



Fabrini de Oliveira Rodrigues

Who is up on WhatsApp?

**The construction of identities
in a virtual environment**

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Orientadora: Prof.^a Mônica Souza
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Abstract

Despite the growing number of studies on identity construction through linguistic interaction (Silverstain,1979, Norton, 2000, Bucholtz and Hall, 2005), etc, much of the data sources on which these studies are based comprise transcribed personal diaries and interviews (Norton, 2000; Pierce, 1995). The present study analyses the written chat history of an intermediate EFL learner WhatsApp group from a private school in Rio de Janeiro, Brazil. From a systemic-functional linguistics perspective (Halliday, 1977), using the Appraisal system (Martin, 2005), in conjunction with the five-principle identity construction analytical framework proposed by Bucholtz & Hall (2005), it was possible to identify the recurrent construction of different transitory interactional positions, that is, micro identity aspects built by means of a host of evaluative stances. This study, focusing on virtual communication, contributes to the elucidation of how frequently we evaluate things and, by doing so, position ourselves constructing aspects of our fragmented identities in discourse.

Keywords: Identity Construction, Discourse, WhatsApp, Systemic-functional Linguistics, Appraisal System, Evaluation

Palavras-chave: Construção de Identidade, Discurso, WhatsApp, Linguística Sistêmico-Funcional, Sistema de Avaliatividade, Avaliação

Content

Acknowledgements	1
Abstract.....	2
1. Introduction	4
2. Theoretical Background	6
2.1 What is Identity?.....	6
2.1.1 Social Identities	7
2.1.2 Language and Identity.....	7
2.2 Systemic-Functional Linguistics	11
2.3 The Appraisal System.....	13
2.5 Genres	16
2.5.1 Digital Genres	17
2.5.1.1 WhatsApp as a Digital Genre	18
3. Research Methodology	19
3.1 Context: The chat group	20
3.2 Data.....	20
3.3 Analysis procedure	21
4. Analysis & Discussion	21
4.1 The social identity of the chat group	22
4.2 ‘CDF’	23
4.3 ‘Marvio’s reactions’	25
4.4 The new teacher.....	28
4.5 ‘LOL’	33
4.5 Discussion.....	35
5. Final Considerations	39
6. References	42

1. Introduction

Studies on how identities are constructed through linguistic interaction have become increasingly central within sociolinguistics (Le Page and Tabouret-Keller, 1985, apud Bucholtz and Hall, 2005), discourse analysis, linguistic anthropology (Silverstein, 1976, apud Bucholtz and Hall, 2005) and social psychology (Ivine and Gal, 2000; Silverstain, 1979, apud Bucholtz and Hall, 2005). One particular productive area of focus has been on identity construction of second language learners. The study by Norton (2000), for example, on immigrant women learning English in Canada has been very influential in the field since it illustrates how students' identities are constructed in and out of the classroom based on the analysis of personal diaries and interviews. More recently, under the sociosemiotic perspective of the Systemic-Functional Linguistics, Heloiza Quirino (2015) looks into the construction of identities observed in small stories spontaneously told during discussion groups carried out with her public school students who were repeating school years.

However, much of the previous work on identity construction in linguistic interaction is based on the analysis of data sources such as transcribed interviews. The present study has as its source of data for analysis the written WhatsApp chat history of an intermediate adult EFL learners group from a private language school in Rio de Janeiro, Brazil. From a systemic-functional linguistics perspective of language, and using the appraisal system in conjunction with Bucholtz & Hall's (2005) proposed identity construction analytical framework, this research attempts to evidence the construction of some particular transitory interactional positions in discourse, that is, micro aspects that compose one's multifaceted identity.

This study will be divided in 5 chapters. Chapter 1 introduces the study and presents its aims, Chapter 2 discusses the theoretical background that guided this research. This chapter will be structured in subdivisions which will cover the following: an overview of identity and its construction in linguistic interaction; a concise overview of systemic-functional linguistics and how it sets the ground for the

discourse analysis carried out; an overview of the Appraisal system, focusing on how it connects to the analysis proposed; and a brief review on genres and virtual genres in order to account for the platform from which the data analyzed was constructed. Chapter 3 presents the research methodology, including the research context and a description of the participants that took part in this study. Chapter 4 presents the data as well as the analysis. Chapter 5 presents the final considerations of the study.

2. Theoretical Background

This chapter comprises five main sections outlining the theoretical background that lays the groundwork for this research. The first section covers contemporary concepts and notions of identity, social identities, and a five-principle analytical framework based on the relation between language (discourse) and identity (Buscholtz and Hall, 2005) that provides the backbone for this paper's analysis purpose: to understand the construction of transitory interactional positions and micro identity categories in discourse. The second section approaches the origin and the underlying principles of the Systemic Functional Linguistics (Halliday, 1977), whose language perspective is adopted in this work. The third section covers the Appraisal System (Martin & White, 2005), which looks into the evaluative properties of a text and contributes to the evidencing of identity constructions in discourse. The last section approaches genres (Martin et al., 1987) and digital genres (Marcuschi, 2008) more specifically in order to account for the platform called WhatsApp, on which authentic discursive data here analyzed was constructed.

2.1 What is Identity?

Most dictionary entries to the word “identity” define it as: ‘who you are, or what your name is’ (“Identity”, def1, *Online Macmillan Dictionary*) or ‘the qualities that make someone or something what they are and different from other people’ (“Identity”, def1a, *Online Macmillan Dictionary*). The term *identity* literally means sameness. Etymologically, it comes from the Latin word *identitas*, “the same thing”, and from *idem*, “the same” (“Identity”, def, *etymoline*) This possibly apparent contradiction can be clarified through the notion that the study of identity often deals with identifying aspects which are exclusive to individuals, and therefore make them different from other people, but, at the same time, work as a parameter for social interaction, that is, the construction of social identities.

2.1.1 Social Identities

A social identity is part of an individual's identity or self-perception of it derived from membership in a given social group. The sense of belonging to a group seems to comfort and fulfill the human desire for solidarity, protection, safety, and the psychological comfort that comes from sharing things with people who align with us. When we interact with other people, we tend to look for signs of proximity or distance because when we compare ourselves with others we can build our alignments and detachments. These signs play a fundamental role in defining the bond as well as the social identity of the group. Social identities are constructed on the basis of culturally and socially relevant signs, or parameters, such as age, gender, ethnicity, nationality, professional status, social class, ideology, clothes, brands, and, of course, language (Duzak, 2008, p.1-2). However, Identities are far too complex to be oversimplified and limited to the above-mentioned broader social categories or just one single trait. Therefore, individuals may draw on different aspects of their identities to affiliate themselves and belong to multiple different social groups, which makes it possible to state that social identities tend to be indeterminate, transitory and dynamic rather than permanent. (Duzak, 2008, p. 2-3).

2.1.2 Language and Identity

Although a number of different social parameters may work as evidence for the study of identity, language seems to be the most useful one because, besides being the medium through which communication is often realized, it provides concrete evidence of identity construction based on what is said by people. According to Bucholtz & Hall (2004, p. 369):

Among all these symbolic resources for the cultural production of identity, language is the most flexible and pervasive. The fact that so much scholarship

on identity in sociocultural anthropology draws on linguistic evidence – such as life stories, narratives, interviews, humor, oral traditions, literacy practices, and more recently media discourses – attests to the crucial if often unacknowledged role language plays in the formation of cultural subjectivities.

Despite a long history of studies that relied implicitly on identity to understand the relationship between language and culture, only recently has the topic been addressed overtly (Bucholtz and Hall, 2005; Duszak, 2012). The increasing interest in identity as a subject for investigation in sociocultural linguistics (E.g. Norton, 2000; Pierce, 1995; Quirino, 2015) has led researchers, for the first time, to bring identity into the limelight and approach it as a primary concern of the field. This importance, in turn, brings the need for the development of a research framework. Bucholtz and Hall (2005) have contributed enormously to the study of language and identity with their proposal of a framework based on five principles: Emergence, Positionality, Indexicality, Relationality, and Partialness. I will briefly mention, in this order, all the five principles, which are of extreme importance to this study once they will shape the analysis of identity construction in this monograph.

First and foremost, identity is consistently argued to be a product of linguistic interaction (Emergence principle) rather than an individual, stable and primarily internal psychological phenomenon. Identities can only become ‘real’ through authentic language use, which entails discourse and interaction. (Buscholtz & Hall, 2005, p. 587). This principle is especially relevant in cases where speakers’ language use does not conform with the social category to which they are normatively assigned or claim to belong.

The second principle (Positionality) proposed by Buscholtz and Hall (2005) demystifies the notion that identities can only fit broader social categories such as age, gender or social class. Identities may be narrowed down to very specific and/or temporary categories. They change from moment to moment as speakers assume temporary roles during interaction. Some of these temporary roles may be of an attention seeker, a joke teller, a needy or a grumpy friend, a more silent listener, etc.

This may make the study of identities sound as ‘too broad’ because its categories may be considered ‘too specific’ to be studied. However, such awareness contributes to the understanding of the fact that the term identity encompasses a larger spectrum of categories or subdivisions. Identities are fragmented, fluid, interactionally constructed according to the socio-cultural environment and constantly reevaluated and negotiated (Bucholtz, 1995; Bucholtz and Hall, 2005). Identity, therefore, encompasses a much broader spectrum of levels. There are the widely recognized constructs, such as Brazilian speakers of English as a second language living in the US; there are local identity categories such as young white straight teenage boys from a specific school in a rich neighborhood in Rio de Janeiro; and there are the transitory interactional positions such as the ones mentioned above found in, say, an informal chat. These transitory interactional positions assumed by speakers during interaction is exactly what I intend to find through the virtual discourse context of the WhatsApp chat platform.

Thirdly, according to Bucholtz & Hall (ibid.), identity relations emerge in interaction through several related indexical processes (Indexicality principle). This mechanism seems to make this study of identities more palpable and evident because it studies the realization of identity through language, that is, the way linguistic forms construct identities. Basically, an index is a linguistic form that depends on the interactional context for its meaning, such as the first-person pronoun *I* (Silverstein, 1976, apud Bucholtz & Hall, 2005, p. 594). In terms of identity, the indexicality principle will study the connection between words or particular linguistic forms and who said them in order to understand their social meaning and, eventually, identity construction. This principle is particularly relevant once it provides the tools for the analysis to be made in this paper. Bucholtz & Hall (2005, p. 594) synthesize this principle in a few lines:

Identity relations emerge in interaction through several related indexical processes, including: (a) overt mention of identity categories and labels; (b) implicatures and presuppositions regarding one’s own or others’ identity position; (c) displayed evaluative and epistemic orientations to ongoing talk, as well as interactional footings and participant roles; and (d) the use of

linguistic structures and systems that are ideologically associated with specific personas and groups.

Among the previously mentioned indexical processes is stance (c) – ‘the display of evaluative, affective and epistemic orientations to ongoing talk’ (Ibid., p. 595). That means that whenever I evaluate something I am, in a way, positioning myself in as the same or different from others. This process is particularly relevant to this study because stance samples will be analyzed according to the appraisal system (Martin & White, 2005) in order to pinpoint micro constructions of identity.

Fourth, Identity construction is based on the relationship between self and other (Relationality principle). It is intersubjectively constructed (Ibid.). This relationship brings up two key complementary concepts: *sameness* and *difference*. They shape the construction of social identities by allowing individuals to belong to or distance themselves from a group based on similar or different characteristics of social parameters. The terms *adequation* and *disctiction* are used by Bucholtz and Hall (Ibid, p.598) in order to avoid the limited and oversimplified traditional view of this relation as the only existing one when it comes to how identity acquires social meaning in relation or comparison to others. These terms will help me clarify the moments when different identity positions emerge despite the group’s identity unity.

The last principle (Partialness) proposed by Bucholtz & Hall (Ibid.) covers the notion that any account of identity is partial because reality is intersubjective in nature. Individuals whose identities are being studied may act partially habitually and unconsciously, partially intentionally, and their identity analysis may be the result of somebody else’s perception and interpretation or part of larger ideological processes. The purpose here is to expand the limited notion that identity construction is always individualistic and deliberate. It exceeds the individual self and relies on the relation with others to take shape.

The above-mentioned principles can only be observed in the analysis of authentic contextualized linguistic samples. For this reason the Systemic-Functional Linguistics will be presented in next section.

2.2 Systemic-Functional Linguistics

Systemic functional linguistics (SFL) is an approach to linguistics developed by linguist Michael Halliday in the 1950's which considers language a social semiotic system. In other words, it sees language as a system of meanings (semiotic) formed by a set of linguistic choices made by people in real contexts of communication in order to accomplish certain objectives. The functional dimension of language aims to describe what language is doing in a particular context (Halliday, 2014).

SFL sees language as a set of choices of meanings called system. Every choice made in a realized text (utterance or written text) carries meanings and acquires relevance in specific contexts when opposed to the potential choices not made (Halliday, 1977). SFL focuses on the meaning-making potential of language and, in order to do so, the study of authentic language produced in real socio-cultural contexts of communication is essential. If the use of language aims at communication in order for language users to realize certain social functions, it is inherently a social practice. Therefore, its study needs to focus on contextualized authentic samples of use.

This is what Halliday's proposal aimed at rectifying: Saussure's (1997) semiotic view of signs as existing in isolation prior to connecting to other signs as well as Chomsky's (1965) idealized linguistic competence in the light of a formalist generativist orientation. Both disregarded the contextualized use of language in real situations as a primordial condition for language study.

Christie & Unsworth (2000, p.3) state that "the systematic description of language is theoretically linked to the systematic description of the social contexts in which language is used". Based on that, it is possible to affirm that there can be no stable and unquestionable meaning of any text without the analysis of its context because no text is realized in isolation. Eggins (1994, p.7) clarifies the dynamic relation between text and context by saying that every text carries, as an integral part

thereof, aspects of the context in which it was produced and inside which it is considered appropriate.

The description of the meaning-making systems of language is carried out by describing the different social contexts in which people use language. SFL approaches social contexts as two interrelated levels. One is the immediate context in which language is used – the Context of Situation. The other is the Context of Culture, which encompasses the complete array of possible situational contexts within a particular culture (Halliday & Hassan, 1991). What is meant by context of situation within a context of culture is an abstract representation of a socio-interactive environment - a typically experienced context involving recognizable circumstances and general properties that shape the way language is used to convey appropriate meanings, thus allowing members to achieve their social purposes. (Halliday, 1978, p.265), (Christie & Unsworth, 2000, p.4). The context of culture concept is key because it accounts for the variation in ways of achieving social purposes (through the negotiation of meaning in culturally recognized situations, also known as genres) among different cultures.

Text is determined by three variables of the context of situation: field, tenor and mode. Field is related to which domain of experience the text is about, that is, what is being talked about, the content; Tenor is the relationship between the participants involved in the communicative interaction; Mode is the role language plays in the situation, the medium in which the text was produced and delivered. These situational variables constitute an umbrella term which Martin called register. They relate bi-directionally to the three metafunctions of language: Ideational [Field], Interpersonal [Tenor] and Textual [Mode]. The ideational function represents content, ideas about the world, cultural and personal experience. The interpersonal function enables users to engage interpersonally and exchange points of view. It represents the facilitation of interpersonal social interactions ('interpersonal'). The textual function represents the integration of these ideas and interactions into meaningful and context-relevant texts, that is, the creation of cohesive text ('textual') (Meyer, MAK Halliday, R Hasan, 1987). These functions are simultaneously present in every use of language in every social interaction. In other words, any use of

language is motivated by one purpose; people interact in order to construct meaning while trying to understand the world that surrounds them; and each text is a possible instantiation of meanings built in and for specific contexts.

2.3 The Appraisal System

The Appraisal System is a framework whose aim is to provide analytical tools for the evaluative properties of a text. It was developed within the SFL by a group of researchers lead by Professor James Martin (Martin & White, 2005) from the University of Sydney.

The Appraisal System is situated as an interpersonal system at the level of discourse semantics because it is concerned with ‘the subjective presence of writers/speakers in texts as they adopt stances towards both the material they present and those with whom they communicate’ (Martin & White, 2005, p.1). The Appraisal system is concerned with: how authors (writers/speakers) evaluate – approve and disapprove, applaud and criticize, etc – and align/disalign themselves with their readers/listeners; how shared feelings and values (as well as the linguistic mechanisms for the sharing) are constructed; and how writers/speakers construe particular identities for themselves.

The Appraisal framework is structured into three interacting domains – ‘Attitude’, ‘Engagement’ and ‘Graduation’ as we can see in Fig.1.

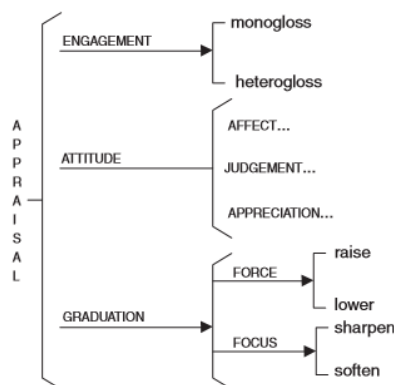


Fig 1. An overview of appraisal resources (Martin & White, 2005, p 38)

Attitude is concerned with personal feelings, including emotional reactions, judgements, appreciation/ evaluation of things. It is subdivided into three regions called ‘**Affect**’, ‘**Judgement**’ and ‘**Appreciation**’. Such regions involve the use of linguistic resources in order to express, respectively: emotional feelings and reactions from oneself (Affect - E.g. ‘I like!’)¹; assessment of behavior according to social approval, ethics and normative principles (Judgment - E.g. ‘Fábio is much better!’); aesthetic tastes and value of things (Appreciation - E.g. ‘This is so not emotional’). It is important to mention that the concept of polarity applies to any expression of attitude, which may be positive or negative.

Two important aspects of Attitude need special considerations due to their specific relevance to the data analysis of this monograph. The first point regarding Attitude is the prosodic nature of its realization. As a domain of an interpersonal system, Attitudinal meanings are not only locally constructed, but tend to ‘sprawl out and colour a passage of discourse, forming a ‘prosody’ of attitude’ (Martin & Rose, 2007, p. 31). In other words, implicit Attitude realizations may permeate a text or be notably recurrent in different passages/extracts of it. Secondly, there is an already-acknowledged ‘borderline’ of Judgment of character and Appreciation of things especially when a character’s competence or performance is being evaluated.

According to Martin & Rose (2007, p. 39): ‘the context sensitivity of these borderline items underlines the importance of analyzing appraisal in prosodic terms. So it is important to take co-text into account, rather than analyzing simply item by item’. As I have previously pointed out, such considerations help account for the importance of a contextual and co-textual interpretative approach (in conjunction with lexicogrammatical realizations) towards the construction of identities in discourse.

Engagement deals with the positioning of writers/speakers in relation to opinions in discourse. It is the domain through which writers/speakers build points of view and resources for positioning themselves in relation to other authorial

¹ I have included examples from my own data, which will be further analyzed in detail in the analysis section.

perspectives. It also implies that every text expresses implicit or explicit opinions and reactions to other opinions. Martin & White (2005) state that their approach locates them in a tradition in which all utterances are seen in some way as stanced or attitudinal (2005, p.92). They share the view that ‘whenever speakers (or writers) say anything, they encode their point of view towards it’ (Stubbs, 1996, p. 197, apud. Martin & White).

Graduation refers to the degree of evaluation, the grading function of language whereby Attitude and Engagement are amplified or reduced (Martin & White, 2005, p. 35-37). When applied to Attitude, Graduation defines the degree of positive or negative evaluation and feelings, whereas when applied to Engagement, it generally defines the degree of speakers/writers’ implicitness/ explicitness of opinion as to what is being communicated through their text.

According to Martin and White (2005), “appraisal is probably most closely related to the concept of stance” (p. 40), which depends heavily on the idea that “whenever speakers (or writers) say anything, they encode their point of view towards it” (p. 92). In order to highlight importance of evaluation in identity construction and evidence the alignment of the identity theoretical literature of this study with the Appraisal system, I include Bucholtz & Hall’s (2005, p. 594, apud. Du Bois, 2002) definition of stance as well as Fig. 2 illustrating the intersection of concepts:

Recent work on stance – that is, the display of evaluative, affective, and epistemic orientations in discourse – has made explicit the ways in which other dimensions of interaction can be resources for the construction of identity. In his framework for the analysis of stance as both a subjective and an intersubjective phenomenon, John Du Bois (2002) characterizes stance as social action in the following terms: ‘I evaluate something, and thereby position myself, and align [or disalign] with you.’

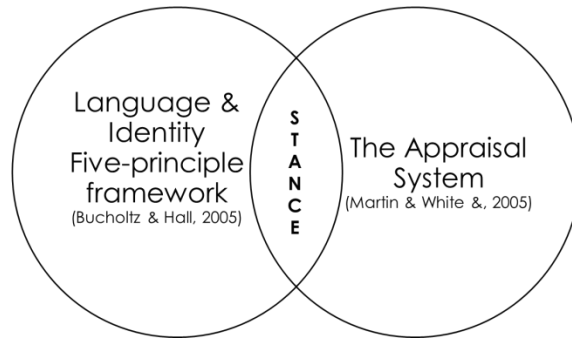


Fig. 2. Stance as the intersection concept between Bucholtz & Hall (2005)'s five-principle identity framework and Martin & White (2005)'s The Appraisal System

In other words, the Appraisal System analyzes the rhetorical power of language by investigating the linguistic resources used by speakers/writers in order to understand how they express their attitude and how this expression is directed at aligning readers/listeners into a community of shared values and beliefs. This expression of attitude, together with the consequent (dis)alignment, contributes to the creation of a sense of identity, hence the relevance of the Appraisal theory to this research.

In order to account for the platform on which data was constructed, in the following sections I briefly present the concept of genres and virtual genres and their relevance to this research, under the perspective of the SFL.

2.5 Genres

This study's view of genres is aligned with the Sydney School and SFL perspective, and is based on Martin, Christie and Rothery's (1987) definition of genres as 'staged, goal-oriented, social processes'. They are staged because they involve tasks that usually require multiple steps; they are goal-oriented because we are motivated to see the completion of such steps; and they are social because we tend to consider our interlocutors in order to employ text accordingly. Martin first defines *genre* as a 'staged, goal-oriented, purposeful activity in which speakers

engage as members of a culture' (1984, p.25). It is essential to note the words "of a culture". Martin (2005) was greatly influenced by Halliday's (1994) approach to the role of cultural context in the formation of what Halliday calls recurrent "situation types", which, in turn, shape text formation. The key role of the cultural context lies in the undeniable fact that people raised within a specific culture naturally become familiar with these recurrent "situation types". These people are, therefore, more likely to perform successfully and achieve their goals within that culture than people who were not brought up within it (BAWARSHI & REIFF, 2010, p29-32).

Based on this culture-specific factor, the notion of *genre* is seen as corresponding to the context of culture while *register* corresponds to the context of situation (Martin & White, 2005).

2.5.1 Digital Genres

Although genres are relatively stable, they are definitely not static (Bakhtin, 2010). As society changes, so do activities, communication needs and, consequently, genres. The development of new technologies is one important factor which contributes to the following interrelated situations: the emergence of new genres (such as blogs); the transmutation of pre-existing ones (online chats); or the demise of others (personal letters) (Marcuschi, 2008, p. 27).

Recent years have seen a steady increase in genre research dealing with genres related to one of the most significant technological invention of the recent years: the Internet (J Giltrow, D Stein, 2009). Social networking sites, e-mails, online chats, blogs, discussion forums, among others, have given life to new digital genres, either as a medium, as a genre itself or both. Besides being web-mediated, digital genres are multi-modal due to the hybrid use of images, sound and words to convey meaning on a same virtual environment. That is the case of the platform which provides the source for data analysis of this paper – WhatsApp, which will be further defined in the following subsection.

2.5.1.1 WhatsApp as a Digital Genre

This study data comes from the digital transmutation of the face-to-face chat genre to the cellphone internet-based chat powered by the application (App) called WhatsApp². This App allows real-time communication through the exchange of instant messages which can be either typed or voice-recorded. The exchange of documents, hypertexts, images and emoticons is also possible. These functions altogether contribute to the multimodality of text use in this virtual environment. Most of these functions work as a means to compensate for the lack of essential meaning-making face-to-face communication features such as tone of voice, emotion, and facial expressions. Users can chat privately or in groups and, as this resembles real-time communication, typed words are often abbreviated, misspelled or even “miscorrected” by the autocorrect function of more recent smartphone keyboards.

This digital environment comprises the context from which this study’s authentic language use is obtained as sample for the analysis of identity formation.

² WhatsApp is a registered trademark of the instant messaging software, or App, on which data here analyzed was constructed.

3. Research Methodology

This research aims at using the written record of a particular WhatsApp group (which I was a member of as a teacher) of intermediate EFL learners I had in 2013/2014 in order to analyze how and what identities are constructed through discourse in this virtual environment.

This is a qualitative-interpretive research based on the constructivist paradigm, as opposed to positivism or post-positivism (Guba & Lincoln, 1994; Edge & Richards, 1998). According to the constructivist paradigm, and epistemologically speaking, research and subject-matter are interactively connected so that findings are created and interpreted. That means, any “answers” found are the product of human constructions, interpretation and understanding of a particular reality (hermeneutic methodology) rather than a product of manipulative and controlled phenomenon analysis seeking generalization and replicability of theories or verification of hypothesis (Guba & Lincoln, 2011, p.165-166). Therefore, results will not be free from controversies or questioning, once there might be different versions of reality and truth.

Positivist pattern/replicability-oriented methodologies do not usually meet the needs of the interpretive tradition due to the fact that it does not capture the multiplicity of meanings and their complexities which can be attributed to the social world by the researcher (Moita Lopes, 1994)

Having said that, it is important to bear in mind that any outcome - identities found and how they were constructed on the virtual discourse space of WhatsApp - is not an invariable unquestionable truth aiming at generalization, but rather an elucidation of particular realities which is, under no circumstances, less important. It contributes to the collection of research studies in applied linguistics and aims at drawing insights from a local reality. Besides, it may contribute to the awareness-raising process of investigating identity construction by analyzing discourse also in virtual contexts.

3.1 Context: The chat group

The WhatsApp group from which written language samples were extracted for analysis was formed by my adult intermediate-level students from a private language school in Rio de Janeiro and me. The classroom's fun atmosphere was also present in the WhatsApp chat and it only strengthened the bond between us. The chat group soon became our 'English-only' channel for communication out of the classroom which I was part of initially as a guest and later on as something I was still trying to figure out: some sort of mediator, friend, dictionary, teacher, etc. We were a group of fifteen. The most active users, whose messages are here analyzed, were Fernanda, Cristiane, Roberta, Marvio, Marcelo, Fábio and myself (Fabrini/ teacher)³. The chat group initially aimed at the arrangement of an end-of-the-year farewell happy hour because one student was about to leave the course. Besides, my students and I did not know if I would still be their teacher the following term, but it turned out I was. A few months later, two students left the group while others joined in. After the end of the second term, we were not a class anymore although we all remained somewhat active in the chat group. The group's chat activities lasted for approximately one year. The group still exists, but it is inactive. At the time I was fully unaware of the research potential associated to the chat history and how much it might reveal about how identities are produced in discourse. Therefore, originally, data was constructed free of any sort of manipulation.

3.2 Data

In order to have access to the linguistic samples analyzed, I had the group's written chat history (over the period of approximately one year) downloaded into 'txt' notepad format. The App makes the download of chat histories available to any user. The attached data contains different extracts from which the analyzed

³ Authorization for these students' text use is enclosed herewith in the attachment section

conversations were obtained. Taking the nature of the digital genre (Cf. Chapter 2, section 2.5.1) into account, which allows for multiple conversation topics involving different members at the same time, some parallel messages that were not related to the same field were omitted/supressed for the sake of clarity in the Analysis chapter. Nevertheless, both the complete and the synthesized versions of the extracts can be found in the attachments.

3.3 Analysis procedure

The analysis will revolve around describing the social identity of the group as well as three conversation exchanges in which some interactional identity positions emerge more clearly. As I was dealing with approximately one year of chat log, I selected conversation extracts (dialogues) from different periods of time that I considered to contain relevant samples of evaluative linguistic evidence for the elucidation of the identities (transitory interactional positions) found. They will be organized under the following situational headings:

1. 'CDF'
2. 'Marvio's reactions'
3. The new teacher
4. 'LOL'

These headings will be further contextualized and analyzed in the following chapter.

4. Analysis & Discussion

After presenting the data collection method for the research in the previous chapter, I set out to analyze and interpret it. As previously mentioned, the data analysis aims at identifying and discussing ‘discourse-emergent’ transitory interactional identity positions (as opposed to broader fixed social categories) based on the five principles (Emergence, Positionality, Indexicality, Relationality, and Partialness) described in the theoretical chapter (Cf. Chapter 2, section 2.1.2), mainly through evaluative stances, taking into account the notion that identities are fragmented, fluid, interactionally constructed, and constantly reevaluated and negotiated in discourse (Bucholtz & Hall, 2005).

4.1 The social identity of the chat group

It is not unusual for WhatsApp users to find themselves as members of very different chat groups, which accounts for the complexity in marking one’s identity boundary and to the existence of very different people inside a same social identity group. Among the various macro and local identity aspects which make up this group’s social identity are the following: the learning purpose in common (English as a Foreign Language - EFL); their mother tongue and nationality; the learning level they find themselves at (intermediate level); the age group which ranges from late twenties to late forties; the good rapport among members which made them a ‘cool group’ and catered for a relaxing, fun and conducive-to-learning atmosphere in class and online. Despite all these aspects in common, I set out to find micro identity constructions, or, temporary interactional positions which emerge in discourse, which are equally relevant to the elucidation of the subjectivity and intersubjectivity of human beings’ fragmented identity construction.

4.2 ‘CDF’⁴

The first extract (1) evidences one instance of identity reevaluation and negotiation. Fernanda is known as the ‘CDF’ student – a connotation which means that one is intelligent, studies hard and is very committed to learning, but not necessarily nerdy or geeky. After Fábio, whose level of English is slightly higher than the other students’, joins in the group, a negotiation of this aspect of identity takes place.

(1)

1. 10/04/14 20:16:13: Fernanda: Fábio, we are in a low level than yours

9. 10/04/14 20:17:04: Fernanda: I think Márvio wont ask me CDF anymore!

10. 10/04/14 20:17:12: Fernanda: Fábio is much better!

11. 10/04/14 20:17:36: Fernanda: Sorry! Dont call me CDF anymore

12. 10/04/14 20:17:41: Fabio: Thak you baby

16. 10/04/14 20:18:23: Marvio Sarmento: You will always be our CDF

To start with, the use of the pronoun ‘we’ by Fernanda at the beginning of her message (line 1) when addressing Fábio makes the distinction of two identity groups very evident: One the one hand, the group represented by ‘we’ refers to Fernanda and the other classmates, who had been studying together for some years and, according to her perception, were more closely leveled; on the other hand, Fábio, who had recently joined the group through a placement test, but whose level of English was still higher than the average found in the group. According to the Relationality principle (Cf. Chapter 2, section 2.1.2), identity construction is based on the relationship between self and other (Buscholtz & Hall, 2005). This is exactly what happens when Fernanda compares herself and the group to the newcomer and suggests that he is different as regards his ‘level of English’ by saying: ‘Fábio, we

⁴ Data will be presented in this paper as it was originally constructed, that is, free of any intervention such as word adaptations, translations or grammatical corrections. When necessary, I will translate data from Portuguese to English as I analyze it.

are in a low level than yours'. Fernanda constructs a Judgment of both Fabio and the rest of the group's level of English. By doing so, Fernanda positions herself and reveals aspects of her own identity as someone who is at a lower level than Fabio. This identity proposition gains special relevance because it is being made by Fernanda, the student who is considered the CDF of the group, or, in other words, the one whose marks and level of commitment to learning are high.

What happens next (line 9) is Fernanda's questioning of her own CDF identity aspect before her group when she says that Márvio won't be able to label her as CDF any longer, now that someone else has taken her position of strongest student. In evaluative terms, according to the Appraisal System (Martin, 2005) (Cf. Chapter 2, section 2.3), what Fernanda does here is an inscribed Judgment of Marvio and an evoked Judgment of herself. Fernanda reinforces this idea with the following evaluative stance: 'Fábio is much better!' (Line 10). Fernanda's word choice here constructs a Judgment as well as an Appreciation towards Fabio's communicative competence and level of English. Such evaluative stance comes about as a way of promoting other group members' alignment or detachment to what she affirms her new identity position to be. The contrasting reactions appear immediately: Fabio thanks Fernanda and does not say anything to question or invalidate her claim. By doing so, he agrees and accepts Fernanda's renegotiation of the CDF identity position being transferred to him (Line 12). On the other hand, Marvio, who was mentioned in the conversation, expresses his evaluative position as not aligning with the view that the 'CDF post' had been taken over by Fabio when he says: 'You will always be our CDF' (line 16). Marvio reinforces his position by constructing a Judgment towards Fernanda's competence (as being a CDF) while using the modal adjunct 'always'.

This first chat extract contains examples of identities emerging and being negotiated in discourse rather than being an individual, stable and primarily internal psychological phenomenon. These examples help elucidate indexical processes such as evaluative stances of Judgment and Appreciation of Fabio, Marvio and Fernanda whereby identity relations emerge and promote identity positions through alignment or non-alignment.

4.3 'Marvio's reactions'

The second case is illustrated through a compilation of three different extracts (2-4). In the context of their realization, they denote a recurrent pattern of reactions by Marvio that permeate the texts and create a Prosody of Attitude (Cf. Chapter 2, section 2.3). The identity positions constructed in the following extracts will be described through evaluative lexicogrammatical realizations. Besides, the prosodic nature of Attitude is also taken into account. The context of extract (2) is Marcelo's message to the group girls after he had left the group. In extract (3) Roberta and Fernanda are talking about my possible leaving and replacement by another teacher, which is something that usually happens after a semester. Fabio suggests that the next teacher can be just 'as cool' and reactions follow. In extract (4) I am no longer their teacher and only talk to them sporadically.

(2)

- 17. 27/03/14 06:47:51: Marcelo: Girls please send a kiss for me !I miss you !
- 18. 27/03/14 06:58:51: Cris: Morning!
- 19. 27/03/14 07:00:14: Cris: Morning Marcelo! ☺
- 20. 27/03/14 07:00:59: Marvio Sarmento: Why only Marcelo ???
- 21. 27/03/14 07:02:24: Cris: Morning Marvio! Lol Good Morning evebody!

(3)

- 31. 10/04/14 20:23:39: Fernanda: We want you forever
- 32. 10/04/14 20:23:59: Fabrini: ☺☺☺☺☺☺☺
- 33. 10/04/14 20:24:01: Marvio Sarmento: I'm jealous
- 34. 10/04/14 20:24:10: Roberta: You too baby
- 35. 10/04/14 20:24:14: Fernanda: Hahahhahaha
- 36. 10/04/14 20:24:18: Fernanda: Yes!!!
- 37. 10/04/14 20:24:23: Fernanda: You too!

(4)

40. 08/08/14 15:40:03: Fabrini: I miss you all... "/

41. 08/08/14 15:40:44: Cris: 🙌🙌

42. 08/08/14 15:40:49: Fabrini: How's your baby, André?

43. 08/08/14 15:40:59: Fabrini: how are you doing, Cris?

44. 08/08/14 15:41:15: Fabrini: Do you and fefe still sit together?

45. 08/08/14 15:41:39: Fabrini: Dani: 😊😊

46. 08/08/14 15:42:37: Fabrini: 😊😊

47. 08/08/14 15:44:38: Cris: I'm fine. Yeah!

48. 08/08/14 15:45:30: Fabrini: You made good progress, Cris. Way to go!

49. 08/08/14 15:45:38: Marvio Sarmento: And I ??? Fabrini, why you didn't ask about me ??? Only girls ??? Lol

50. 08/08/14 15:45:52: Fabrini: Hahahaha

51. 08/08/14 15:46:24: Fabrini: I was talking to André too lol

75. 08/08/14 16:01:22: Fabrini: . Betaaa.. Are you okay? :)

76. 08/08/14 16:01:46: Fabrini: I was taking to those who were texting at that time :p

86. 08/08/14 16:41:25: Roberta: Ok Fabrini! I'm not jealous like Marviozinho.... 😊

All the three extracts contain examples of jealous reactions (lines 20, 33, 49) by Marvio. Whenever other group members exchanged messages of positive Affect, he tended to butt in 'conversations' inside the chat in order to make sure he got his share of attention and positive Affect messages too. In extract (2), as soon as Marcelo expresses his Affect towards the girls by saying he misses them (line 17), Marvio says: 'Why only Marcelo ???' (line 20). Marvio constructs a Judgment of Fernanda and Cris' behavior plus an indirect Affect, meaning that he feels jealous. In extract (3) when Roberta says: 'It's impossible! Fabrini is exceptional! Unique!', she constructs an instance of Judgment towards me and an Appreciation of my competence as a teacher as being 'competent' and 'irreplaceable' through the employment of the attributes 'exceptional' and 'unique'. Roberta positions herself

through such evaluative stance and allows other group members to align themselves or not. Fernanda, for instance, affiliates to Roberta's identity positioning as an admirer of me as a teacher by also constructing an instance of positive Affect in saying: 'We want you forever'. The process 'want' and the adjunct 'forever' explicit Fernanda's Affective stance and identity position as somebody who likes me as a teacher. Once again, as soon as the girls position themselves, Marvio appears to overtly communicate his Affect, that is, his feelings of jealousy through the use of the attribute when he says: 'I'm jealous'. Roberta and Fernanda react in amusement and once again affiliate with one another by having the same Judgment towards Marvio's importance to the group when both say: 'You too', which is a short form of a Judgment construction sentence meaning: 'You are exceptional and unique too'. In extract (4), I construct a Judgment of Cris' linguistic performance and Appreciation of her linguistic evolution in the message: 'You made good progress, Cris. Way to go'. This evaluative stance is marked by the use of the attribute 'good' in the noun phrase 'good progress'. By doing so, I position myself as a teacher and construct my own identity as someone who Appreciates Cris' linguistic evolution. Marvio instantly reacts and makes a Judgment of my behavior when he questions why I did not ask about him: 'And I ??? Fabrini, why you didn't ask about me ??? Only girls ??? Lol'.

In the three extracts (2), (3), (4), besides lexicogrammatical realizations of evaluative stances, Marvio's interactional identity position before the group is also constructed by means of reference to the context of situation where a host of reactions associated to a needy/jealous personality trait permeate the extracts, thus forming a Prosody of Attitude (Cf. Chapter 2, section 2.3). This micro aspect of Marvio's identity becomes more evident after Roberta reiterates his overt statement (of being jealous) and says: 'Ok Fabrini! I'm not jealous like Marviozinho.... ☺' (line 86). Roberta's identity position is constructed when she simultaneously reinforces Marvio's identity aspect as a jealous person and denies her affiliation to this aspect of his personality. The use of the preposition 'like' in 'like Marviozinho....' carries the meaning: 'Marvio is jealous' because it allows for the omission of the full

sentence ‘like Marvioletta is’. Her non-affiliation is overtly stated in ‘I’m not jealous’. Once again, the Relationality principle (Cf. Chapter 2, section 2.1.2) applies to the construction of identities in discourse. Roberta needs ‘the other’ to base her comparison and to conclude that she does not affiliate with that interactional identity position. This is the share of importance in studying such micro aspects of identity: the elucidation of the subjectivity and intersubjectivity of identity construction.

The interpretation of such meanings and their subsequent association to an identity construction can only happen through a contextualized interpretation of indexical processes and lexicogrammatical realizations, thus the importance of the Systemic Functional Linguistics, which focuses on the meaning-making potential of language through the study of authentic language produced in real socio-cultural contexts of communication (Halliday, 1977). Besides, this interpretation is possible in the light of the constructivist paradigm, because, according to it, epistemologically speaking, research and subject-matter are interactively connected so that findings are created and interpreted rather than a product of manipulative and controlled phenomenon analysis seeking generalization and replicability of theories or verification of hypothesis (Guba & Lincoln, 2011, p.165-166).

4.4 The new teacher

In extract (5), students learn that Barbara will be their next teacher after one year as my students. What follows is a sequence of reactions to the news based on students’ previous experience with Barbara as a teacher when she substituted for me once. As Barbara’s teaching and linguistic competence become the focus of the talk, opposing identity positions are constructed in discourse through evaluative stances as well as consequent affiliations and non-affiliations.

(5)

87. 09/07/14 18:28:59: Cris: Fabrini do you know who will be our teacher?

100. 09/07/14 19:46:25: Fabrini: Barbara

101. 09/07/14 19:47:40: Roberta: All of us get out of cultura if barbara will be our teacher

102. 09/07/14 19:48:37: Fabrini: Don't say that .. She's nice.. Give her a chance

103. 09/07/14 19:49:04: Cris: Are you sure Fabrini?

104. 09/07/14 19:49:12: Fabrini: Your learning is the priority

105. 09/07/14 19:49:15: Roberta: Impossible! No chance! She can't speak well

106. 09/07/14 19:49:16: Fabrini: Yes

107. 09/07/14 19:49:16: Cris: Putz!!

108. 09/07/14 19:49:29: Fabrini: She is super fluent

109. 09/07/14 19:49:42: Cris: 🙄🙄

110. 09/07/14 19:49:45: Cris: Kkkkk

111. 09/07/14 19:49:46: Fabrini: Much more than me

112. 09/07/14 19:49:51: Roberta: But i didn't undestand anything

113. 09/07/14 19:49:54: Cris : Hahah

114. 09/07/14 19:50:07: Fabrini: Don't judge on first impressions

115. 09/07/14 19:50:10: Roberta: Bicha enrolada!!!!

116. 09/07/14 19:50:13: Cris : Yeah I agree with Roberta

117. 09/07/14 19:50:18: Cris : Kkkkk

118. 09/07/14 19:50:21: Cris : Yeah

119. 09/07/14 19:50:39: Fabrini: She was covering me that day

120. 09/07/14 19:51:15: Roberta: Ser fluente n quer dizer q serve pra ser professora... Tem q ter vocação.... Saber passar o q sabe pra gente e ela n faz nada disso!

121. 09/07/14 19:51:54: Fabrini: I just said that because you said she couldn't speak well

122. 09/07/14 19:51:58: Cris : Xiiii deu ruim

123. 09/07/14 19:52:09: Marvio Sarmento: Guys stay calm !!! We can a chance for her.

124. 09/07/14 19:52:24: Fabrini: C'mon.. Give her a chance

125. 09/07/14 19:52:29: Roberta: I didn't undestand anything she said

126. 09/07/14 19:52:36: Marvio Sarmento: Roberta you are the best for me

127. 09/07/14 19:52:40: Cris: Yeah. Doing what?
128. 09/07/14 19:52:53: Roberta: People I'm ok! I'm very calm now.
129. 09/07/14 19:53:22: Fabrini: Give her a chance.. Than you make your final decision
130. 09/07/14 19:53:33: Cris: 🖤🖤
131. 09/07/14 19:53:37: Marvio Sarmento: Roberta you are important for our group
132. 09/07/14 19:54:24: Fabrini: You have to stick together
133. 09/07/14 19:54:42: Fabrini: In Good or "bad" moments
134. 09/07/14 19:54:50: Roberta: Me desculpem! Eu já queria sair. Se for ela mesmo, difícil eu ficar...
135. 09/07/14 19:55:40: Fabrini: I tried... 😊
136. 09/07/14 20:04:05: Roberta: I'm sorry! I'm sad, not angry....

Roberta's immediate negative reaction to the news (Barbara will be the next teacher) becomes evident through a sequence of evaluative messages. To begin with, Roberta speaks on behalf of the entire group by using the deictic pronoun 'us' in her outraged message: 'All of us get out of cultura if barbara will be our teacher' (line 101). What Roberta does is construct an indirect negative Judgment of Barbara's competence as a teacher through this apparent threat, which reveals how emotionally affected she is by the news.

The following messages work as opposing arguments towards Barbara's competence through a sequence of Judgment messages. By saying: 'Don't say that .. She's nice.. Give her a chance' (Line 102) I construct a positive Judgment of Barbara's teaching competence and express my non-affiliation to Roberta's identity position (as disapproving of Barbara) while building my own as someone who Appreciates Barbara's teaching competence. After I ask Roberta to give Barbara a chance she says: 'Impossible! No chance! She can't speak well' (Line 105). By saying 'She can't speak well', Roberta makes a negative inscribed Appreciation of Barbara's teaching and speaking competence and an evoked Judgment of Barbara as a teacher of English. Such stances reveal aspects of Roberta's identity as

disapproving of Barbara's competence and of her coming to the group as the next teacher. Conversely, I immediately make a positive inscribed Appreciation of Barbara's speaking competence in: 'She is super fluent' (Line 108), once again reinforcing my opposing stand and identity position as supportive of Barbara.

Roberta gets emotionally shaken to the point of switching codes and sending some messages in Portuguese. This fact also reveals an aspect of her identity as being a non-native speaker of English whose emotional balance has been affected to the point of her resourcing to her mother tongue to express her discontentment. The messages in Portuguese: 'Bicha enrolada!!!!' (She's lazy, careless, flaky) (line 115), and 'Ser fluente n quer dizer q serve pra ser professora... Tem q ter vocação.... Saber passar o q sabe pra gente e ela n faz nada disso!' (Being fluent doesn't mean one is able to teach. One's got to have vocation and be able to pass on what they know to us and she can't do any of those things!') (line 120). These lines contain more examples of explicit Judgment of Barbara's teaching competence.

As Roberta and I express opposing stances, some competence aspects of Barbara's own identity (before the group) start being constructed negotiated in discourse. Once again, Roberta's Judgment evaluative stances (lines 115 and 120) reveal her identity position as disapproving of Barbara as a teacher and automatically sets the ground for the other group members to align themselves or not. Cris, for instance, affiliates to Roberta's evaluative identity position by saying: 'Yeah I agree with Roberta' while I take an opposing position by trying to act tactfully and diplomatically, especially because of my awareness of my own position as a teacher defending a co-worker and friend.

The conversation ends with Marvio trying to mediate the apparent 'quarrel' by taking my suggestion of giving Barbara a chance when he says: 'Guys stay calm !!! We can a chance for her' (line 123). Marvio also tries to cheer Roberta up through the following evaluative messages: 'Roberta you are the best for me' (line 126); and: 'Roberta you are important for our group' (line 131). Marvio constructs a positive Judgment of her ('you are important') while simultaneously displaying Affect since he is verbalizing his own feelings towards Roberta in saying she is the 'best' in his opinion ('for me'). Marvio also strategically employs the pronoun 'our',

to include a display of Affect from the group's perspective when he says that she is important for 'our' group. By doing so, Marvio denotes some important aspects of his identity. He positions himself as somebody who values Roberta as a member of the group. Another positioning worth mentioning happens when Marvio also speaks on behalf of the group by using the deictic pronoun 'we', saying that they can give Barbara a chance.

Contrary to what Roberta has claimed, not all students will leave the course if Barbara becomes their teacher, as Marvio, at least, is willing to give her a chance. This message clearly reveals more aspects of Marvio's identity through his non-affiliation to Roberta's initial reaction sentence 'All of us get out of cultura if barbara will be our teacher' (line 101) when she also used the deictic 'us', not speaking only for herself. Even though Marvio may not have contradicted her overtly as soon as she said that they would all leave the course if Barbara became their teacher (maybe for face-threatening reasons⁵, so as not to cause any discomfort or because he was not online at the time), he let that become visible through discourse when he said: 'Guys stay calm !!! We can a chance for her' (Line 123). Marvio constructs a Judgment of our behavior, meaning 'You should be calm and you are not. By doing so, Marvio once again constructs his identity position as a mediator/diplomat/peacemaker, as someone who Appreciates Roberta as a member of the group, but at the same time, does not (at least entirely) affiliate to her disapproval of the next teacher.

Interestingly enough, the construction of identities in discourse here happens through the evaluation and negotiation of the teaching competence aspect of Barbara's identity: a lazy undesirable teacher versus a competent teacher who deserves not to be prematurely judged. In other words, at the same time that one identity is being discussed and negotiated, other identities emerge. This case helps illustrate the connection between the Appraisal System (Martin & White, 2005) (Cf. Chapter 2, section 2.3) and the use of evaluative stances in the Indexicality principle suggested by Buscholtz & Hall (2005) (Cf. Chapter 2, section 2.1.2) in the

⁵ Despite there being comprehensive studies and theories on the subject, I will not approach it due to the scope of my research. For further reference, see Goffman, Erving. "On face-work." *Interaction ritual* (1967).

construction of identities: ‘whenever speakers (or writers) say anything, they encode their point of view towards it’ (Martin & White, 2005,p. 92). By doing so, they evaluate things, and whenever I evaluate something, ‘I position myself and align [or disalign] with you’ (Bucholtz & Hall’s, 2005, p. 594, apud. Du Bois, 2002).

4.5 ‘LOL’

In extract (6), more identity positions are constructed in discourse through evaluative stances as well as consequent affiliations and non-affiliations, especially after I suggest that they use ‘lol (laughing out loud)’ to laugh in English in the chat.

(6)

137. 24/03/14 20:27:50: Fernanda: You already teach this (suit x fit) but my short memory (?) is too short

138. 24/03/14 20:28:36: Fernanda: Teach no.. What is the past simple of teach?

139. 24/03/14 20:28:57: Fernanda: You can correct me!!! I like!! 😊

140. 24/03/14 20:29:24: Fabrini: Lol

141. 24/03/14 20:29:58: Fernanda: But I wont give you money

142. 24/03/14 20:29:59: Fernanda: 😊

143. 24/03/14 20:29:59: Fabrini: Let's laugh in English too!

144. 24/03/14 20:29:59: Fabrini: lol = rs

145. 24/03/14 20:30:11: Fernanda: Noooooo

146. 24/03/14 20:30:22: Fernanda: This is so not emotional

147. 24/03/14 20:30:33: Cris: Marcelo where are you. D

148. 24/03/14 20:30:33: Fernanda: Lol have no feelings

149. 24/03/14 20:30:45: Fabrini: Lol = laughing out loud

150. 24/03/14 20:31:05: Cris : Defends

151. 24/03/14 20:31:07: Cris : Rs

152. 24/03/14 20:31:11: Fabrini: You can use the emoticons, then.. Lol

153. 24/03/14 20:31:24: Fernanda: Okay
154. 24/03/14 20:32:07: Fernanda: I'm talking too much today..
155. 24/03/14 20:32:14: Fernanda: Sorry!
156. 24/03/14 20:32:56: Fabrini: Or Hahahahahaha
157. 24/03/14 20:33:06: Fabrini: Teach - taught – taught
166. 24/03/14 20:59:01: Cris : Very strange this Lololol. 😊😊
167. 24/03/14 20:59:38: Fernanda: Yes!
168. 24/03/14 21:00:16: Cris : My mind no assimilated already. Hahha

The conversation starts with Fernanda constructing a positive Affect towards correction when she says she talks about her own feelings through the process ‘like’ in: ‘You can correct me!!! I like!! 😊’ (line 139). By doing so, she positions herself as someone who values being corrected. This is, by the way, one Attitude which suits her acknowledged identity aspect before the group as being a ‘CDF’. As soon as I suggest that we all use the abbreviation ‘lol’ (laughing out loud) for laughter in the chat (Line 143), Fernanda instantly constructs a negative Appreciation of the acronym (lol) in the message: ‘This is so not emotional’ (Line 146) and ‘Lol have no feelings’ (Line 148). By doing so, Fernanda positions herself as not approving of the use of ‘lol’ to laugh in English, which, in turn, contributes to the emergence of the ‘non-native speaker of English’ aspect of her identity in discourse. This interesting instance shows that Fernanda is not yet comfortable with the textual realization ‘LOL’, which conveys the ‘laughter meaning’ in English. From a systemic-functional perspective (Cf. Chapter 2, section 2.3), Fernanda has not yet connected the emotions triggered by the ‘laughter meaning’ realized by the textual form ‘lol’ and does not relate to it as it is clearly not part of her context of culture. Therefore, she does not feel that her intention to communicate laughter will be accomplished and this is, naturally, part of her identity as a Brazilian EFL learner. Cris positions herself and aligns with Fernanda (as a non-native speaker of English who is resistant to using ‘lol’ when she constructs a similar negative Appreciation of ‘lol’ as being ‘very strange’ in the message: ‘Very strange this Lololol’ (Line 166). Cris’ last

message justifies the reason for such negative Appreciation stances. By saying: ‘My mind no assimilated already. Hahaha’ (Line 168), Cris corroborates to what I have just described regarding the not-yet-established emotional connection between the ‘laughter meaning’ and its textual realization ‘lol’. Cris chooses the process ‘assimilate’ to convey the learning/internalization which has not yet occurred⁶.

4.5 Discussion

In the introductory chapter, I described my intention to analyze what micro aspects of identity were constructed in this WhatsApp group’s discourse, especially by means of evaluative stances. For the sake of organization, before starting the discussion, I will briefly summarize what identities emerged and how they were constructed by means of evaluation.

- Marvio: At different moments, he revealed aspects of his identity as (1) an amusingly **needy friend** (by means of Judgment of other members’ behavior when messages of positive Affect were not directed at him); (2) as a **diplomat** (while gently constructing a positive Judgment of Roberta despite his non-alignment to her position in relation to Barbara’s coming as the next teacher); and (3) as **someone who values his classmates’ qualities** (such as his positive Judgement which reinforced Fernanda’s ‘CDF title’).
- Roberta: Her identity aspects constructed in discourse include: someone who is (1) **not jealous** like Márvio (by means of overt non-aliment statement and Judgment of Marvio); someone who is (2) **opinionated and somewhat intolerant** when it comes to her harshly unaccepting attitude towards the news of Barbara coming to the group as the next teacher (by means of negative inscribed Appreciation of Barbara’s speaking competence and an evoked Judgment of Barbara as a teacher of English); (3) an **admirer of me as a teacher** (by means of positive Judgment an Appreciation of my

⁶ Despite its study potential, I will not delve into the field native vs non-native due to the narrowed scope of this research.

competence as a teacher as being ‘competent’ and ‘irreplaceable’); and also a (4) **non-native speaker of English** (when she switches codes and turns to Portuguese after getting too emotionally affected by the news that Barbara would be the next teacher).

- Fernanda: Her identity position as a (1) ‘**CDF**’ is negotiated through her instances of Judgment of Fabio and members of the group’s language level. Fernanda affiliated to Roberta’s (2) ‘**admirer-of-me (Fabrini)**’ position through an instance of Affect when she said they wanted me forever. She also constructs Appreciative stances towards the informal abbreviation ‘lol’ whereby she positions herself as (3) **a non-native speaker of English** who is resistant to using ‘lol’ to convey laughter meanings because she cannot relate to that emotionally.
- Myself: I observed the construction of aspects of my own identity as (1) **an ethical professional** who defended a workmate, but especially **as Barbara’s friend**, who acknowledged her as a good teacher by means of a positive inscribed Appreciation of her teaching and linguistic competence despite students’ heavy criticism towards her. By doing so, I did not align with Roberta’s negative Judgments. I also constructed aspects of my identity as (2) **a teacher** who acknowledges my students’ progress. Such aspect emerged when I made a positive appreciation of Cris’ linguistic evolution. Also, (3) I observed the **friendly-teacher-who-values-technology-in-the-learning-process** aspect. Last, students made power relations clear despite the general feeling of us being ‘friends’. That happened whenever they reminded me of my position as, above all, a (4) **teacher** by means of doubts or grammar clarification questions, jealousy feelings after my compliments or questions related to course structure and planning such as who the next teacher will be or what their grades were.
- Cris: She was a member who tended to construct aspects of her identity by explicitly aligning herself to already-emerged identities. This happens, for example, when she (1) agrees with Roberta’s evaluative stances disapproving of Barbara’s professional competence, and when she aligns herself to

Fernanda's identity aspect as (2) a **non-native speaker of English** who is resistant to using 'lol'.

The discussion will now revolve around crossing the identities found with the theoretical background that underlies this research's data analysis, namely the five-principle framework suggested by Bushcoltz and Hall (2005) and the Appraisal system (Martin & White, 2005). Then, insights drawn from the analysis will follow.

Firstly, the Emergence principle (cf. Chapter 2, section 2.1.2), whose primary condition is to approach identity as a construct that emerges in discourse rather than an individual, stable and primarily internal psychological phenomenon, applies, for example, to extract (5). It happens when Roberta's non-native identity aspect appears in language after she resorts to Portuguese, her mother tongue, in order to vent her feelings while conveying clear ideas confidently. Even though I previously knew that Roberta is a non-native speaker, in the communicative situational context where language is analyzed, it only becomes evident after it is realized in discourse, that is, in her messages in Portuguese.

As previously described in the theoretical chapter, the Positionality principle (cf. Chapter 2, section 2.1.2) proposed by Buscholtz and Hall (2005) demystifies the notion that identities can only fit broader social categories such as age, gender or social class. Identities may be narrowed down to very specific and/or temporary categories. They change from moment to moment as speakers assume temporary roles during interaction. One case that illustrates the emergence of such roles is Márvio's temporary identity position of a diplomat/peacemaker analyzed in extract (5). Marvio was sensitive enough to construct instances of positive Affect towards Roberta while at the same time not affiliating to her identity position as someone who would not give Barbara a chance and leave the course.

The Relationality principle, which approaches identity construction based on the relationship between self and other (cf. Chapter 2, section 2.1.2), is present in extract (1), for instance, when Fernanda compares herself and the group to the newcomer Fábio. Fernanda suggests that Fábio is different from her (and from the group) as regards his 'level of English' when she says they (she and the group) are at

a lower level than Fabio. Another instance of the Relationality principle happens in extract (4) when Roberta compares herself to Marvio's jealous acknowledged identity position and denies her affiliation to such aspect.

The Indexicality principle (cf. Chapter 2, section 2.1.2) is present in virtually every extract due to the nature of the criterion I used to select and analyze data: evaluative stances. This principle intertwines more closely with the Appraisal system once it provides more concrete linguistic evidence of identity construction by means of lexicogrammatical realizations whenever opinions and evaluations occur, followed by consequent alignments or non-alignments. In extract (6), Fernanda constructs a negative Appreciation of the acronym 'lol' and positions herself as someone who cannot feel emotion in its use when she says that 'lol is so not emotional'. The construction of her identity is realized by means of specific words, or lexicogrammatical realizations that make identity construction more palpable, concrete and visual. After positioning herself in relation to 'lol', Fernanda not only constructs her identity, but also 'makes room' for other group members to align themselves with her or not. Cris, for instance, affiliates with Fernanda when she also constructs an instance of negative appreciation towards 'lol'. This movement of affiliating or not with evaluative stances happens in most extracts and contributes to the elucidation of different identity positions, as analyzed in section 4.4 and 4.5, for instance.

Considering all the extracts analyzed, it is possible to note that most identity aspects found emerged through the sharing of feelings and opinions, and thus by means of the Appraisal System, that directly or indirectly contributed to the building or maintenance of a sense of group unity and bond despite individual differences. Marvio, for instance, acknowledged and reinforced Fernanda's CDF trait (extract 1) as well as Roberta's importance to the group despite their opposing stands regarding the coming of the new teacher (extract 5). Also, Fernanda and Roberta were amused by Marvio's jealous reactions and made sure he got his share of positive Affect messages after his 'complaints' (extracts 2,3,4). Even when Roberta reacted negatively to the news of the next teacher (and did not align with myself), she was, in a way, worried about the group's united identity, whose rapport and light atmosphere

was, in her view, threatened if they were to have lessons with someone of whom they did not approve (extract 5).

A key aspect that contributed to the emergence of even more identities was the natural consequent alignment to Attitudinal stances made. The construction of identities based on the comparison of self and other (followed by affiliations or non-alignments) permeated the extracts. It becomes visible, for example, in extracts (5) and (6) when Cris, as previously mentioned, agrees with Roberta's negative evaluative stances of Barbara's professional competence (extract 5) and also aligns herself to Fernanda's identity aspect as a non-native speaker of English who is resistant to using 'lol' (extract 6).

Although I initially thought I might not have 'quality data material' to work with because, to me, they were simply 'chit chatting' over trivial matters, I now realize that group members (myself included) were constantly building aspects of their multifaceted identities. Such identity constructions were observed by means of evaluative stances while they engaged interpersonally, irrespective of the Field/what was being talked about (Meyer, MAK Halliday, R Hasan, 1987).

5. Final Considerations

This monograph aimed at analyzing the construction of identities in a virtual environment (WhatsApp chat) from a systemic-functional linguistics perspective, mainly by means of evaluative stance realizations according to the Appraisal System (Martin & White, 2005), in conjunction with the five-principle identity construction analytical framework proposed by Bucholtz & Hall (2005). As identity is too broad and complex a term, I made sure to specify that my focus was on micro identity aspects or temporary interactional positions in discourse (as opposed to macro categories such as gender, nationality, etc) which help realize the intersubjectivity of identity construction and contribute to the formation of our multi-faceted and fragmented identities.

Two important considerations were made before the analysis: First, at the time the chat took place, I was fully unaware of its ‘language-and-identity research potential’, which makes the data construction authentic and natural despite my taking part in the group. Actually, this aspect of the research revealed itself as an appealing experience after I realized I would have the opportunity to manipulate data qualitatively and analyze my own identity construction, being simultaneously the researcher and part of what was being researched. Second, as I was dealing with a large amount of data (about one year of chat), the extracts selected and analyzed naturally contemplated assorted topics rather than a group discussion about a specific issue or problem. Such array of data, on the other hand, contains rich material for future research possibilities such as: Face studies (Goffman, Erving. "On face-work." *Interaction ritual* (1967), *Code-Switching* (Auer, 2013), (Duszak, 2002), Beliefs in language learning (Barcelos, 2012), among others.

Identities that emerged ranged from playfully jealous behavior, diplomatic peacemaking and peer admiration to harshly critical and judgmental positioning in relation to the professional competence of a teacher. In addition, the non-native aspect of my students’ identities emerged in instances of emotion-driven code-switching and reactions of rejection to the use of ‘lol’ in a virtual environment

(WhatsApp) where participants were encouraged to use English. Such identity positions were usually followed either by affiliations or by non-alignments, which, in turn, enabled the construction of even more identities.

Finally, I emphasize the importance of approaching the results found here as well as their understandings as a relevant window to the whole asset of language and identity construction studies despite its analysis in a very specific context. The construction of several identity aspects and transitory interactional positions by means of evaluative stances, followed by alignments or non-alignments, was surprisingly recurrent throughout the chat. It happened while my students and I talked about topics in our EFL universe such as grammar mistakes, teachers and students' speaking competence, current and future teachers, digital genre language and acronyms such as 'lol', and feelings of Affect towards one another. Therefore, I do believe that this research has its share of contribution to Applied Linguistics in the elucidation of how frequently we evaluate things and, by doing so, we position ourselves and construct aspects of our fragmented identities in discourse, which also happens in virtual communication such as instant-messaging chat Apps like WhatsApp.

On a personal level, as a researcher, this study has its share of contribution towards my own understanding of the complexity involved in defining one's identity, bearing in mind its intersubjectivity, fragmentation, fluidity, and how it is only more concretely 'analyzable' after it is realized in discourse. Such concreteness can be achieved with the aid of the Appraisal System (Martin, 2005), which is a powerful tool to pinpoint evaluative lexicogrammatical realizations associated to the construction of identities. As a teacher, in practical terms, this study contributes enormously to my awareness of the importance of identifying my students' discourse-emergent identity aspects, which, in turn, allow me to adapt subjects, activities, discussion topics, etc. according to their needs in order to, most importantly, foster rapport and create a healthy atmosphere that is conducive to learning.

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Attachments

Extract 1 (Full)

1. 10/04/14 20:16:13: Fernanda: Fábio, we are in a low level than yours
2. 10/04/14 20:16:22: Fabio: Perna cabeluda
3. 10/04/14 20:16:27: Marvio Sarmento: No one spoke of my leg !!!!
4. 10/04/14 20:16:29: +55 21 98520-8772: Kkkkkkk
5. 10/04/14 20:16:38: Fernanda: Hahahahaha
6. 10/04/14 20:16:45: Fernanda: Thank you!
7. 10/04/14 20:16:54: Roberta: What is this crazy people?
8. 10/04/14 20:17:00: +55 21 98520-8772: Today this talk is very exciting. Lol
9. 10/04/14 20:17:04: Fernanda: I think Márvio wont ask me CDF anymore!
10. 10/04/14 20:17:12: Fernanda: Fábio is much better!
11. 10/04/14 20:17:36: Fernanda: Sorry! Dont call me CDF anymore
12. 10/04/14 20:17:41: Fabio: Thak you baby
13. 10/04/14 20:17:46: Fabrini: Hairy legs, guys ;)
14. 10/04/14 20:18:03: Fabio: Thank
15. 10/04/14 20:18:12: Fernanda: Of course! From hair
16. 10/04/14 20:18:23: Marvio Sarmento: You will always be our CDF

Extract 1 (synthesized)

1. 10/04/14 20:16:13: Fernanda: Fábio, we are in a low level than yours

9. 10/04/14 20:17:04: Fernanda: I think Márvio wont ask me CDF anymore!

10. 10/04/14 20:17:12: Fernanda: Fábio is much better!

11. 10/04/14 20:17:36: Fernanda: Sorry! Dont call me CDF anymore

12. 10/04/14 20:17:41: Fabio: Thak you baby

16. 10/04/14 20:18:23: Marvio Sarmento: You will always be our CDF

Extract 2 (Full)

17. 27/03/14 06:47:51: Marcelo: Girls please send a kiss for me !I miss you !

18. 27/03/14 06:58:51: Cris: Morning!

19. 27/03/14 07:00:14: Cris: Morning Marcelo! ☺

20. 27/03/14 07:00:59: Marvio Sarmento: Why only Marcelo ???

21. 27/03/14 07:02:24: Cris: Morning Marvio! Lol Good Morning evebody!

22. 27/03/14 07:09:39: Roberta: 🍷🍷🍷 for everybody!

23. 27/03/14 07:09:52: Roberta: And good morning!

Extraxt 2 (Synthesized)

17. 27/03/14 06:47:51: Marcelo: Girls please send a kiss for me !I miss you !

18. 27/03/14 06:58:51: Cris: Morning!

19. 27/03/14 07:00:14: Cris: Morning Marcelo! ☺

20. 27/03/14 07:00:59: Marvio Sarmento: Why only Marcelo ???

21. 27/03/14 07:02:24: Cris: Morning Marvio! Lol Good Morning evebody!

Extract 3 (Full)

24. 10/04/14 20:21:33: Fabio: Get the next theacher and turn him crazy too

25. 10/04/14 20:22:08: Fernanda: We can try

26. 10/04/14 20:22:15: Marcelo: Fafa 2 you never know fafa 1

27. 10/04/14 20:22:19: Fernanda: But its not simple like this

28. 10/04/14 20:23:09: Marcelo: Fafa is tagget
29. 10/04/14 20:23:20: Fabrini: I'll stay here if you want me to
30. 10/04/14 20:23:21: Marcelo: Tagger
31. 10/04/14 20:23:33: Roberta: It's impossible! Fabrini is exceptional! Unique!
32. 10/04/14 20:23:39: Fernanda: We want you forever
33. 10/04/14 20:23:59: Fabrini: 😊😊😊😊😊😊
34. 10/04/14 20:24:01: Marvio Sarmento: I'm jealous
35. 10/04/14 20:24:10: Roberta: You too baby
36. 10/04/14 20:24:14: Fernanda: Hahahhahaha
37. 10/04/14 20:24:18: Fernanda: Yes!!!
38. 10/04/14 20:24:23: Fernanda: You too!

Extract 3 (Synthesized)

31. 10/04/14 20:23:39: Fernanda: We want you forever
32. 10/04/14 20:23:59: Fabrini: 😊😊😊😊😊😊
33. 10/04/14 20:24:01: Marvio Sarmento: I'm jealous
34. 10/04/14 20:24:10: Roberta: You too baby
35. 10/04/14 20:24:14: Fernanda: Hahahhahaha
36. 10/04/14 20:24:18: Fernanda: Yes!!!
37. 10/04/14 20:24:23: Fernanda: You too!

Extract 4 (Full)

38. 08/08/14 10:26:21: Cris: Hello Fafa! How are you doing? Do you miss us?
Your best students. Lolol
39. 08/08/14 10:35:55: M: André, what a pity! I hope we meet in soon! Good
Luck! ;)
40. 08/08/14 15:40:03: Fabrini: I miss you all... "/
41. 08/08/14 15:40:44: Cris: 🙌🙌

42. 08/08/14 15:40:49: Fabrini: How's your baby, A?

43. 08/08/14 15:40:59: Fabrini: how are you doing, Cris?

44. 08/08/14 15:41:15: Fabrini: Do you and fefe still sit together?

45. 08/08/14 15:41:39: Fabrini: Dani: 😊😊

46. 08/08/14 15:42:37: Fabrini: 😊😊

47. 08/08/14 15:44:38: Cris: I'm fine. Yeah!

48. 08/08/14 15:45:30: Fabrini: You made good progress, Cris. Way to go!

49. 08/08/14 15:45:38: Marvio Sarmento: And I ??? Fabrini, why you didn't ask
about me ??? Only girls ??? Lol

50. 08/08/14 15:45:52: Fabrini: Hahahaha

51. 08/08/14 15:46:24: Fabrini: I was talking to A too lol

52. 08/08/14 15:46:55: Fabrini: are you saying he is a girl too?

53. 08/08/14 15:47:02: Fabrini: 😊😊😊

54. 08/08/14 15:47:16: Fabrini: How are you doing, Mavio?

55. 08/08/14 15:47:42: Fabrini: Marvio! You have competently eliminated the
competition in the classroom!

56. 08/08/14 15:48:00: Fabrini: A is out.. So am I

57. 08/08/14 15:48:22: Cris: Lolol jealous!

58. 08/08/14 15:48:24: Fabrini: It's only you and the girls

59. 08/08/14 15:48:39: Fabrini: Lucky bastard

60. 08/08/14 15:48:43: Fabrini: 😊😊

61. 08/08/14 15:51:03: Cris: Yeah. Now Márvio is blessed is the fruit. Lolol

62. 08/08/14 15:51:47: Fabrini: Lolol

63. 08/08/14 15:53:33: A: Fabrini, I'm sure I'm a real man! Lol My baby is fine,
she is so cute and it's not because I'm her father haha unfortunately I'm out...

64. 08/08/14 15:54:54: Fabrini: Lolol 🖐 show me a picture later ;)

65. 08/08/14 15:55:11: Roberta: Franzino didn't ask about me too... Am I a man?

66. 08/08/14 15:55:26: Roberta: Fabrini didn't ask about me too... Am I a man?

67. 08/08/14 15:55:31: Roberta: Sorry!

68. 08/08/14 15:55:38: A: LOLOL

69. 08/08/14 15:56:38: A: e3fd1da2750f54d77d037081ebfbaa66.jpg <anexado>
70. 08/08/14 15:57:08: +55 21 99400-7105: Sharing with you guys... She is beautiful, isn't she?
71. 08/08/14 15:57:14: Roberta: Beautiful girl! ♥□ so cute!
72. 08/08/14 15:58:19: Marcelo: Beautiful A !
73. 08/08/14 15:59:11: Marcelo: You are so fat in this picture A !
74. 08/08/14 16:00:37: +55 21 99400-7105: Thank you guys... Marcelo, you figured out I'm fat only now? Lol
75. 08/08/14 16:01:22: Fabrini: . Betaaa.. Are you okay? :)
76. 08/08/14 16:01:46: Fabrini: I was taking to those who were texting at that time :p
77. 08/08/14 16:02:33: Marcelo: I have lot's of saudades for this group !
78. 08/08/14 16:02:57: Fabrini: Kkkk
79. 08/08/14 16:03:45: Marcelo: Sorry Fafa I forgot Saudades !
80. 08/08/14 16:04:59: Livia: I miss you all guys
81. 08/08/14 16:06:01: +55 21 98520-8772: Oh so cute your daughter Andre. Congratulations! 🙌
82. 08/08/14 16:08:08: Dani: Beautiful girl Andre!!! Congrats!!!
83. Miss you crazy people
84. 08/08/14 16:08:24: Marvio Sarmento: Beautiful Baby !!!
85. 08/08/14 16:14:44: +55 21 99400-7105: Thank you all!!!
86. 08/08/14 16:41:25: Roberta: Ok Fabrini! I'm not jealous like Marviozinho.... 😊

Extract 4 (Synthesized)

40. 08/08/14 15:40:03: Fabrini: I miss you all... "/"
41. 08/08/14 15:40:44: Cris: 🙌🙌
42. 08/08/14 15:40:49: Fabrini: How's your baby, A?
43. 08/08/14 15:40:59: Fabrini: how are you doing, Cris?
44. 08/08/14 15:41:15: Fabrini: Do you and fefe still sit together?

45. 08/08/14 15:41:39: Fabrini: Dani: 😊🙄
46. 08/08/14 15:42:37: Fabrini: 😊😊
47. 08/08/14 15:44:38: Cris: I'm fine. Yeah!
48. 08/08/14 15:45:30: Fabrini: You made good progress, Cris. Way to go!
49. 08/08/14 15:45:38: Marvio Sarmento: And I ??? Fabrini, why you didn't ask about me ??? Only girls ??? Lol
50. 08/08/14 15:45:52: Fabrini: Hahahaha
51. 08/08/14 15:46:24: Fabrini: I was talking to A too lol
75. 08/08/14 16:01:22: Fabrini: . Betaaa.. Are you okay? :)
76. 08/08/14 16:01:46: Fabrini: I was taking to those who were texting at that time :p
86. 08/08/14 16:41:25: Roberta: Ok Fabrini! I'm not jealous like Marviozinho.... 😊

Extract 5 (Full)

87. 09/07/14 18:28:59: +55 21 98520-8772: Fabrini do you know who will be our teacher?
88. 09/07/14 18:29:56: Marvio Sarmento: Secret
89. 09/07/14 18:33:12: +55 21 98520-8772: Why secret?
90. 09/07/14 18:33:26: +55 21 98520-8772: I'm curious.
91. 09/07/14 18:33:48: +55 21 98520-8772: Do you know Márvio?
92. 09/07/14 18:36:20: Marvio Sarmento: It can be a men or a woman
93. 09/07/14 18:38:48: Fernanda: Good! I was afraid that could be an alien 🙄
94. 09/07/14 18:40:28: +55 21 98520-8772: Hahha
95. 09/07/14 18:40:42: +55 21 98520-8772: It's true! 😊
96. 09/07/14 18:41:52: +55 21 98520-8772: Off course Márvio. 😊.
97. I prefer a man like Fabrini. Lolol
98. 09/07/14 19:36:26: Marcela Maciel: Hahahaa, it's a mistery

99. 09/07/14 19:45:56: Marvio Sarmento: Fefe, be careful !!! Stay calm !!! Don't worry because I'll be there.
100. 09/07/14 19:46:25: Fabrini: Barbara
101. 09/07/14 19:47:40: Roberta: All of us get out of cultura if barbara will be our teacher
102. 09/07/14 19:48:37: Fabrini: Don't say that .. She's nice.. Give her a chance
103. 09/07/14 19:49:04: +55 21 98520-8772: Are you sure Fabrini?
104. 09/07/14 19:49:12: Fabrini: Your learning is the priority
105. 09/07/14 19:49:15: Roberta: Impossible! No chance! She can't speak well
106. 09/07/14 19:49:16: Fabrini: Yes
107. 09/07/14 19:49:16: +55 21 98520-8772: Putz!!
108. 09/07/14 19:49:29: Fabrini: She is super fluent
109. 09/07/14 19:49:42: +55 21 98520-8772: 🙄🙄
110. 09/07/14 19:49:45: +55 21 98520-8772: Kkkkk
111. 09/07/14 19:49:46: Fabrini: Much more than me
112. 09/07/14 19:49:51: Roberta: But i didn't undestand anything
113. 09/07/14 19:49:54: +55 21 98520-8772: Hahah
114. 09/07/14 19:50:07: Fabrini: Don't judge on first impressions
115. 09/07/14 19:50:10: Roberta: Bicha enrolada!!!!
116. 09/07/14 19:50:13: +55 21 98520-8772: Yeah I agree with Roberta
117. 09/07/14 19:50:18: +55 21 98520-8772: Kkkkk
118. 09/07/14 19:50:21: +55 21 98520-8772: Yeah
119. 09/07/14 19:50:39: Fabrini: She was covering me that day
120. 09/07/14 19:51:15: Roberta: Ser fluente n quer dizer q serve pra ser professora... Tem q ter vocação.... Saber passar o q sabe pra gente e ela n faz nada disso!
121. 09/07/14 19:51:54: Fabrini: I just said that because you said she couldn't speak well
122. 09/07/14 19:51:58: +55 21 98520-8772: Xiiii deu ruim

123. 09/07/14 19:52:09: Marvio Sarmento: Guys stay calm !!! We can a chance for her.
124. 09/07/14 19:52:24: Fabrini: C'mon.. Give her a chance
125. 09/07/14 19:52:29: Roberta: I didn't undestand anything she said
126. 09/07/14 19:52:36: Marvio Sarmento: Roberta you are the best for me
127. 09/07/14 19:52:40: +55 21 98520-8772: Yeah. Doing what?
128. 09/07/14 19:52:53: Roberta: People I'm ok! I'm very calm now.
129. 09/07/14 19:53:22: Fabrini: Give her a chance.. Than you make your final decision
130. 09/07/14 19:53:33: +55 21 98520-8772: 👉👉
131. 09/07/14 19:53:37: Marvio Sarmento: Roberta you are important for our group
132. 09/07/14 19:54:24: Fabrini: You have to stick together
133. 09/07/14 19:54:42: Fabrini: In Good or "bad" moments
134. 09/07/14 19:54:50: Roberta: Me desculpem! Eu já queria sair. Se for ela mesmo, difícil eu ficar...
135. 09/07/14 19:55:40: Fabrini: I tried... 😊
136. 09/07/14 20:04:05: Roberta: I'm sorry! I'm sad, not angry....

Extract 5 (Synthesized)

87. 09/07/14 18:28:59: Cris: Fabrini do you know who will be our teacher?
100. 09/07/14 19:46:25: Fabrini: Barbara
101. 09/07/14 19:47:40: Roberta: All of us get out of cultura if barbara will be our teacher
102. 09/07/14 19:48:37: Fabrini: Don't say that .. She's nice.. Give her a chance
103. 09/07/14 19:49:04: Cris: Are you sure Fabrini?
104. 09/07/14 19:49:12: Fabrini: Your learning is the priority
105. 09/07/14 19:49:15: Roberta: Impossible! No chance! She can't speak well
106. 09/07/14 19:49:16: Fabrini: Yes
107. 09/07/14 19:49:16: Cris: Putz!!

108. 09/07/14 19:49:29: Fabrini: She is super fluent
109. 09/07/14 19:49:42: Cris: 🙄🙄
110. 09/07/14 19:49:45: Cris: Kkkkk
111. 09/07/14 19:49:46: Fabrini: Much more than me
112. 09/07/14 19:49:51: Roberta: But i didn't undestand anything
113. 09/07/14 19:49:54: Cris : Hahah
114. 09/07/14 19:50:07: Fabrini: Don't judge on first impressions
115. 09/07/14 19:50:10: Roberta: Bicha enrolada!!!!
116. 09/07/14 19:50:13: Cris : Yeah I agree with Roberta
117. 09/07/14 19:50:18: Cris : Kkkkk
118. 09/07/14 19:50:21: Cris : Yeah
119. 09/07/14 19:50:39: Fabrini: She was covering me that day
120. 09/07/14 19:51:15: Roberta: Ser fluente n quer dizer q serve pra ser professora... Tem q ter vocação.... Saber passar o q sabe pra gente e ela n faz nada disso!
121. 09/07/14 19:51:54: Fabrini: I just said that because you said she couldn't speak well
122. 09/07/14 19:51:58: Cris : Xiiii deu ruim
123. 09/07/14 19:52:09: Marvio Sarmiento: Guys stay calm !!! We can a chance for her.
124. 09/07/14 19:52:24: Fabrini: C'mon.. Give her a chance
125. 09/07/14 19:52:29: Roberta: I didn't undestand anything she said
126. 09/07/14 19:52:36: Marvio Sarmiento: Roberta you are the best for me
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136. 09/07/14 20:04:05: Roberta: I'm sorry! I'm sad, not angry....

Extract 6 (Full)

137. 24/03/14 20:27:50: Fernanda: You already teach this (suit x fit) but my short memory (?) is too short
138. 24/03/14 20:28:36: Fernanda: Teach no.. What is the past simple of teach?
139. 24/03/14 20:28:57: Fernanda: You can correct me!!! I like!! 😊
140. 24/03/14 20:29:24: Fabrini: Lol
141. 24/03/14 20:29:58: Fernanda: But I wont give you money
142. 24/03/14 20:29:59: Fernanda: 😊
143. 24/03/14 20:29:59: Fabrini: Let's laugh in English too!
144. 24/03/14 20:29:59: Fabrini: lol = rs
145. 24/03/14 20:30:11: Fernanda: Noooooo
146. 24/03/14 20:30:22: Fernanda: This is so not emotional
147. 24/03/14 20:30:33: Cris : Marcelo where are you. D
148. 24/03/14 20:30:33: Fernanda: Lol have no feelings
149. 24/03/14 20:30:45: Fabrini: Lol = laughing out loud
150. 24/03/14 20:31:05: Cris : Defends
151. 24/03/14 20:31:07: Cris : Rs
152. 24/03/14 20:31:11: Fabrini: You can use the emoticons, then.. Lol
153. 24/03/14 20:31:24: Fernanda: Okay
154. 24/03/14 20:32:07: Fernanda: I'm talking too much today..
155. 24/03/14 20:32:14: Fernanda: Sorry!
156. 24/03/14 20:32:56: Fabrini: Or Hahahahahaha
157. 24/03/14 20:33:06: Fabrini: Teach - taught – taught

158. 24/03/14 20:33:31: Fernanda: Marcelo is probably in his english class, Cris
159. 24/03/14 20:33:31: Fabrini: Tótx
160. 24/03/14 20:33:40: Fabrini: Hummmm
161. 24/03/14 20:34:03: Fabrini: Marcelo.... Send us a picture of your new group!
162. 24/03/14 20:34:35: Fabrini: And of your new Leane lololol
163. 24/03/14 20:34:37: Cris : Ah yes. It's true Fe.
164. 24/03/14 20:34:38: Fernanda: Cheating ônibus
165. 24/03/14 20:35:00: Fernanda: Cheating on us
166. 24/03/14 20:59:01: Cris : Very strange this Lololol. 😊😊
167. 24/03/14 20:59:38: Fernanda: Yes!
168. 24/03/14 21:00:16: Cris : My mind no assimilated already. Hahaha

Extract 6 (Synthesized)

137. 24/03/14 20:27:50: Fernanda: You already teach this (suit x fit) but my short memory (?) is too short
138. 24/03/14 20:28:36: Fernanda: Teach no.. What is the past simple of teach?
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Authorizations:

TERMO DE AUTORIZAÇÃO DE USO DE TEXTO

Pelo presente instrumento, eu, abaixo assinado (a), **ROBERTA CRISTINA DE QUEIROGA LAUT**, RG nº 24154755-3, CPF nº 034.745.757-67, residente à Rua Barão de Itapagipe, 445/704A, bairro Tijuca, na cidade do Rio de Janeiro, doravante **AUTORIZADORA**, autorizo **FABRINI DE OLIVEIRA RODRIGUES**, RG nº 21301402-0, CPF nº 116.170.957-61, residente à Rua Capitão Rubens, 01, bairro Marechal Hermes, na cidade de Rio de Janeiro, doravante **REQUERENTE**, de forma inteiramente gratuita, a título universal, em caráter total, definitivo, irrevogável e irretratável, a utilização de **TEXTO**, para fixação deste em sua dissertação de monografia, referente à conclusão do curso de especialização em Língua Inglesa, da Pontifícia Universidade Católica (PUC-RJ), por ele produzida, e nos materiais e publicações sobre os mesmos dados, doravante denominados simplesmente "**OBRA**", nos seguintes termos:

1. Reconhece expressamente o (a) **AUTORIZADOR(A)** que o **REQUERENTE**, na qualidade de detentor dos direitos patrimoniais de autor sobre a **OBRA** e, tendo em vista a autorização efetuada neste Termo, poderá a seu exclusivo critério, utilizar a **OBRA** livremente, bem como seus extratos, trechos ou partes, podendo, exemplificativamente, mas não limitadamente, adaptá-la para fins de publicações novas.

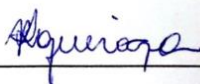
1.1. Nenhuma das utilizações previstas no caput desta Cláusula, ou ainda qualquer outra que pretenda o **REQUERENTE** dar à **OBRA** têm limitações de tempo ou de número de vezes, podendo ocorrer no Brasil e/ou exterior, em qualquer língua e através de qualquer meio de reprodução e/ou divulgação, sem que seja devida ao (à) **AUTORIZADOR(A)** qualquer remuneração.

2. O presente instrumento é firmado em caráter irrevogável e irretratável obrigando-se as partes por si, seus herdeiros e sucessores a qualquer título, ficando eleito o foro da Comarca do Rio de Janeiro para dirimir quaisquer dúvidas oriundas deste Termo.

Por esta ser a expressão da minha vontade, declaro que autorizo o uso acima descrito sem que nada haja a ser reclamado a título de direitos autorais e conexos.

Rio de Janeiro, 19 de julho de 2016

Assinatura da Autorizadora: _____



TERMO DE AUTORIZAÇÃO DE USO DE TEXTO

Pelo presente instrumento, eu, abaixo assinado (a), **FERNANDA MARTINS MOREIRA**, RG nº 12511451-2, CPF nº 112.402.174-74, residente à Rua Justina Bulhões, nº 58 – apto 1003, bairro Ingá, na cidade de Niterói, doravante **AUTORIZADOR(A)**, autorizo **FABRINI DE OLIVEIRA RODRIGUES**, RG nº 21301402-0, CPF nº 11617095761, residente à Rua Capitão Rubens, 01, bairro Marechal Hermes, na cidade de Rio de Janeiro, doravante **REQUERENTE**, de forma inteiramente gratuita, a título universal, em caráter total, definitivo, irrevogável e irretratável, a utilização de **TEXTO**, para fixação deste em sua dissertação de monografia, referente à conclusão do curso de especialização em Língua Inglesa, da Pontifícia Universidade Católica (PUC-RJ), por ele produzida, e nos materiais e publicações sobre os mesmos dados, doravante denominados simplesmente “**OBRA**”, nos seguintes termos:

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Rio de Janeiro, 19 de julho de 2016

Assinatura do(a) Autorizador(a):

Fernanda M. Moreira

TERMO DE AUTORIZAÇÃO DE USO DE TEXTO

Pelo presente instrumento, eu, abaixo assinado (a), Cristiane Alves de Lima Gomes, RG nº, 09608672-3, CPF nº 035.396.047-07, residente à Av. Almirante Barroso, 52 / 26º andar, bairro Centro, na cidade de Rio de Janeiro, doravante **AUTORIZADOR(A)**, autorizo **FABRINI DE OLIVEIRA RODRIGUES**, RG nº 21301402-0, CPF nº 11617095761, residente à Rua Capitão Rubens, 01, bairro Marechal Hermes, na cidade de Rio de Janeiro, doravante **REQUERENTE**, de forma inteiramente gratuita, a título universal, em caráter total, definitivo, irrevogável e irretratável, a utilização de **TEXTO**, para fixação deste em sua dissertação de monografia, referente à conclusão do curso de especialização em Língua Inglesa, da Pontifícia Universidade Católica (PUC-RJ), por ele produzida, e nos materiais e publicações sobre os mesmos dados, doravante denominados simplesmente "**OBRA**", nos seguintes termos:

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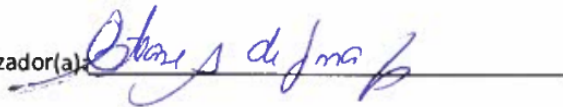
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2. O presente instrumento é firmado em caráter irrevogável e irretratável obrigando-se as partes por si, seus herdeiros e sucessores a qualquer título, ficando eleito o foro da Comarca do Rio de Janeiro para dirimir quaisquer dúvidas oriundas deste Termo.

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Rio de Janeiro, 19 de julho de 2016

Assinatura do(a) Autorizador(a):



TERMO DE AUTORIZAÇÃO DE USO DE TEXTO

1. Pelo presente instrumento, o (a) **AUTORIZADOR (A)** abaixo qualificado (a) autoriza **FABRINI DE OLIVEIRA RODRIGUES**, de forma inteiramente gratuita, a título universal, em caráter total, definitivo, irrevogável e irretroatável a utilização dos textos produzidos no grupo de Whatsapp, criado pelos alunos do curso de inglês, na monografia da especialização em Língua Inglesa por ele produzida, e nos materiais e publicações sobre os mesmos dados, doravante denominados simplesmente "OBRA".
2. Reconhece expressamente o (a) **AUTORIZADOR (A)** que **FABRINI DE OLIVEIRA RODRIGUES**, na qualidade de detentor dos direitos patrimoniais de autor sobre a **OBRA** e tendo em vis a autorização efetuada neste Termo, poderá a seu exclusivo critério, utiliza a **OBRA** livremente, bem como seus extratos, trechos ou partes, podendo, exemplificativamente adaptá-la para fins de publicações novas.
 - 2.1. Nenhuma das utilizações previstas no caput desta Cláusula, ou ainda qualquer outra que pretenda **FABRINI DE OLIVEIRA RODRIGUES** dar à **OBRA** têm limitações de tempo ou de número de vezes, podendo ocorrer no Brasil e/ou exterior, sem que seja devida à (o) **AUTORIZADOR (A)** qualquer remuneração.
3. O presente instrumento é firmado em caráter irrevogável e irretroatável obrigando-se as partes por si, seus herdeiros e sucessores a qualquer título ficando eleito o foro da Comarca do Rio de Janeiro para dirimir quaisquer dúvidas oriundas deste Termo.

Rio de Janeiro (RJ), 08 de agosto de 2016.

Autorizador (a):

Nome do (a) Autorizador: **MARVIO SARMENTO BOTELHO**

Identidade: **078.11957-5 ITP-RJ**

CPF: **884.756.627-49**