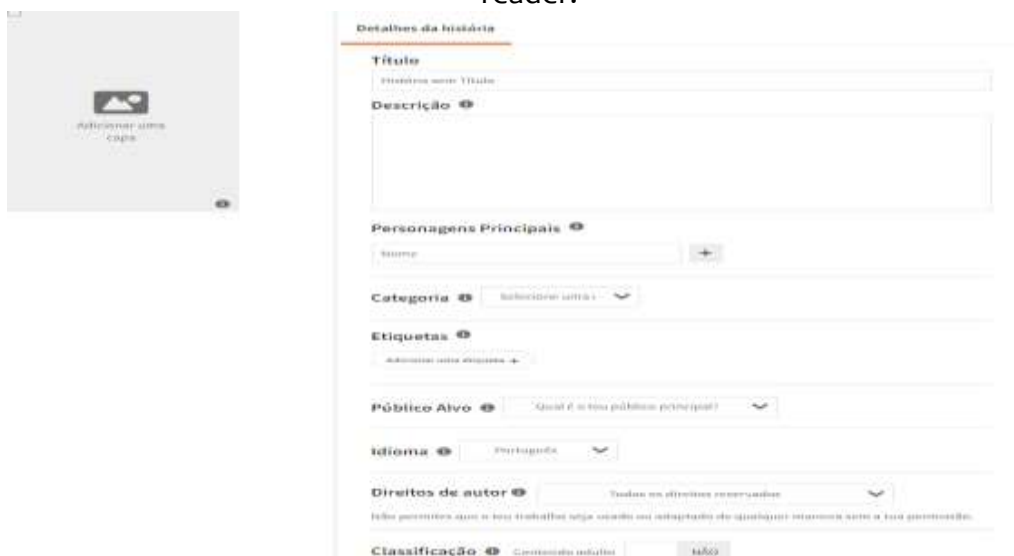
The first invitation "Write stories" instigates the user to be a writer, regardless of the genre chosen for the production of their story. The second "Read socially" presents a call for reading and for the production of comments that allow interaction with the story. The third, "Receive updates", indicates that Wattpad sends notifications, updating the development of the reader's favorite stories that are in progress. Such features are persuasive strategies that seek user adherence to Wattpad. In the classroom, there is the possibility for the teacher to develop pedagogical strategies for the purpose of teaching languages, enabling work with reading and writing. The exchange of comments between reader and writer, collaborative writing, autonomy for editing, production and publication of one's own book contribute to perfecting literacy practices.

It is noteworthy that Wattpad as an app for social use was not designed for pedagogical purposes. However, in relation to the analysis of the Level of Education

indicator, it can be verified that the teacher as a mediator can guide students in the writing and reading process. Before the writer posts their story, it is necessary to fill in the "Story Details" tab in which information about the target audience for the work is added: Children (8-13 years old); Young Adult (13-17 years); Adult (25 years or older), and it is also asked to indicate the Rating (adult content or not). Therefore, the teacher can suggest readings for the learners' age group, considering the indication and pedagogical analysis. Thus, the platform can be used by the teacher for a process of teaching and learning to read and write in a procedural way, from a plan to work with these language practices, considering the profile of each class.

When analyzing the indicators of Linguistic Skills and Multiliteracies (REIS; GOMES, 2014; REIS, 2017), it is observed that the app enables the practice of writing, literary reading, and listening. Regarding writing the story, in addition to written production, Wattpad allows the insertion of hypermedia such as: audios, videos, gifs, and figures that complement the production. To start writing, click on the "Write" menu, then "Create a new story" and the dialog box in Figure 03 will appear.

**Figure 03** - Record of the book cover and story description, for presentation to the reader.



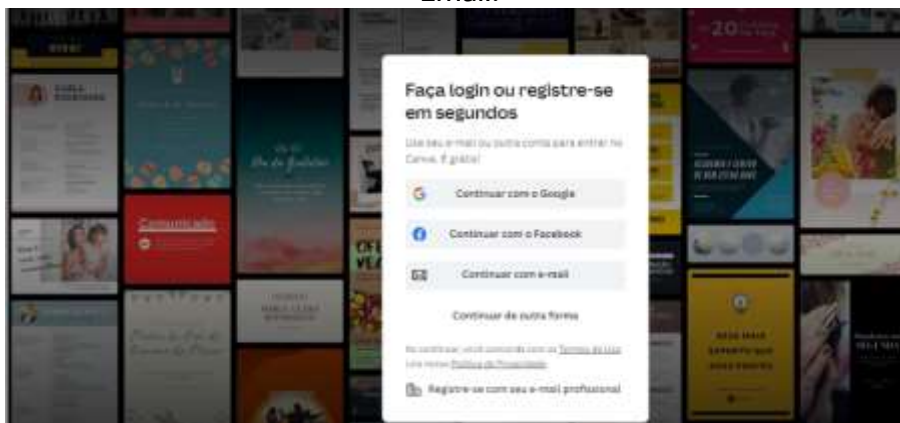
The image shows a screenshot of the 'Detalhes da história' (Story Details) form on the Wattpad platform. The form is titled 'Detalhes da história' and contains several input fields and dropdown menus. The fields are: 'Título' (Title) with a placeholder 'Digite aqui o título'; 'Descrição' (Description) with a placeholder 'Escreva aqui a descrição'; 'Personagens Principais' (Main Characters) with a placeholder 'Adicione aqui os nomes'; 'Categoria' (Category) with a dropdown menu showing 'Substitua esta'; 'Etiquetas' (Tags) with a placeholder 'Adicione aqui as etiquetas'; 'Público Alvo' (Target Audience) with a dropdown menu showing 'Qual é o seu público principal?'; 'Idioma' (Language) with a dropdown menu showing 'Português'; 'Direitos de autor' (Author Rights) with a dropdown menu showing 'Todos os direitos reservados'; and 'Classificação' (Classification) with a dropdown menu showing 'Conteúdo adulto' and a '1450' button. The source is cited as 'Source: Wattpad (2022)'.

For filling out the dialog box from Figure 03, the following items are provided: "Title", "Description" (synopsis), "Main Characters", "Category", "Target Audience",

"Language", "Copyright", "Rating". In addition, the creation of a cover for the story. The information requested by the dialog box is intended to guide the author to create the cover and insert the main information about the work. This information will be presented in a list of books available for reading. Thus, when accessing Wattpad, the reader visualizes the list of works, the available titles, cover images, the book's synopsis, and other details that make up the ad for a preliminary reading of the work.

To create a cover for the book, simply access the "Add a cover" menu to the left of Figure 03, choose to create a cover, and then a message with access to Canva via Google, Facebook, or Email will appear.

**Figure 04** - Access to Canva to create the book cover through Google, Facebook, or Email.



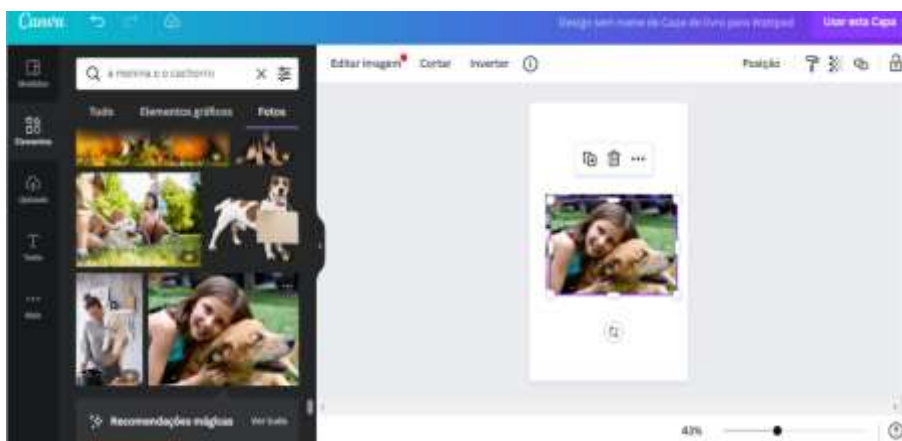
Source: Wattpad (2022).

After choosing an account, Figure 04, the user can select a list of covers offered by Canva. The cover construction can be guided by templates offered by Canva, or by upload, through the insertion of an image (graphic, gifs or photos) from Instagram, Facebook, Google Drive, Dropbox.

Figure 05 illustrates the process of creating the cover of the work titled: The girl and the dog.

**Figure 05** - Access to Canva to create the book cover through Google, Facebook, or Email.



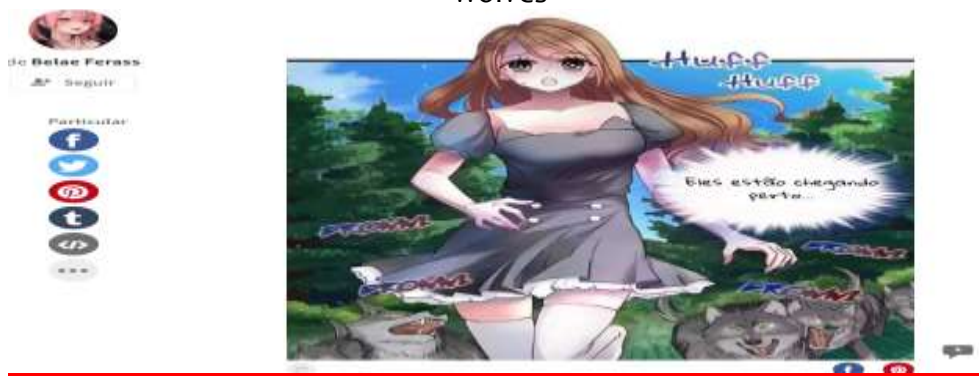


Source: Wattpad (2022).

When creating the cover, the writer can insert multimodal resources such as photos, texts, images, gifs from other browsers; select font, sizes, color, alignment, effects, position among other possibilities. At the top of the platform, there are icons that provide resources for inserting videos, images, moving images, audios, podcasts.

The example, Figure 05, presents the comic book format of the story "The Beauties and the Beasts".

**Figure 06** - Comic book presentation in the first chapter of a character running from wolves



Source: Wattpad (2022).

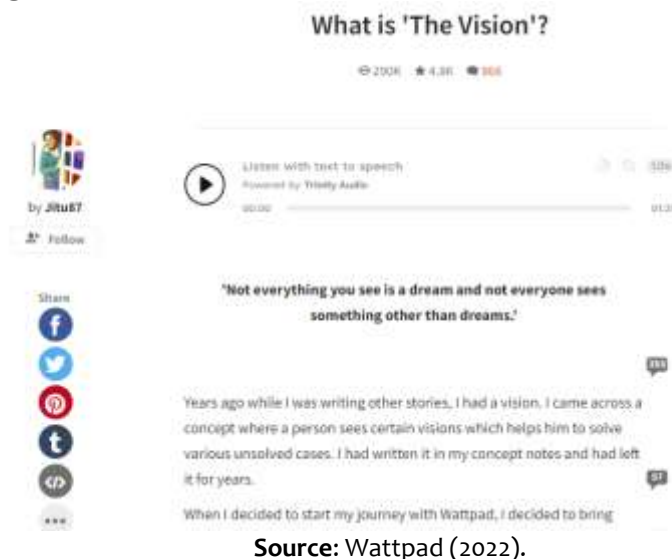
The author can select images and use them in the construction of the chapter, which helps to compose the narrative, as well as illustrate the story. In addition to images, Wattpad enables the integration of video to assist in the construction of the text's meaning, as shown in Figure 07.

**Figure 07** - Book: Powerful by Marlena Molina, using the video feature.



In addition, another example of a resource used to compose the writing is audio. The reader can read the story, or just listen to it. If the reader wants to translate the written story into another language that the app offers, it is possible. However, the audio remains in the original language. Figure 08 is an example of this Wattpad feature.

**Figure 08** - Audio feature added to listen to the written story



The audiobook is another resource that contributes to encompassing the meaning of the text to be written in the first chapter of the book "Learning Literature", under construction, by the author Amaraler (see Figure 09). In addition, the audio contributes to the development of attentive listening skills.

**Figure 09** - Audiobook composing the first chapter under construction by author Amaraler



Source: Wattpad (2022).

In Figure 10, the second chapter, in progress, of the book "Learning Literature" by the author: Amaraler is presented. The image shows the use of a podcast to explain cordel literature.

**Figure 10** - Learning cordel literature through podcast.



Source: Wattpad (2022).

The resources presented contribute to the development of skills related to multiliteracies, as the author can choose the resources that will enhance the production of the work. For pedagogical purposes, the teacher can explore these resources in the classroom to develop skills related to the integration of different language resources in writing. In addition, the teacher will have the autonomy to plan the language learning process, according to the theme studied. They can choose

existing texts on the platform for reading and analysis or propose written or oral productions for students adding the multimodal, hypermedia resources that the platform and other browsers (Canva, YouTube etc.) offer.

By adding images, audios, videos, podcasts, etc., the learner can develop linguistic skills such as: writing different genres (book cover, synopsis, comment etc.), speaking, listening, conscious reflection on the choice of resources (linguistic and semiotic) that will contribute to the goals they intend to achieve as a text producer.

In relation to the key indicators/teaching and learning approaches, the languages presented stimulate digital literacy, starting with navigating the application to explore and understand the multiple possibilities of access to literary readings. They also allow the learner to develop autonomy, as they need to choose the configuration used to create a book cover and to insert hypermedia resources such as videos, images, moving images, audios, etc., in order to construct and shape the desired book.

The guidelines presented for the writer to start writing the book can be seen as a systematic approach in pedagogical terms, as shown in Figure 11.

**Figure 11** - Guidance for story description, starting with the details, then the index, and finally the story notes.



Source: Wattpad (2022).

When accessing the "Story Details" menu, the writer will fill in the following data: "Title", "Description", "Main Characters", "Category", "Target Audience", and so on. In the "Index" menu, the title of the story's chapters will be added, guiding the writer to write the title of each chapter. Regarding the "Story Notes", it is a space

reserved for the writer's notes, and also, to inform about the importance of narrative planning. The Wattpad app provides guidance that emphasizes the relevance of the protagonist as a character in focus, who leads actions, and participates in significant parts of the story. In the app, there is a formula for the writer to construct their logline (a sentence that synthesizes the narrative) is: protagonist + action + antagonist + goal + challenge.

In the "Conclusion" item, there is an explanation of the importance of planning the end of the story to direct appropriate actions and there are three questions about the end of the story. The first: about what will happen at the end of the narrative; the second: if the main character will achieve their goal at the end of the narrative; and the third: how the main character will find themselves if they manage to achieve their desired purpose.

Analyzing the key indicators/teaching and learning approaches, it is noticed that the application, in addition to the purpose of entertainment, also aims to guide narrative writing, based on the presentation of elements that direct written production and that function as a step-by-step guide for the beginner writer. In relation to the pedagogical dimension, Wattpad allows language development in an interactive way in which the reader performs literary reading and interacts with readers about the story read. Moreover, in the dimension of multiliteracies, Wattpad enables the development of digital literacies, visual literacy, and literary literacy. As highlighted, with appropriate planning, the teacher can explore the application as a resource for the teaching and learning of reading and writing.

The next aspect to be analyzed of Wattpad is the technological one.

- Analysis of the technological aspects present in the wattpad

The technological dimension involves analysis on the Format of resource/ possibility of download, Time/duration, and Extra resources. In reference to technological aspects, the analysis of the indicators should consider that the resources for reading and writing are related to the format of the free or paid version. In the free version, reading and writing are performed online; for offline use, it is necessary to use

the paid version. The 2022 version provides guides such as "Explore" and "Search" that, when accessed, present literary categories that are available for reading. Moreover, the "Write" tab allows writing books, making covers, and publishing.

The free version does not allow downloading literary works from the platform, but it was noticed that there is the possibility of sharing on virtual social networks such as: Facebook, Twitter, Pinterest, Tumblr; post on the profile and share via Email (WATTPAD, 2022). And also, in observation, it was verified that the person who receives the sharing has access to the story, and can share the link with other virtual networks such as Instagram, WhatsApp etc. On the other hand, the paid version offers the reading of stories offline and through Wattpad Paid Stories, writers can receive payment for their writing service. In this way, they can dedicate more time to write their works, supported monetarily by the Wattpad community. Readers will help their favorite writers speed up their work, so that the story is finished and delivered to them quickly. And the stories are recognized as paid in front of a "Paid Story" seal on the story profile (WATTPAD, 2022).

In pedagogical terms, it is necessary to highlight that the free version, in which it is only possible to use the application online, ends up bringing some barriers to its use in the school space, related to the availability and quality of the internet. In this sense, it is important to highlight the need for public policies that guarantee free access to digital technologies, adapted to the teaching and learning environment, and accessible internet to students, in the school space, in order to ensure that language teaching is based on a complete set of literacies and not just printed literacy.

In relation to the time/duration indicator, during text writing, each modification is automatically saved, allowing the author to resume from where they left off. For this, the writer will have to click, on the same page where they are writing in the upper right corner, on the "Save" menu, and then save the changes. Regarding time, the file will be saved, waiting for the next writing by the writer. The writer will have the freedom to publish their story after they finish writing the book, or they can publish at the end of each chapter, thus being able to receive suggestions from their readers through comments.



In relation to the extra resources, the platform makes several paths available for literary reading, adding comments, sharing readings with virtual social networks, text editing, uploading hypermedia, Virtual Assistant answering questions through chat, Help Center with information about Wattpad functionalities.

Regarding literary reading, Wattpad offers categories of works, when accessed there is the option to listen to the text. The "Read Aloud" button, which is at the end of the address bar of the page, allows the reading of the text for listening, however, it was observed that there is not a continuous, pleasant reading. The application reader reads all the symbols on the page along with the text. The participant will be able to listen to the story, add comments, talk with other readers and with the book's author. The comment can be made at the end of each paragraph, through suggestions, and feedback possibility between participants is provided.

The platform informs that it values freedom of expression regarding the public figure, however, it starts from the principle of individual responsibility of the members in relation to the observance of ethical conduct. As a technological resource, it presents the code of conduct and links for the user to make complaints, in case they find postings in dissonance with the guidelines to be followed.

**Figure 12** - Guide "Code of Conduct", "Help Center" from Wattpad.



Source: Wattpad (2022).

In relation to the "Wattpad Safety Portal" tab, if accessed, it opens a page in English, without the option of translation, with the title "Wattpad Safety Portal". On this page, there is information that the community has co-participated with

Mediasmart - a site that comprises a unique set of activities to learn to read and write, using digital media (MEDIASMARTS, 2022) - in order to provide users with safety suggestions and explanations. When the "Parent Portal" tab is opened, Mediasmarts - Wattpad's partner - offers parents ways to contribute to the family during Wattpad practices, making them creative, safe and welcoming, the page is also in English, without translation option. Expanding this discussion to the pedagogical field, the teacher can promote dialogue about what students are reading on Wattpad, so that they comment, suggest readings, exchange experiences as readers.

Regarding the extra feature, Wattpad, in addition to offering interactive literary reading among readers, readers and the author of the work read, also allows the editing of books. The participant writes their text, inserts digital resources from files, from other sites to compose the written text. When they write a word with inadequate spelling, the word will be underlined for correction. If the writer wants to replace the video or file inserted, just click on the symbol of a pencil on the right and you can remove and replace it with another.

**Figure 13** - Insertion of resource in the text, with possibilities of removal and replacement by another resource.



Source: Wattpad (2022).

Regarding co-writing, at the moment, it is not provided by Wattpad. There is no feature that allows people to collaborate on the same text, but to make suggestions and comments. According to Wattpad (2022), it is not possible to safely assist with shared accounts, in the same way that it is offered for individual registrations that have access by email and password.

As for the "Versions" item, it allows you to see the history of previously created versions (Figure 14).

**Figure 14** - Addition of "Dedication", "Set Time", "External Link" and verification of "Versions".



Source: Wattpad (2022).

Another extra indicator that Wattpad provides is the setting of the book cover. The writer can make choices of resources such as: image, photos, in applications, sites for the construction of the cover of his book, and upload it to the platform. This activity develops creativity, an experience in the practice of discovery in combining image, photos, writing, the position of all elements to integrate the space, and thus, become the cover of a work.

Regarding the use of the application as an educational resource, it was observed that the indicators regarding the technological aspects of Wattpad contribute and make resources available to develop skills related to writing, speaking, verbal and non-verbal reading, and digital literacy. The free version provides online readings of literary works, which can be read or listened to. And still, it allows the editions of covers and writing of stories, with the insertion of multimodal resources. The texts produced, in the chapter, can be saved for later posting after they are ready. The platform allows sharing the works with virtual social networks. Regarding the Help Center, it explains security measures and functionality, and also, offers a virtual assistant that interacts with the participant about Wattpad.

It is noteworthy that the use of ICTs as a pedagogical resource does not mean just having the technological device to present didactic content, therefore, it is

necessary to plan the use and this principle applies to the use of the Wattpad platform. The teacher needs to verify if there is internet availability for school use, select the texts to be read to guide the readings, plan the writing production situation, evaluate the educational resources, etc. In this perspective, Soares (2002, p. 155) concludes that “it is not just this new space for writing that is the screen that generates a new literacy, the mechanisms of production, reproduction and dissemination of writing and reading also contribute to this”. As Eco (1996 cited by SOARES, 2002, p. 155) says, the new learning dynamics that happen with the influence of the Web require new dynamics and new reading and writing skills. Therefore, it is proposed to understand, handle and invent electronic artifacts with criticality, with meaning in a "reflective and ethical way in various social practices (including school ones) to communicate, access and disseminate information, produce knowledge, solve problems and exercise protagonism and authorship in personal and collective life” (BRAZIL, 2018, p. 9).

Scholars propose that given the resources made available by technological tools, teachers provide students with different ways of learning, especially considering the new literacy events that include the triad: reading, writing and technology. In this way, Wattpad can be used with pedagogical potential for working with reading and writing in the school space once it enhances such language practices through interactive resources, integrating participants in a group. This interaction allows the exchange of reading experiences through comments. And still, it allows editing, production and circulation of works in a digital context.

### Final Considerations

It is certain that digital technologies contribute to developing new literacies. However, when the topic is educational technologies, it is necessary to assume that it is up to the teacher to critically evaluate the available resources and choose those that will contribute to achieving the intended objectives. The teaching and learning process needs to be based on a perspective of meaningful learning. It is also crucial that the teacher understands the operation of a device, an application, or software to

effectively incorporate it as a pedagogical resource. It is in this field of discussion that this work aimed to intervene. By seeking to answer what the potentials of Wattpad for working with reading and writing are, the hypothesis was raised that this tool, by providing opportunities for reading and writing, could be used as a pedagogical resource in the classroom to enhance language practices and enable the learner's protagonism in constructing their knowledge. Thus, it was necessary to look for indicators that would contribute to the analysis, considering not only the linguistic dimension but also the pedagogical and technological ones. The proposal by Reis (2017) brought parameters that do not constitute a closed listing, as they can be expanded, but at the same time, it provided guidelines for analysis. According to Reis (2017), it is necessary to outline strategies, conduct a prior study to evaluate the digital artifact, and then articulate pedagogical practices for the use of the tool for teaching and learning. This practice promotes learning new digital literacies.

The analyses of Wattpad revealed that, in terms of the linguistic aspect, the application has resources that allow developing dynamics that enhance teaching and learning of reading and writing, and that put the student as a protagonist in these language practices. The platform brings thematic literary categories that contribute to pedagogical strategies to be worked with teachers and students, individually or in a group. Activities can be outlined according to the study moment of the participants, based on the proposal of a theme to be read and discussed. The navigator has the opportunity to select reading routes according to the chosen theme. Each access will display a collection of books with tags that show subjects to be followed and, depending on the theme under study, the participant will have the autonomy to traverse various paths. This dynamic allows the teacher or the student to go through texts, hypertexts, hypermedia, reading, recalling previous knowledge, and other learned knowledge during their student life.

Wattpad allows developing multimodal dynamics with the participant on the platform. In addition to encouraging the reader to navigate various literary categories and write comments, it also allows book editing and publishing your story. The participant can edit, produce their digital object, choosing the configuration to be used

(narration, poem, or comic), the font, images, photos, among other resources. The literacy events that the platform offers facilitate the production of books by the participant themselves.

Regarding the pedagogical aspect, the platform aims to stimulate reading and writing for entertainment, allows readers and writers to meet and connect through access to story readings and chats. Literary works offer opportunities for reading and adding comments between writers and readers with the right to feedback. The platform, in addition to offering interactive possibilities through comments among group participants, also enables and encourages the writing of one's own story and publication. The available resources help the participant plan the writing of the text, by recording important information for the story construction before posting. As a pedagogical strategy, the teacher can broaden the study on narratives, so that students know more about the elements of the narrative, promoting a planned story writing, with objectives already outlined. It also allows developing language skills from the multiliteracy perspective, through the insertion of hypermedia resources such as: videos, podcasts, images, photos, music, among others. Creativity, knowledge, and digital skills are experienced in the attempt to make combinations with colors, images, moving images, photos, fonts, videos that meet the written content of the book.

Regarding the technological aspect, the platform offers digital tools that foster abilities related to reading, writing, speech, digital multimodalities, as well as sharing on virtual social networks.

Some limitations were observed regarding the use of the platform, such as: not allowing free download, and also, the impossibility of co-writing. According to Wattpad (2022), offline use of the platform only becomes possible through the payment of Wattpad Paid Stories, in this way, stories can be read without ads and on digital devices without internet. Regarding co-writing, it is not yet offered by the platform. According to information on the Wattpad platform (2022), there is no permission for a tool that enables participants to produce in pairs in the same literary product. This is due to the lack of security in shared accounts, since the registrations are individual, and require an email and password when accessed.



The analyses showed that, despite these limitations, Wattpad can be used as a pedagogical resource in the classroom to enhance language practices and enable the learner's protagonism in the construction of their knowledge. For work with reading and writing practices, it was noticed that the platform offers a variety of potential resources, which can still be explored by researchers, teachers, students for the teaching and learning process. To be used in a pedagogical proposal, it is essential that the teacher knows the resources offered by the platform and learns the potential use, that clearly defines the objectives to be achieved, and that plans strategies according to the learning context of the students, since the resources present on the platform can contribute to working with reading and writing practices, expand the digital skills of teachers and students, in a collaborative work and grounded in a perspective of multiliteracies.

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