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The Use of Tbl as a Methodological Tool and the Application of Memes in a Didactic Sequence in the Teaching of Portuguese Language: A Case Study

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Abstract

In the current digital era, the use of memes permeates various aspects of everyday communication, including the educational field. Memes are a popular form of communication and expression, and when used thoughtfully, they can represent a valuable resource in the school context. The aim of this study is to analyze whether the use of memes as a pedagogical tool in Portuguese language teaching effectively contributes to the learning process. The active methodology Team-Based Learning (TBL) and the use of memes in didactic sequences are adopted in Portuguese language classes in a public elementary school in Brazil for teaching punctuation marks. For this purpose, a case study is conducted, involving students from lower secondary education. The results indicate that the humor present in memes creates, through TBL activities, a satisfactory learning environment, followed by the sharing of ideas and knowledge. Learning assessment questionnaires and satisfaction and motivation opinion surveys regarding the teaching methodology are applied to n=24 students, divided into 5th-grade teams. The data show that students felt more motivated by the subject content, with better results in content evaluation compared to classes where the traditional teaching method was adopted. It is concluded that the use of memes can be an effective auxiliary resource in teaching Portuguese, as humor fosters motivation for learning the curricular content, together with TBL. Collaborative learning among teams allows for the exchange of experiences and significant perceptions for the development of reasoning and text interpretation.

Keywords Portuguese language teaching; Didactic sequence; Active methodologies; TBL

1. Introduction

This article aims to highlight the use of Team-Based Learning (TBL) and to observe whether the use of memes as a pedagogical resource can significantly contribute to a better understanding of content related to punctuation marks. The research was conducted at a public school in Brazil, in the state of Mato Grosso (MT), in the municipality of Várzea Grande, at Professor Demétrio de Souza School, located in the Maringá 1 neighborhood, with a 5th-grade "A" class of elementary education.

The underlying premise of this study emerged from the need to find new teaching methods for 5th-grade elementary students. Diagnostic assessments conducted at the beginning of the year revealed that most of the class was lagging in their learning of Portuguese. During lessons, students exhibited difficulties in text interpretation and comprehension, coupled with a lack of interest and motivation to understand the subject content. It is believed that a possible reason for these students still struggling to consolidate these skills could be the impact of the COVID-19 pandemic experienced globally in 2020 and 2021.

Indeed, the application of Active Methodologies was pursued as a means for students to advance their learning in a more dynamic way. Furthermore, it was hypothesized that incorporating elements from the students' social reality along with an active methodology, where the student is active and takes on a leading role in their own learning process, could yield better results in the absorption of Portuguese language content and increase student satisfaction in the learning and literacy process. In this way, it is possible to reconcile two essential and necessary skills in the current context: literacy and literateness. Through these skills, individuals can feel better integrated and more active participants in society.

Considering that the 5th grade of elementary school is part of the classes that are in the literacy phase, the goal was for this literacy to serve not only as a way to read letters and numbers automatically but also to allow students to better understand the world around them. Thus, various TBL activities were carried out, aimed at sharing knowledge and learning in teams.

Regarding literacy, Soares (2009) provides a significant distinction between literacy and literateness. According to the author, literacy is the learning of the use of written symbols, the way to represent and understand them. Literateness, on the other hand, is an extension of what has been learned, a way to interpret, understand, and recontextualize what has been encoded or decoded, either by oneself or by others in different contexts.

Based on this premise, a certain dialogue was sought between teaching and the consolidation of content on punctuation marks. First, through the writing, encoding, and decoding of words, and secondly, through "world literacy" with the inclusion of memes as pedagogical resources so that children could bring knowledge from previous lessons to a better understanding of this social aspect of memes that permeate digital networks, where most of them are involved. The aim was also to provide them with certain reflections on what is found on social media and the importance of reading correctly in order to have a better understanding of the text.

Taking into account the need to teach such content and recognizing children as interpretive beings, a teaching method was thought of that could awaken students' interest and contribute to the acquisition of this fundamental human skill, which is the act of reading not only writing but also reflecting, analyzing, and interpreting the world in which they live. The concept of literacy used in the article will be through the prism of the theorist Emília Ferreiro, who understands the literacy process as more than just teaching to encode and decode letters and numbers, but rather as something that enables a broader, more perceptual, and comprehensive understanding of the reading of everything that exists.

According to Mello (2007, p.88), "it is the children who (re)construct knowledge about written language through the hypotheses they formulate to understand the functioning of this object of knowledge." Thus, it is understood the importance of enabling meaningful (re)constructions about the readings they carry out. Consequently, the idea was to allow them to acquire knowledge that is less rigid, not solely based on memorization, codes, and decoding of symbols, but something that could bring them lightness, laughter, and richer and more expressive meanings.

2. Active Methodologies as Innovation in Pedagogical Practice

According to Moran (2019), active methodologies are pedagogical alternatives that place the student at the center of the teaching and learning process, fostering interest in research and skills for problem-solving, not only fictional but also involving the entire community in which they live. The author provides some definitions of what defines active

methodologies, and in the following paraphrase, three key concepts are highlighted: Maker is a space where creativity is employed to investigate the world. Designer represents an opportunity to find pathways in the search for solutions. Entrepreneurship is a way to achieve significant feats through the execution and correction of one's own mistakes (Moran, 2019, p. 8). In other words, active methodologies require the student to do, build, learn from their own mistakes, and actively seek solutions to problems, becoming the protagonist of their own knowledge. The author highlights three key concepts of active methodologies: Maker, which emphasizes the creative and reflective exploration of the world, utilizing various resources such as maker spaces, computational language, and robotics; Designer, which involves the creation of solutions, pathways, and meaningful learning activities; and Entrepreneurship, which encourages rapid experimentation of ideas, error correction, and the accomplishment of meaningful projects. (Moran, 2019, p. 8).

The present study is based on the hypothesis that the activity carried out in TBL, using didactic resources such as memes, may, in a light and relaxed manner, motivate and enhance student learning through humor, metaphors, ironies, and perhaps foster greater interest in the grammatical content of the Portuguese language discipline. It is believed that this strategy will contribute to students learning the correct use of punctuation marks in texts. Furthermore, it is believed that TBL can provide good interaction among students so that, together, they can discover new meanings and improve their knowledge.

The use of active methodologies, through the methodological tool TBL (Team-Based Learning), is a widely employed resource in larger groups and provides tangible pathways to promote this educational change. After all, it is believed that the group will discuss problems and propose solutions collectively, sharing experiences and reflecting on possible challenges.

In TBL, students actively engage in the learning process by participating in group activities, dialogues, and problem-solving. This approach places the student at the center of the educational scenario as the protagonist of their own learning, stimulating their active participation and responsibility for their learning. Moreover, TBL also emphasizes collaboration among students, who work together to solve challenges and complete tasks. This fosters the development of communication, collaboration, and leadership skills, giving students a prominent role in building knowledge together with their peers.

There's also a sense of responsibility. In TBL, students take on not only the responsibility for their own learning but also for the success of the group as a whole. They are encouraged to actively contribute to team discussions, share knowledge, and assist peers who may be facing difficulties. This approach promotes a sense of individual and collective responsibility, where each student becomes a protagonist in the pursuit of the group's success. TBL also allows for the use of peer assessments, where students provide feedback to each other on individual and group performance. This puts students in the role of evaluators, allowing them to take responsibility for the assessment and improvement of their own work and that of their peers.

Active methodologies, according to Barilli (2020), are characterized by three dimensions: philosophical, social, and technological. The philosophical dimension provides theoretical foundations that underpin methodological practice. The second dimension seeks to understand the socio-political context, considering historical trajectories. The last dimension, according to the author, concerns the use of technology for education. The first dimension involves a theoretical foundation, as it is through theories that the fabric of social reality can be woven. The second dimension, on the other hand, seems to depart from theory and observe the facts in the world as they are and why they are. And the last dimension pertains to the current reality in which we are immersed, which is technology.

Considering this statement and that the new generation of students is immersed in technological means, memes can be an effective strategy in school practices. After observing the reality experienced by students, there is also a need to create a framework of theories that lead to methodological approaches allowing paths to be woven for students to advance in pursuit of their own knowledge. Thus, this study aims to build upon students' prior knowledge of memes, and then integrate knowledge related to the study of the use of punctuation marks in Portuguese language teaching.

Unlike traditional teaching, where the teacher was the "holder of all knowledge" and students were mere spectators, learning through active methodologies allows students to become authors of their own knowledge production. With this, it is understood that active methodologies encompass what is stated in the BNCC (Base Nacional Comum Curricular), which describes all the skills and competencies expected for students at each stage of their academic journey to develop and acquire. It is therefore of paramount importance that all schools in the country follow its instructions, whether public or private. Its implementation is monitored by the Ministry of Education (MEC),

particularly regarding competency number 10: Acting personally and collectively with autonomy, responsibility, and flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable, and solidarity principles (BNCC Brazil, 2018, p.10).

According to Moran (2019), neuroscience asserts that all learning is in some way active because it requires action not only from the teacher but also from the student. In this sense, humans are motivated by their feelings, interests, and passions. Therefore, the author argues for the importance of discovering what "excites, sensitizes, moves, challenges, and surprises" (BNCC Brazil, 2018 p.11) in order to learn.

From this perspective, it becomes evident that it is up to teachers to provide pedagogical-didactic means through which students can feel immersed, speak the same language, and actively participate in the learning process. According to Lamarão (2019), it is crucial to incorporate the reality outside the classroom into the activities carried out in school, as it is this connection that will bring the necessary engagement for students to take pleasure in learning by observing their own reality.

Therefore, this study aimed, in a simple and cohesive manner, to observe and describe whether the use of visual and technological resources in the classroom, such as the use of memes as pedagogical tools, facilitates learning and memorization of Portuguese language content by students in a Brazilian public school. In this way, the focus was on how to spark interest, sensitize, and possibly enable students to become protagonists in the pursuit of their own knowledge. It is a case study with the application of didactic sequences. The chosen subject for this action was Portuguese language, as it is a subject typically explored using only traditional resources such as chalkboard, chalk or marker, photocopies, and textbooks, which can lead students to lose interest in the subject. According to França (2013), lack of interest from students can occur for various reasons such as "lack of stimulus and low self-esteem in the face of what is offered in the classroom and by the traditional pedagogy of content-based teaching that is amorphous, decontextualized, and lacks a relationship with the real social world" (FRANÇA, 2013).

As a proposal for innovation in the teaching and learning process regarding grammar content, the aim was to verify whether the use of memes could capture students' attention and bring positive effects in terms of student engagement. The lesson and research were conducted in a 5th-grade elementary school class. In the following sections, specific approaches for educators to incorporate memes into their teaching strategies are examined, considering issues such as appropriateness, relevance, and effectiveness. It is essential to understand the complexities associated with integrating memes into the classroom, ensuring they align with educational objectives and promote a positive impact on student engagement and learning outcomes. Therefore, the objective of this study is to ascertain how the use of memes can be an effective pedagogical tool in teaching Portuguese language.

Additionally, other specific objectives comprise the research focus of this study, such as: (i) analyzing how the active methodology in TBL can provide moments of greater interaction and interest from students in the content; (ii) identifying together with the students if memes can be effective resources for building learning about punctuation marks; (iii) fostering moments of exchange of experiences and interaction among students; (iv) understanding what didactic-pedagogical advances and/or difficulties students encountered with the developed activity; (v) developing a didactic sequence on punctuation marks, using memes as a resource. And, ultimately, evaluating students' learning regarding the absorption of the programmatic content and their satisfaction and motivation towards learning the content. It is essential to understand the complexities associated with integrating memes into the classroom, ensuring they are aligned with educational objectives and promote a positive impact on student engagement and learning outcomes.

However, it is crucial to understand that Competency 1 of the BNCC considers it important to "value and use the historically constructed knowledge about the physical, social, cultural, and digital world to understand and explain reality [...]." Therefore, based on Dawkins' premise (1976) regarding how he perceives memes as being the gene of culture itself, memes are considered one of the cultural replicators. Dawkins (1976) coined the term to describe cultural units that replicate and evolve through imitation, analogous to genes in biology. In this context, memes can align with this competency.

According to Chagas (2021), the concept of a meme predates the emergence of the internet, originating in 1976 with the publication of Richard Dawkins' book "The Selfish Gene." The author mentions how memes were defined by Dawkins: "memes are ideas, catchphrases, ways of dressing, cooking, or building."

With the advent of technology, a general idea and understanding have been created that memes are merely funny images about someone, something, or some event. However, upon closer observation, it is possible to perceive that the genes of culture persist even if in a humorous manner.

Chagas (2021) further asserts that the approach is not centered on the truth condition that these memes carry, but on how they propagate. From this perspective, memes can be understood as a representation or mockery of reality. It can be said that they refer to a reality in which the author sees themselves. Therefore, they are not necessarily tied to a specific genre. Memes consist of cultural elements that spread from person to person through imitation.

In the digital age, these memes commonly consist of images, videos, texts, or hashtags that spread rapidly across the internet, often conveying ideas, behaviors, or humor. They can be humorous, ironic, informative, or serve any other purpose, and are frequently shared on social media, online forums, and messaging apps. Typically, humor highlights them as playful representations of an almost-real reality, meaning they contain some element of truth, even if they appear somewhat fictional. Often, the author or reader who shares a meme intends to demonstrate to others a certain condition of "truth" or "reality" that mirrors or bears some similarity to a real-life aspect.

The way memes spread and their power to replicate over time permeates both digital media and social imaginaries. Sometimes a person finds a meme funny even without having seen it, simply because someone else has recounted it. Thus, memes are something that is part of the social environment, constructed within the culture of a people, and compared with reality. To determine if something can be considered a meme, according to Dawkins' memetics (1976), three characteristics are necessary: "fidelity, the ability to replicate identically; fecundity, the ability to generate replicas; and longevity, the ability to endure over time."

The use of active methodologies along with the application of memes is considered interesting, as this type of approach enables students to take on a protagonistic role in their teaching and learning process, thereby achieving autonomy as thinking individuals who should initiate discoveries in their own lives.

Perhaps it would be interesting to revisit the concept of memes and draw a parallel between memes and cartoons. Briefly, we can outline the characteristics and differences between the two, firstly to differentiate them since there seems to be a fine line between them. Here, we can make a brief comparison regarding cartoons and memes, as both possess humorous characteristics. According to Silva (2008, p.82), cartoons are a specific genre stemming from caricatures and have an element of revenge, in the sense of reproaching an action, turning it into ridicule, and perhaps drawing attention to something erroneous.

It seems that memes, although commonly humorous, can also be controversial and only need to have the characteristic of multiplying, comparing with reality, and having longevity. For example, it is possible to create different memes about the same subject, as Dawkins (1976) states: "[...] memes are tunes, ideas, slogans, fashion trends, ways of making pots, or building arches" (Dawkins, 1976). Another point is that memes come from the term Mimeme, which derives from the Greek term mimesis.

Therefore, it would be something derived from imitation, the power to create particles of something that already exists, to transform its particles into micro-mimesis of something greater. In this regard, it is not about a mere imitation, but rather an imitation aimed at a certain distortion of reality while still allowing for the existence of that reality. On the other hand, cartoons seem to have a purpose linked to a marked event. They are usually associated with news. Hence, it can be inferred that cartoons are more original, as they would require starting from the observation of reality and critical thinking about a particular social aspect and then creating a cartoon based on that.

In a recent article from The New York Times, it is pointed out that memes did not emerge solely with the advent of the internet but have been used by humanity for a long time. They are even regarded as a means of cultural exchange. Another point is that the newspaper itself positions itself as one of the pioneers in propagating the concept of memes, as in one of its crosswords from the year 1953, it included the word "meme" with the clue: "that which is widely disseminated". It is interesting to note that Dawkins (1976) also characterized memes as widely disseminated. Consequently, once again, one of the characteristics given by him to memes is recognized: the characteristic of multiplying.

The earliest memes in the past didn't aim to make something hilarious or funny, nor did they rely on digital means for replication. They were more like written texts in newspapers, magazines, among others. According to Schopenhauer (2005), the world is a representation for each individual in it. This could mean that people may have different interpretations of the same meme, depending on their subjective construction in and with the world, which

may even make it somewhat challenging to seek "true" interpretations. In this sense, memes are recognized based on perceptions and knowledge about the world, perceptions that are not complete but rather a small snapshot of an entire social reality, which can only be understood by interpreting the world and things in it.

Memes can be perceived as something that can be analyzed through one's own perceptions, as stated by Merleau-Ponty, the perceptual "something" is always in the midst of something else, it is always part of a "field." "A truly homogeneous surface, offering nothing to perceive, cannot be given to any perception. Only the structure of effective perception can teach what perceiving is" (MERLEAU-PONTY, 1999, p.24). Indeed, there needs to be an entire structure for the best possible perception of something. In the case of memes, one could call it a context, a weaving of something that happened in social reality perceived by individuals who then (re)interpreted it and gave it new meanings, perhaps reinforcing what was witnessed or even bringing humorous interpretations about an event, in any case, it is something that is being replicated.

Indeed, unlike memes related to celebrities, politicians, and/or political situations, memes referring to grammar errors in the Portuguese language, even when no longer relevant to current events for students, always convey something that is easily understood by them, especially when it comes to identifying spelling mistakes. It's important to emphasize that when it comes to memes related to grammatical errors, in the case of the activity developed in the classroom, their role is to highlight ways of how not to write so that students learn how to avoid misinterpretations and/or incorrect writings during the interpretation of texts in Portuguese language teaching. The intention, however, is to highlight the appropriate variation of formal language. It's not about advocating for the use of memes in educational materials, but simply to bring experiences that using these resources can be useful for students' teaching and learning.

A proposal for the use of memes is to complement a necessary knowledge for children (learning orthographic writing) but also to expand their vision for a more comprehensive and cohesive understanding of the world around them. According to Evald (2019), writing and reading through decoding need to be considered. The author also reminds us that we live in a multimodal era, where different and varied information circulates among texts and images. In these types of texts, it is common to find memes. These can be texts containing facts, often of a multimodal nature found in technological mediums, social networks where children are often immersed.

The aim was to bring reflections on the importance of reconsidering and innovating pedagogical teaching practices that can effectively contribute to the teaching and learning process of students, which are already part of their daily lives. As Freire (1985, p.17) pointed out, "critical teaching practice, involving the right kind of thinking, involves the dynamic, dialectical movement between doing and thinking about doing." It should also be considered that bringing memes into the classroom is something that reflects part of the students lived reality. Thus, dividing them into groups and teams to discuss, rethink new ways of seeing their own realities through active methodologies, and making them understand that studying Portuguese can provide a better understanding of this aspect of their realities. Thus, it may foster a better willingness in their quest to build and reconstruct their own knowledge. After all, as Freire (1985, p.21) points out, "teaching is not transferring knowledge, but creating the possibilities for its own production or construction."

3. Methodology

The methodological basis of this work is the case study. The case study is conducted considering the following phases, according to Yin (2001): defining the case, planning the information regarding the case under study; preparation, collection, and analysis of data. Therefore, the case conditions were as follows: first, we observed which content areas the students might have the most difficulty with during Portuguese language classes.

Firstly, a diagnostic assessment was conducted to empirically evaluate the levels of literacy and writing skills of each child. Based on the theoretical references of active methodologies, methods of learning that could be didactic and at the same time contribute to the children's learning were sought through active methodologies. The premise is that these methodologies help share information and create an environment of trust and commitment with those involved in the process of transforming reality, where the student is the protagonist. With this in mind, it was thought that this tool would be the best way to understand, research, and intervene in transforming a social reality in the classroom context.

The study took place in a public school in the state of Mato Grosso, Brazil, in the city of Várzea Grande, at Professor Demétrio de Souza School, located in Maringá neighborhood, with a 5th-grade class of Elementary School. The case

selected for analysis and study was the identification of students' academic performance regarding the learning of Punctuation Signs, as outlined in the basic education curriculum.

The information was collected through diagnosis and direct observation. Subsequently, preparation involved the development of a didactic sequence to be applied using the active methodology TBL. Data collection occurred through the students' responses during the pedagogical practice. In grammar classes, activities were based on TBL, where children worked on textual productions in pairs or groups of three, discussing the proposed writing, creating characters, and storylines. Afterwards, the text was corrected, mainly focusing on the correct use of punctuation. Additionally, students were asked to create illustrations for the written texts to facilitate reading and/or storytelling orally. The class was divided into pairs and/or groups, allowing for the presentation of problem-solving situations through memes.

Using memes as a pedagogical resource not only offers a simple and fun way to learn but also provides students with an opportunity to engage with cultural knowledge disseminated through digital networks in a more contextualized and critical manner. When employed strategically, memes not only make the learning experience more enjoyable but also aid in information retention. Visual memes can simplify complex concepts, making them more memorable for students. Additionally, exploring the creativity of memes can motivate students to express their understanding of a topic in a relaxed and relatable manner, fostering a sense of enjoyment even in the learning process. Memes incorporate images and text. From this perspective, we sought memes that contained light-hearted and humorous critiques of errors in Portuguese writing, with the idea that it would be possible to work on what the correct forms of writing would be for the phrases proposed in these memes.

The skills and competencies worked on with the students are: (i) relating text to illustrations and other graphic resources; (ii) establishing expectations regarding the text they are about to read (anticipatory assumptions about the text's meaning, form, and social function), relying on their prior knowledge about the production and reception conditions of the text, its genre, medium, and thematic universe, as well as on textual salience, graphic resources, images, and multimodality, and data from the work itself (index, preface, etc.), confirming anticipations and inferences made before and during the reading of texts, checking the adequacy of the hypotheses made; (iii) re-reading and revising the produced text with the help of the teacher and the collaboration of peers to correct and improve it, making cuts, additions, reformulations, spelling, and punctuation corrections; (iv) utilizing, when producing a text, linguistic and grammatical knowledge, such as spelling, basic rules of nominal and verbal agreement, punctuation (period, exclamation point, question mark, commas in enumerations), and punctuation of direct speech, when applicable.

Initially, the children underwent a diagnostic process, during which it was observed that they were behind in their teaching and learning. Consequently, they were reminded of the form and uses of punctuation marks. A group text production activity was conducted using TBL (Task-Based Learning), where they could create texts aiming to punctuate them correctly. The purpose of the proposal was to create various "books" produced by the students. The covers of these books were illustrated by the students, and each week the groups were reorganized and tasked with writing texts on different themes. After the writing, the texts were corrected according to grammatical rules. At the end of the year, an activity involving memes was developed. Students were asked to observe the memes, discuss them within their groups, and answer the following question: Describe which grammatical.

4. Results and Discussion

In this section, we present some of the activities developed in class with the students. The activity required the correct interpretation of memes in relation to punctuation marks and the way the text relates to the drawings, so that the students could draw from the knowledge acquired in class and/or previous knowledge. After the analysis, students were asked to discuss and reach conclusions about the meme, and together respond to a questionnaire distributed in class, which asked where the grammatical inaccuracies were and why this image with drawings became a meme. Below are some memes along with the students' comments:
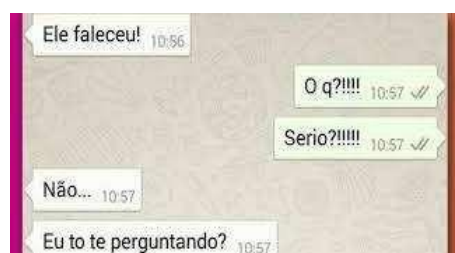
Figure 1 – Memes

Caption in English: "Prohibited: Bicycles, Smoking, Dogs"

Source: Facebook; Pequenas dicas de português. Accessed on January 19, 2024.

Figure 2 – The importance of punctuation

Caption: "He passed away!" "What? Seriously? No... Are you asking me?"

Second meme authored by: Rafael Capanema. Source: Buzzfeed https://buzzfeed.com.br/post/21-imagens-que-provam-a-importancia-da-pontuacao. Accessed on January 19, 2024.

The use of the above meme aimed to highlight the importance of comma usage. According to the guiding question, the response from group 03 was as follows: "The text and signs lack punctuation, and the conversation has the punctuation reversed. In the conversation, he asks a question, but the friend thought it was a statement and then realized it was a question." From the students' response, it is evident that the group can describe the semantic process involved in the verbal and non-verbal text, as well as the effect of meaning through humor present in the deconstruction of meaning, by inserting a question used in an exclamatory manner. Therefore, it is noted that the meme may have contributed to the perception of the importance of observing punctuation usage for the formation of the text's meaning effect.

Figure 3 – Meme: "The Power of a Comma"

 Caption: "The comma can condemn or save... Have n[1]o mercy! No, have mercy."

 Author: Fernando Gonsales.

Source: ivanetenunes.blogspot.com Eu e as letras pontuação. Accessed on: 19 de jan. 2024

The meme above satirizes the importance of punctuating correctly, as it shows that two identical phrases can have completely different meanings depending on how they are punctuated. It was observed that the children were able to understand through the brief statement: "The first sentence is saying not to have mercy and the other one says to have mercy. Because of the punctuation that changes." In this case, although the response was only a description of the location of the comma, it is noted that the group was able to reach this conclusion through group discussion of where the humor was employed and what the semantic difference between the expressions would be.

It is worth noting that the effect of meaning is also constructed from the interpretation of the image, which the students had to reflect on, not only on the meaning of the term "mercy" but also on its use in producing meaning in the image. Therefore, the collaborative work contributed to the students' awareness of the details of the gallows image, present in the non-verbal text, along with the correlation with the verbal expression with and without the use of the comma. It is evident that the confluence of verbal and non-verbal text brought greater complexity to the interpretation, especially by requiring the reader to bring prior knowledge about the act of hanging, its historical process, meaning, and interpretation of the image and correlated verbal text to the group.

Figure 4 – Meme "ÔNIBUS"

Captiom: ônibus / onibus "I took hours to understand."

Source: https://br.pinterest.com/pin/839780661747644736/. Accessed on: 19/01/2024]

Figure 5 – Volleyball

Caption: "Brazil loses the second set (volleyball) to the USA by 21 x 25. Let's turn the game around, girls!"

Source: Author: Thamyris Fernandes

Source: https://segredosdomundo.r7.com/virgula/ Accessed on: 19/01/2024

In Figure 04, it was observed that some responses were better elaborated than others, as can be seen in the response from group 04: "In the first meme, which is about the bus, I identified a grammatical errore words 'ônibus' which has the accent. Yes, this is considered a meme. One image shows the 'ônibus' with an accent and the other shows the 'ônibus' without an accent (image attached). The second meme is about a person talking about a girls' game: 'Vamos virar meninas!' when he should have written: 'Vamos virar, meninas'. This second meme does not have an image".

In this group, it was observed that although the perception of the use of the diacritic accent was achieved, there was a difficulty in interpreting the correlation between verbal and non-verbal text in the first meme, as the group did not

mention that the bus, whose word was without an accent, also had no seats for passengers. In this case, it was observed that the teacher's intervention is necessary to stimulate the perception process of verbal and non-verbal elements to promote interpretation. In the second meme, the group did not perceive the polysemy of the term "virar" from the expression "virar meninas" nor the absence of the comma in the observed meme. The meaning was Let's turn the game around, girls. In this regard, it is important for the teacher to encourage semantic interpretation of the text through the use of memes. It is suggested, in this case, that through TBL, the group be able to formulate questions for each other in order to awaken collective perception in the classroom.

Figure 6 – Meme: "Comma saving lives"

Caption: "Let's eat grandpa!" vs "Let's eat, grandpa!"

Source: https://www.megacurioso.com.br/educacao/118035-13-ocasioes-em-que-a-falta-da-virgulaprovocou-desastres.htm?img-1 Accessed on 19/01/2024

Other responses were very brief and poorly understandable, as highlighted in: "The error was the first one not having a comma, it can indeed be a meme because typical names eat the grandpa, then cannibalism, and that's it." In this group, it is noted that although they collectively perceived that the use of the comma brought a semantic difference in the interpretation of cannibalism present in the first scene, they failed to complete the idea that the presence of the comma brought a sense of invitation in the second image. Therefore, it is noted that humor was observed in the meme, but the lack of perception of other elements of discourse did not complete the interpretation process.

Figure 7 – Meme: Anibal, the cannibal

Caption: "Let's eat, people!" vs "Let's eat people!"

Source: https://www.facebook.com/memesdraw/photos/salve-sua-vida-use-v%C3%ADrgula/324834931265528/?paipv=0&eav=AfZ5fWz_hAIdmKnz3vm5DtuA9p7_mrkYoRTQsI8mGH-s9b6Q6_auq9PFpBouN0xmPB0&_rdr Acesso em: 19 jan 2024

In group 07, the student who wrote the text elaborated in detail: "The text 'Aníbal, o caníbal' shows the importance of the comma, as one comic strip has a comma and the other does not. In the first comic strip, there is a comma, and it seems like the character wanted to eat fruits, while in the other one, it seemed like he wanted to eat people because there was no comma." In this group, it was observed that the group discussed the interpretation of the image and correlated it with the verbal text.

Figure 8 – Comma usage memes

Source: https://www.meuzapzap.com/imagens/baixar/engracadas/36080/zap/

Figure 9 – Tax increase

Caption: "We are not going to raise taxes. We are not; we are going to raise taxes."

Source: https://twitter.com/luiis_loro/status/1061326415897997313

Group 02 was able to explain and make a good distinction between the two memes. It was observed that there were discussions about the topic and how to respond. Each student added their part to the text collaboratively. In this regard, the use of TBL was useful for the production of meaning in the text. According to the students: "In the first meme, Fig. 7, the comma diminishes the value. The humor is in the comma that makes the large value decrease by adding the comma. In the second meme, he finished a strong word (phrase) without a period, so what is without the period will not raise taxes and the other will raise taxes because of the period."

Regarding the response of this group, although they did not explain in detail the change in meaning due to the division of clauses with the use of the comma or the semantics of the term "hate comma," it is considered that the

students understood the function of using the comma. In this case, the semantics of humor could be better explored so that students could observe more deeply the effects of meaning in the text.

Regarding the students' feedback on learning the content, it was possible to observe that the result was positive in terms of motivation for learning: group 06 "I liked it, we learn like this, and it teaches us that punctuations are important." Group 05 "I liked it because we learn while laughing and learning various things with memes and laughter, it helps us learn how to punctuate and write and many other things, I loved it."

5. Conclusion

Regarding the results obtained from the research on the use of active methodologies and collaborative work in didactic sequences, it can be considered that they were significant. This is because, for teaching the content of punctuation marks, the prior knowledge of students who are immersed in the digital world is important for meaning production and facilitating learning. It can be said that the proposed objectives were achieved since the use of TBL with collaborative interpretation work brought positive results in terms of interpretation, interaction, and shared perception focused on the importance of using punctuation marks.

Your observation highlights the effectiveness of the active methodology of Team-Based Learning (TBL) in fostering increased interaction and interest among students in the content. By facilitating learning through participation and the exchange of experiences, TBL encourages students to engage more deeply with the material. Furthermore, students demonstrated their ability to establish expectations regarding the text they were about to read, anticipating its effects and discussing their prior knowledge of both the image-text and grammatical aspects, particularly concerning the use of punctuation marks and their associated rules.

Initially, students conducted a re-reading and correction of selected texts for the didactic sequence on punctuation marks, with support from the teacher, thus solidifying their acquired knowledge, always with the help of their peers. Once a week, different groups were organized for textual production on different themes. It is worth noting that students were interested in the interactive classes using the TBL methodology, considering them more dynamic. The groups reported that the memes were funny and facilitated learning of the content through humor, and collaborative interpretation work assisted those with greater difficulty in learning. It is concluded that the relevance of punctuation marks was observed by the students, who consequently achieved better academic performance in the content covered.

Regarding the methodology, it was found that activities using active methodologies, such as TBL, are important in the teaching and learning process as they allow for greater interaction among students and the exchange of prior knowledge about the content studied, as well as interaction among peers. The pedagogical resource of memes was significant because it demonstrates to students aged 10 to 11 the importance of studying Portuguese language for a better understanding of the world around them, including the digital world, in a humorous way, making learning more meaningful and enjoyable. This study is limited in terms of the number of students, age range, and participating classes. Therefore, it is suggested for future studies to expand the sample size of participants and investigate other age groups to determine if the use of TBL and humor would yield similar results. Additionally, further research could explore the size of the corpus, monitor academic performance in randomized studies, and incorporate peer assessment so that students can learn from group evaluations as well.

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