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APPROACH TO GENRE IN LANGUAGE TEACHING

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The issue of textual / discursive genres arrives in Brazil in the 90s, and before long, begins to exert influence in the mother language teaching, having its principles incorporated into official documents, such as PCN (National Curriculum Parameters) in national level, and other documents of the state level. Thus, the problem of genres ends up entering school, by teacher training initiatives for education through genres, or by textbooks from PNLD (National Textbook Program) which consider the genres as teaching units.

In proposing an innovative reading and writing comprehension and thus guiding differently language teaching, this adoption of genres is not without conflict within public policies, the development of teaching materials and, above all, the work of teachers. From public policies are born impositions that have difficulty in penetrating the school practice field. With regard to the preparation of textbooks, we see the tensions between publishers, authors and reviewers, who leave traces materialized in the existing contradictions in the various teaching collections. Regarding the work of teachers, we found their difficulty in adapting their teaching practices, the needs of students and school demands. For nearly two decades of the arrival of genres in Brazilian schools, many researches have focused on investigating the consequences of guidelines for teaching nationwide.

In this issue 28, volume 2, 2015, *Linha d'Água* brings to readers some frequently asked questions that permeate the mother language teaching, that is, the problem of genres, genres in the textbook and the teacher's work with the genres. These questions end with articles that came from national and foreign institutions, showing the commitment of teachers and researchers who develop works in the area. Nineteen authors take part in this issue from various Brazilian states such as Paraná, São Paulo, Paraíba, Piauí, Rio Grande do Norte and French

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universities - Paris-Sorbonne, Paris 8, Grenoble and finally the University of Geneva, Switzerland.

Initiating the discussion on the role of genres in the teaching of languages, the article by Joaquim Dolz and Myriam Abouzaid addresses some key issues for this field of study, for example, the concurrent work with the familiar features of genres and the specific characteristics of the texts. In dealing with the assessment of genres in an educational perspective, the authors show the diversity of teaching practices and the difficulties of teachers to work generic characteristics and unique textual productions produced by the students.

With the concern of thinking about the role of new languages in the teaching of Portuguese, Miriam Bauab Puzzo and Sonia Sueli Berti-Santos propose a discussion of the verbal-visual language of a printed report in order to reflect on the meaning effects caused by relationships dialogical crossing the statements. The authors analyze the reports of reading strategies that emphasize observation of verbal-visual language and its effects on the construction of meaning in media genres.

Investigating the work with genres proposed in a textbook for English language teaching in Elementary Education, the article by John Bosco Figueiredo-Gomes and Arisberto Gomes de Souza aims to verify if the collection brings an opportunity to understand the genres in relation to its use of social context for the student and for the choice of teaching collections, for the teacher. The analysis is intended to provide parameters for choosing teaching collections and pedagogical implementations and can be seen as an aid for teachers.

Also dealing with the analysis of textbooks, the article written by Barbara Olympia Melo Ramos brings an analysis of two textbooks of Portuguese language, in order to study the teaching proposal on opinion genre in the selected books. Proposing a literature review of analytical nature, the author concludes that there are, in both teaching materials, few proposals with genres from the sphere of argumentation, although one of the textbooks adopt a better approach to teaching these genres. The author concludes by stressing the importance of taking into account the complexity of the relations of learning, in which not only textbooks, but also the teacher and the students, exert their influence.

Focusing on textbooks for English language for high school approved in the guides PNLD 2011 and 2014, Terezinha da Conceição Costa Hübner and Leliane Regina Ortega Esteves seek to investigate how the genre rules is worked in the analyzed collections. The authors present a survey of this kind in the textbooks, considered by them as the main teacher support material.

The article by Sylvie Plane and Kathy Similowski aims to discuss the role of textbooks in the writing learning in the French school, whose formal education begins in 1880. To this end, the authors analyze three textbooks published in different decades trying to understand how these books reveal different social and ideological influences, reporting on the questions posed to the educational community on some knowledge, teaching methods and school purposes.

Turning to the Portuguese language teaching aimed at vocational training, Ana Lúcia Tinoco Cabral reflects on the writer proficiency of law students that, given the importance of written language for the profession, becomes, for them, a tool work. To this end, the author discusses the status of textual sequences narrative and argumentative construction of its kind application, and guidelines in working with this genre at the university.

Emphasizing the importance of making teaching in working with genres, the article by Linduarte Pereira Rodrigues and Maria Aparecida Calado de Oliveira Dantas investigates the treatment of orality which is advocated in official documents such as the PNC of Portuguese Language, as a way to provide a careful assessment of textbooks to be adopted in schools. At the same time, the authors seek to discuss the oral form of the language as a teaching object, focusing on the teaching actions that are proposed.

Concerned with the work of the teacher to implement a didactic sequence to work genre in the classroom, Claudia L. N. Saito, Daniela da Silva and Elvira Lopes Nascimento aim to understand how actions worked in continuing education courses of Portuguese language teachers are interpreted and put into practice by teachers. To achieve their goals, the authors analyze empirical data from a teacher who puts into practice what they learned in continuing education on teaching genres, trying to show the tensions between hindered activities, the very factors of the work situation and the development of power action of this teacher.

Finalizing the articles in this issue, Miriam B. Puzzo addresses the question of authorship and style of point of view of the concept of genres, as proposed by Bakhtin (2003). Based on an opinion piece published in a Brazilian newspaper, the author seeks to show that style is not individual but dialogical, creating different expressive forms.

The present issue also features three reviews of recent works that deal with language teaching. The first, conducted by Simone Dantas-Longhi, presents the relevant work of Nascimento and Rojo, published in 2014 and summarizes the research carried out by GT members of genres / discourse of ANPOLL. The second, written by Flavia Fazon, brings the innovative publishing of Lousada and Bronckart, published in 2015, on language teaching, native and foreign, based on

genres. Finally, Fumo and Careira present a review on the work of Cavalcante, Custódio and Brito, published in 2014, which investigates the text production process and its contribution to language teaching.

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