

39 - RADICAL APPROACH OF WRITEN TEXTS FROM COLLECTIVE AUTHORS

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“Para apalpar as intimidades do mundo é preciso saber:
 a) Que o esplendor da manhã não se abre com faca” (Manoel de Barros)

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INTRODUCTION

In this article we produce critical analysis of the discourse in letters written by groups of students of the first year of physical education, as part of the evaluation of the course Reading and producing texts.

Teaching about reading and producing texts in the undergraduate courses, with emphasis in the empowerment and autonomy of students through language, this is the focus of our teaching practice, in the last fifteen years. Our expertise permits us verify that reading and writing verbal and non verbal texts is part of the most serious problems experienced by our students.

These difficulties point to problems concerning the efficient usage of the structure of language: orthography, syntax, cohesion and coherence. They also refer to the very small cultural capital of our students, which makes difficult any interpretation beyond the barriers of the common sense and, hence, the production of texts adequate to the university and to the world of work.

Our proposal of reading, interpreting and producing texts is that, in interaction with texts of distinct genders, our students may write their own texts and mark their identity in these texts, thus emphasizing their own ideas about care with our Common House, in order to contribute to the amelioration in the solution of environmental problems of our planet.

METHODOLOGY

This study is partial result of Supervised Practical Activity, APS, which involves theory and practice, and teacher orientation, supervision and evaluation, and is produced in groups, with the aim of producing a significant process of significant learning, thus contributing to the autonomy of students.

The experiment occurred in two different classes from the first period in the course of physical education of one private university in the west area of Rio de Janeiro, during classes of Reading and producing texts.

APS stimulates the student to look for up to date information, and to organize them and criticize them, for textual production. Given the fact that they deal with referred difficulties, our students need orientation about the way of producing texts in discourse genders more relevant to their professional life.

The main goal of our teaching practice, in Reading and producing texts, is to help students advance in elaborating texts, in academic genders, relevant for the academic context and to the word of work, given that students o for university come from popular class, with enormous difficulty of dealing with texts.

During the last ten years, we have worked with beginners, in the school of physical education, where we have provoked discussion about themes concerning care of the environment, eating security, house security, air security, water security, and guaranty of human rights.

These themes are present in the principles of Earth Letter and contribute to creativity and intelectual advancement of our students, leading them to realize that topic discussed in class are related to their everyday activity as teachers of physical education, following the ideas of Berg and Votre.

(...) the fields of physical education and sport occupy, more and more, the academic researches. Undergraduate course in physical education is not considered, anymore, a field of those who do not want to think. The main goal is to ameliorate the quality of life of people, with focus on health. In order to do this, the professional of physical education has to be competent in oral and written language. (2016, p.156).

Our objective was to stimulate reflection about the care with people and the planet, given the scenario of discussions about caring the Common House, in our world under Strong socioenvironmental crisis, in interaction with Amazon Sinod, socioenvironmental disasters, and destruction of Amazon rain forest.

This was the context dealing us to elect Earth letter, supported by UNESCO, as the founder document of social contemporary ecology, inviting everybody to changing behaviour and attitudes towards different manifestations of life in the Earth.

We read the Letter together and detailed the trajectory of the production of it, since its beginning, in the Conference of United Nations, about environment and development – ECO 92, in Rio de Janeiro, and its incorporation by UNESCO in 2000. We show that the Letter enhances changing the paradigm concerning environment questions, as Berg and Tavares postulate:

(...) The goals are to alert to present fragility of the planet and supervise the necessary changes for the planet to continue to be a sustainable and beautiful place to welcome humand live and earth Community, (2018, p.173).

Earth letter contains an Introduction, Earth, our home, Global situation, challenges for the future, Universal responsibility, 16 principles, and the way forward. After reading and discussing the document, we divided students into groups and distributed the four maind principles, as themes for the task of every group. Here are the principles: I. Respect and care about the Community of life; II. Ecological integrity; III. Social and economical justice, and IV. Democracy, non violence and peace.

Students were asked to produce a letter with clear argument, addressed to the Ministry of Environment, focalizing a problem related with the principle attributed to them, and to beg a solution for the chosen problem.

The database of the study is composed of 15 letters, produced by groups between five and seven students that, during four weeks, worked under supervision of teachers, with focus on the originality of every text and its logical sequence.

Every letter presents one or more contemporary environment problem, and suggests intervention concerning the solution of the problem. The Earth letter invites us to formulate including solutions for the economic, political, social and spiritual challenges. During class activities, we worked with texts of different genders dealing with these challenges, for the students to enlarge their knowledge about the theme and to think beyond the common sense.

We followed the radical postulation of representations of the collective subject, in terms of VOTRE, ALVES e MELILO (2010), in the sense that it is necessary to “escape the dicotomy truth/false, when dealing with beliefs, values and representations” (p. 12), since our students, in their texts, reveal discussions and conversations produced in group. Following the postulation of referred authors, we produced an interpretive synthesis of the letters, with clauses simple, indicative and

affirmative.

In order to deepen the ideas shared with students, we used the concept of pedagogical recontextualization, by Bernstein, and his suggestion that the teacher rephrases the texts, thus cooperating with learning process, in such a way that they understand the idea under discussion and can produce new texts. The teacher imagined by Bernstein selects, simplifies the knowledge which students do not elaborate.

Bruno Latour teaches us the concept of reorganization of learning, and the aptitude of affecting, as a condition for learning. Under this presupposition, it with creating learning mechanisms, in which the student be affected and may alter the immediate reality.

ANALYSING THE LETTERS

Preliminary analysis of letters indicates that its authors are conscient of the seriousness of the present situation of our country in what concerns environment. Letters give priority to suggestions. They also show descriptions of the difficult context for dealing this question. There are few cases of denunciation, but, in the majority, letters contain asks for caring the common home, in the spirit of Earth letter.

Our analysis was empirically oriented, with focus in assistematic observation of the corpus, which was scanned with the goal of focalizing the more relevant parts, related to our goals. We followed Bardin (2011), who proposes "preanalysis, exploration of the data, treatment of results, inferencing and interpretation" (p. 126). In the case of repeated, or very similar ideas, we opted just for one of them. We pass, then, to the detailed reading of every passage selected, and looked for marks of three categories: action, discourse, and interaction between action and discourse.

Reading, interpretation and critical analysis of the corpus are anchored in FAIRCLOUGH (2016), who postulates that the discourse practice reveals a social practice, thus proposing the "usage of linguistic analysis as a method por studying social change" (p. 19) and VOTRE (2019) who postulates critical analysis with focus on reception, giving priority to the "reader as producer of meaning and as critical of what perceives as dysfunctional, confusing or inconsequential in the utterances which he examines" (p. 93).

Let us go to analyze and discuss the extracts of letters chosen for edition. The passages give evidence to hopes related to socioenvironmental questions and show the way how students express their involvement with aspects of the theme not perceived by them before the course.

Part 1

"The main truth is that give solution to environment problems, not just take care of environment, but reeducate human begins, to respect life, the planet and all its diversity".

The discourse of caring the environment has to be preceded by the reeducation of humans on the respect toward life, planet and diversity. The group states that the discourse, alone, does not change the human behaviour. The expression but, yes, beyond showing the need of change of behaviour of the human beings, disfavours the discourse, and leaves it clear that it is necessary to act.

Part 2

"We need to understand that all have the same destination, independently of diverse cultures, values and forms of live. We need to get together in order to produce a new society and a better world, by respecting the nature, human rights, economic justice, and culture of peace. For this to happen, we declare responsibility for our life and future generations".

Here there is a kind a paraphrase of the introduction of the letter. Nevertheless, in this textual rearrangement, students show their own discourse, when writing that we need to get together in order to produce a new society and a better world, and indicate the adequate action for that, when declaring "responsability for our life and future generations".

Part 3

"Give information to groups who need it, show the true situation of the planet to everybody, and that we are lost, unless united in just one goal, help people to understand that environment evolution has to be cultivated in schools, in order to cultivate care since the beginning of life".

In this segment there are suggestions interlaced with discourse. The discourse which alerts for the de danger to which we are exposed: "we are lost, unless united in just one goal". This utterance is inserted between actions of taking and showing information and of the people understand that they need to experiment environment evolution.

Part 4

"Through this letter, we want to show our preoccupation with environment, this is a way to be followed for us to reach a more sustainable way of life, less aggressive to the planet, thus evitating more difficult times".

The preoccupation with the environment begins in the discourse about the way to be followed, what indicates that it is necessary to "reach a more sustainable way of life, less aggressive to the planet, thus evitating more difficult times".

Part 5

"Attitudes need to be altered and new decisions have to be taken, by every citizen and by authorities, as for exemple, fight for the sovereignty of Amazon".

The discourse pointing to change of attitude and the adoption of new actions presuppose that what was made up to now has not reached succes for the action "fight for the sovereignty of Amazon".

Part 6

"What else has to happen, for our governor to take an attitude concerning socioenvironment crimes present in our country?

So, Mister Ricardo Salles, we propose:

We suggest a crisis center, created in your ministry, for discussing emergent tasks, for preserving Amazony.

To develop instruments favouring fighting against environment crimes.

To create policies of reforesting and recovering of deteriorated areas.

To give protagonism to indians, who learn how to take care of environment since they are born, since they know that they survive in the nature and from the nature.

To criate programs of environment responsibility, through academic activity and telecommunication.

As we have just seen, answers to a rhetorical question precede a series of actions suggested ao the Ministry Ricardo Salles. The text contains suggestions, such as the creation of committees, and the usage of academic activities and of telecommunication in the programs of environment responsibility.

The relation between discourse and action is simple: part of the discourses is formed by actions. To say is to do. Part is functional: leads on to evaluate the action to be implemented. In this spirit, texts of our students following Fairclough (2016), by

presenting discourses that motivate actions.

There is a certain feature of revolt perpassing the texts, associated with the many problems shown that, following the students, need more specific action to be attenuated if not resolved.

The texts selected demonstrate the academic level of students who are in the beginning of their undergraduate courses, and getting mature in the strategy of argumentation, without any political injunction.

FINAL CONSIDERATIONS

Our analysis is, in a certain aspect, a metanalysis, since we critically analyze texts which contain critical analysis of socioenvironment Brazilian questions.

Our students' texts show difficulties concerning textual cohesion, but these difficulties do not destroy the coherence of letters. Students need to ameliorate the textual organization and linearization of text ideas. Nevertheless, they show seriousness in the reading of texts suggested for enlargement of cultural capital present in Earth letter.

Sometimes, letters have features of style similar to Carolina de Jesus, in Quarto de despejo, when they opt for the usage of words present in discourse of a group who dominates the prestigious linguistic structure.

Working in reading and textual production with basis in pedagogical recontextualization was gratifying, since it enlarged the knowledge of students about environment questions, resulting in the looking for relevant themes.

Textual production in undergraduate courses, specially in physical education, deserves reflexive investment, resulting in empowerment of the student, as well as in his autonomy, since it the good performance in oral and written texts is exigence of the academic world as well as of the world of work.

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RADICAL APPROACH OF WRITTEN TEXTS FROM COLLECTIVE AUTHORS

Questions referring to preserve nature are relevant, as well as studies about textual production in the universities. This paper produces critical analysis of discourses present in 16 letters written by university students on physical education, about principles of Earth Letter. Theoretical support is based on discourse analysis, in the thread of Norman Fairclough and Sebastião Votre, and from content analysis, following the ideas of Laurence Bardin. In final considerations, we indicate that the proposal of pedagogical recontextualization involves students in the Project of writing and that, once motivated, these students produce more convinced texts.

Key words: textual production; Earth letter; critical discourse analysis; pedagogical recontextualization.

ÉTUDE RADICAL DE TEXTES ÉCRITS PAR AUTHEURS COLLECTIFS

Les questions que traitent de la préservation de l'ambiance sont centrales aujourd'hui. Dans la même ordre d'importance il ya les études sur la production textuelle dans l'université. Ce travail consiste en faire une analyse critique du discours de parts de lettres écrites par étudiants de premier année universitaire, d'éducation physique, sur sujets présent en principes de Carta da Terra. Le fondement théorique pour l'analyse Du discours découle de travaux produits par Norman Fairclough et Sebastião Votre e de idées sur analyse du contenu, de Laurence Bardin. Dans les considerations finales nous constatons que la théorie de recontextualization pédagogique a conduit les étudiants dans le project d'écriture et que, une fois motivés, ces étudiants produisent texts que son rélevant.

Mots-clé: production textuelle; Carta da Terra; analyse critique du discours; recontextualization pédagogique.

ANÁLISIS RADICAL DE TEXTOS ESCRITOS POR AUTORES COLECTIVOS

Las cuestiones relacionadas al medio ambiente son consideradas particularmente relevantes en el contexto contemporáneo. Lo mismo se puede decir de los estudios sobre producción textual en la universidad. Este trabajo contempla el análisis crítico del discurso discente, a partir de 15 cartas escritas por alumnos del primer año universitario, de educación física, sobre temas presentes en los principios de Carta da Terra. El soporte teórico que utilizamos para analizar el discurso discente proviene de los estudios de Norman Fairclough e Sebastião Votre, e de las teorías de análisis del contenido, de Laurence Bardin. Em las consideraciones finales, señalamos que la propuesta de recontextualización pedagógica envolve los alumnos em el proyecto de escrita e que, desde que motivados, eses alumnos producen textos más convincentes.

Palabras clave: producción textual; Carta da Terra; análisis crítico del discurso; recontextualización pedagógica.

ABORDAGEM RADICAL DE TEXTOS ESCRITOS POR AUTORES COLETIVOS

As questões referentes à preservação do meio ambiente estão na ordem do dia. Na mesma ordem estão os estudos sobre a produção textual na universidade. Este artigo consiste em análise crítica do discurso de trechos extraídos de quinze cartas escritas por grupos de estudantes do primeiro período de educação física cujos temas estão presentes nos princípios da Carta da Terra. O suporte teórico para a análise do discurso provém de Norman Fairclough e Sebastião Votre e da análise de conteúdo, de Laurence Bardin. As considerações finais indicam que a recontextualização pedagógica envolve os alunos no projeto de escrita e que motivados produzem textos mais convincentes.

Palavras chave: produção textual; Carta da Terra; análise crítica do discurso; recontextualização pedagógica.