

Relocalization of reflective academic writing from the look of applied language: Representations of pedagogical practice in a licensing in letters in north of Brazil

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Abstract

This article aims to describe and analyze representations of the Brazilian basic education teacher in what I call reflective academic writing, materialized in Supervised Internship Reports, productions written in higher education at the end of the Supervised Internship discipline. The Theoretical Foundation is based on the interdisciplinary studies of Applied Linguistics, which present themselves as a fertile field for discussion in education. The Methodology is based on the principle of Context and Instantiation of Systemic-Functional Linguistics, which guarantees specific outlines about the research. The data reveal that academic writing shows significant improvements when directed by the mentioned methodology. This is semiotized through the construction of teaching objects and the reflective representation of the Brazilian basic education teacher through the academic writing referred to here.

Keywords: academic writing, literacy, applied linguistics, relocation

1. Introduction

I present an investigation regarding the construction of voices of teachers in initial training, called master students, in the writing of Supervised Internship Reports produced in the context of a Degree in Letters, with qualification in Portuguese, offered by the Universidade Federal do Tocantins (UFT), Câmpus Araguaína, Northern Brazil. I investigate how the relocation of academic knowledge contributes to the construction of different voices of the master students, generating favorable conditions for the construction of teaching objects.

When considering language as a social practice, I understand relocation as an effort to distance oneself from what would be a mere repetition of discourse, which, once readjusted to contextual conditions, generates new meanings. Therefore, it is a creative remodeling of the language (PENNYCOOK, 2010) ^[15].

Inserted in the applied field of language studies, I bring to this work the definition of "voice" according to the sociopragmatic studies of Mey (2014; 2001; 1998), who considers voices as historically marked socio-discursive manifestations. The aforementioned Danish theorist uses Mikhail Bakhtin's philosophical studies to broaden his conception of voice. In the latter's studies, the idea of voice has a metaphorical connotation, since it is not really about the vocal sound emission, but the semantic-social manifestations conferred to the language itself (BAKHTIN, 1984).

When speaking of writing, I am referring to the materialization of the record in the discursive-ideological sphere, according to Thompson (2014). Academic writing, therefore, semiotizes interdiscursive relationships specific to the context in which it is situated, giving power to the student-master. On the other hand, I do not rule out the importance of textual elaboration mechanisms, since they are also important factors in the materialization of the academic record.

Finally, based on the results obtained in this research, I

intend to contribute with the other research developed in the scope of Applied Linguistics in the world, especially with those that problematize issues related to literacy and academic writing in the context of initial teacher training (MOITA LOPES, 2006).

2. Material and Methods

In this section, I present an insight into the academic context where the data in this article was generated. I characterize the Degree in Letters in which the Internship Reports were produced, considering the geographic location of Araguaína and some specificities of the collegiate of the focused degree.

Tocantins is one of the states that help compose the complex of the northern macro-region of Brazil. Being the youngest of all Brazilian states, its population is estimated at 1,383,445 inhabitants, according to figures released by the Instituto Brasileiro de Geografia e Estatística (IBGE), in 2010.

The UFT, a multidisciplinary higher education institution, is located in the Tocantins territory, which, in 2000, went through the federalization process. Therefore, like Tocantins, UFT is a very young university compared to other institutions of the same size in the national scenario.

This information is important for understanding the academic conditions in which the data was generated, as it helps in understanding the idea of context that I adopt in this approach.

The choice for this class was due to my performance as a substitute teacher at this institution, from June 2014 to June 2015, which corresponded to an academic year. During this period, in addition to expanding my experience as a university professor, I learned about the dynamics of this degree, from my relationship with the master students and with other teachers.

I now present the methodological conception of context that guides the development of the analysis of the results. These are the studies of Systemic-Functional Linguistics, since I

understand the context as a starting point for choices of lexical-grammatical mechanisms, culturally determined, for materializing the record, overcoming a fragmented view of reality. In this sense, i'm referring to the Context of Culture and the Context of Situation (HALLIDAY, HASAN, 1989). The idea of Context of Culture is of an anthropological origin, from the studies of Malinowski (1935). This anthropologist articulated notions of culture, as a macro sphere, with economic, social, ideological and discursive issues, these in a micro sphere. However, it is impossible to define precisely the scope of each context, in view of the interrelational condition that they maintain.

The choice for academic writing is materialized in the Situation Context, in which the user of the language mobilizes grammatical knowledge to elaborate the focused discourse genres. Halliday and Hasan (1989) perceive the Situation Context as something of a punctual dimension, inserted within the Context of Culture.

My methodological interest is to analyze the relationship between Context of Culture and Context of Situation. It is in this frontier that specific literacy practices are developed, which make it possible to listen to the voices of master students of the focused degree. These are often not legitimized in the academic field.

In this sense, to describe the context of data generation is to understand the Supervised Internship Reports as ideological-discursive instruments by semiotizing elements of the contexts in which they were produced. The university context of Araguaína offers subsidies for empowerment situations that can be observed in the long term, given the regular education system in which the degree is offered.

In this context, conflicting relationships are easily constructed, identified by different semiotic systems, as evidenced by the research by Hanks (2008), an American sociologist, when analyzing power relations at a university in Florida. For the author, this asymmetry is due to invisible struggles between structures of semiotic systems.

As a methodological research premise, I adopted the notion of instantiation as pertinent to the understanding of this section, starting from the assumption that it deals directly with the articulation between the layers of Culture Context and Situation Context, discussed by Halliday and Mathiessem (2014) and Egins (2004).

The data in this article are described from the notion of instantiation, in which the Supervised Internship Reports are marked by specific methodological procedures that guided their writing.

This methodological conception is relevant to my discussions about the data generation path for two reasons: i) I conceive of instantiation as a complexifying phenomenon of the Supervised Internship Reports analyzed, as it opens space for dialogue between different areas of knowledge, which reiterates the dialogical nature of language, as Bakhtin (2006) says, when considering language systems as enunciation elements; and ii) it is a relevant contribution to the identification of different voices of the master student within the scope of the undergraduate degree investigated, which also points to an attempt to represent the pedagogical practice of the Brazilian basic education teacher.

3. Results

During the investigation, the production of reflective academic writing became more satisfactory, considering that

a good part of the master students demonstrated having sufficient linguistic knowledge to produce the reports, in view of the lexical-grammatical choices they mobilized. This is a determining factor for the development of literacy skills of teachers in initial training, as guided by the pedagogical conceptions of Systemic-Functional Linguistics. In this sense, i rely on Halliday and Hasan (2006), when they investigate language teaching through the social actors' own context of life.

To produce the Supervised Internship Reports, the master students used the daily "satellite genre" as a support, which consists of notes from the teacher in training about the events he experienced during the internship. It is a kind of personal diary, since it belongs only to the master student, and is therefore not an element of evaluation by the internship teacher.

The table below shows a fragment of the Supervised Internship Report produced by a student-master of that degree. The example below was taken from the part that the master student labels as Final Considerations of his writing.

We perceive the internship as a tool driven by the discovery of new changes in education. These changes are evident in what we teach and how we teach. We emphasize that during the internship, in general, the humanistic sense seen in the sense that literature provides to the individual is lacking. This humanistic sense is to work the human mind to create and recognize itself before the text.

The grammatical clues highlighted above (we perceive; we emphasize; it is to work; to create; to recognize) lead the Supervised Internship Report to a professional reflective record in a satisfactory manner, since the student-master demonstrates the potential for argumentation and counter-argumentation from his students. theoretical and practical knowledge, (re) creating voices from the relocation that guides his speech.

In other words, the methodological path from the conception of instantiation of applied and systemic studies of language helps in the development of reading and linguistic analysis by the producer, since it guides the master students to write and interpret different texts of discursive genres, knowing how to assign them a social functionality. This resumes the pedagogical importance of systemic-functional studies, since they directly contribute to the reading potential, being a model that triggers literacy skills in its various instances.

4. Discussion

According to the example below, extracted from the analyzed data, the teaching object reported by the master student is the grammar based on the pedagogical practice of the Brazilian basic education teacher. However, a panoramic view of the school is proposed, which directly influences the effectiveness of grammatical teaching.

EXAMPLE
<p>We cannot blame the teacher alone for this failure to teach her mother tongue. We know that, for the school to function properly, it is necessary for each one to do their part. The bad qualities in the school structure, the misuse of resources aimed at the teaching unit, the bad education, which comes from home, and the futile thought that what matters is quantity and not quality (Reflective Report - Element Required).</p>

In the example above, the student-master presents a series of factors that can cause discontent in the school community. This seems to me a very pertinent argument if we take the

context from which this example was extracted as a clue. This is the Reflective Report, which I take as a Mandatory Element. In this, in turn, the student-master narrates, describes and argues from his conception of the world from the reality he observed.

Circumstance (no) attributes the idea of denial to the modalized Process (we can be responsible). In this case, there are voices of a student-master who seeks to find other reasons that justify the problems in the school scenario. This seems significant to me, considering that I understand the school as a context of different forces, which exempts the teacher from Brazilian basic education from part of the school problems. Thus, from the discursive point of view, the relationship between Circumstance and the Process builds social voices of a student-master sympathizing with the school situation and tries to exempt the teacher from the problems encountered. Implicitly, the student-master resumes the idea of school as a context for sharing ideas and commitments, thus being a team effort.

At this point in the textual cut, I take Amplitude as the main principle of sustainability, since it takes up the idea of unity. The unit to which I refer is associated with the relationship between human and non-human actors who are committed to the progress of activities in the school context, which is quite pertinent to literacy studies, as it recognizes that all the actors involved are immersed in sociodiscursive practices.

The Mental Process (We Know) and the Phenomenon (which each one needs to do their part) materialize the voices of the master students who try to assign different roles to the construction of school identity to the other actors involved. From a semantic and pragmatic point of view, it is possible to say that the voices heard are motivated by a capitalist system, which believes that everyone has responsibility for social problems. This stance aggregates questions of power with regard to different knowledge in the contemporary era. Therefore, to know the position assumed between the student-master is to try to understand how social actors constantly move when they are relocated, in order to generate different effects of meaning and power.

The Relational Process (é) is linked to the Attribute (the quantity and not the quality) and maintains a semantic-pragmatic relationship with it. In this case, the student-master expresses himself through voices of denunciation constructed through the relationship between him and the particularities of the rural school. It represents itself against a predominantly quantitative profile of the basic school, to the detriment of the need to also take into account qualitative aspects.

I perceive traces of Depth as a principle of sustainability. In the case of school contexts, it is very common to find the conflicting relationship between quality and quantity, which are often confused by teachers of basic education in Brazil. In this sense, I take depth as a principle that can lead the student-master to think of the quantitative-qualitative relationship as something that encourages the development of literacy practices of the basic school student, and not as a dichotomous relationship, a one-way street, as the most extreme positivists think.

The literacy studies that I articulate in this article are essential to understand the progress in reflective writing on the aforementioned act. Starting from the principle of literacy as a social practice, it is not possible to separate it from a traditional pedagogical practice. However, the perspective that I propose from literacy is in the act of being

able to inquire into this traditional posture, in order to yield gains to reflective writing and teaching practice, as expected from a reflective teacher, which I take as close to what I understand how Depth, within the principles of sustainability.

In the context of the Araguaína classroom, there are few opportunities that the Brazilian basic education teacher gives the master student the opportunity to develop his orality. Perhaps this is the motivation of the reflective account now analyzed. On the other hand, the student-master modifies his speech and presents the debate as a possibility and not as the only measure for the satisfactory construction of the teaching object.

Therefore, this research aggregates ideological questions that encompass the empowerment relationship of social actors who move in an attempt to build a teaching object. In this sense, I am referring to the master students' attempt to create conditions that lead the basic school student to develop linguistic-discursive skills. Therefore, I understand this analytical axis as essential to the data analysis due to its significant occurrence in the analyzed data.

5. Conclusion

As this investigation is inserted in the interdisciplinary field of Applied Linguistics, I resort to several areas of scientific knowledge, in line with what is conventionally called the Complexity Paradigm (MORIN, 2011). In this sense, the analyzes revealed that the constructions of the voices of teachers in initial training, considering the power relations established between social actors of the basic school and the university, permeate the context of the classroom.

In the analyzed data, I identified voices in which the teaching objects are visible in the Supervised Internship Reports produced, which characterizes the very nature of the aforementioned discourse genre. In view of this, it is possible to observe the construction of the student master's own profile marked by identity constructions that helps us to understand the disparity between school and university. In addition, it also illustrates the tension caused by the empowerment of the master student and the marginalization of the Brazilian basic education teacher, which depends on the systematic look of different researchers regarding the analyzed data.

Therefore, I understand the Supervised Internship Reports, as catalytic genres (SIGNORINI, 2006), because they bring up voices of devalued social actors and who, when heard, can contribute to research in several areas of knowledge, mainly in Applied Linguistics. Thus, by articulating social voices and relocating academic knowledge, I try to offer the term "catalytic genre" a meaning that seeks to extrapolate purely pedagogical barriers, also paying attention to the transformative power that this meaning can confer on any social domain.

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