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Writing feedback and production mediated by technologies: possibilities and challenges

In its tenth year, *Revista Letras Raras* journal launches its second edition; at this moment, for the purpose of collective memory, we inscribe here once more how much Brazil has been a victim of the current international health crisis. We have also inscribed, for several issues before, how much Covid-19 has been killing people on all continents and how it has impacted on research, thus, consequently, on publications both from our knowledge domain and on several other scientific areas.

One of these impacts is inscribed in this second issue, even though technology-mediated education is not exactly something that came to us with the pandemic. However, in the past two years, it has been an unavoidable path for everyone; and, certainly, teachers, professors, and students have often resorted to this possibility as the only way to continue taking classes, proposing activities and many other things.

It should be noted that the incorporation of Information Technologies (IT), also developed as an alternative for the improvement of teaching and learning processes in Elementary Education, had already been facing challenges. This fact comes from way before the world's educational institutions had to urgently adhere to online education, in order to guarantee the social distancing necessary to face the Covid-19 sanitary health crisis and minimize the impacts on students' learning.

In order to identify the impact of IT on educational practices, specially in schooling, Coll, Mauri, and Onrubia (2010) revisited different studies, carried out in several countries, which contemplated the incorporation of technologies and their devices (computers, laptops, smartphones, tablets) in Elementary Education and High School. The research revealed that there was no pattern between different countries, despite the indisputable progress in the incorporation of IT and Internet connectivity, at all levels of schooling, in the last two decades. In many of them, such as in Latin American countries and Spain, both the insertion and the use of technologies in classrooms were still very restricted. According to the authors, the technologies were not

introducing “important changes in the intra and inter psychological processes involved in teaching and learning” (COLL; MAURI; ONRUBIA, 2010, p. 76), due to the limited use of IT by teachers and professors, even when there was an adequate infrastructure.

As a result, Coll, Mauri, and Onrubia (2010) concluded that the effective capacity for transforming and improving teaching and learning processes through the incorporation of technologies was far below the real innovative potential that is generally attributed to them. Thereby, the mere construction of other scenarios for learning, such as new possibilities for interaction and the organisation of time and space associated with the use of IT, due to the complex network of factors inherent to the teaching and learning process in the school context, does not guarantee relevant changes in practices already crystallised in and by school literacy.

In Brazil, despite the considerable improvements developed by researches in the field of new literacy studies (STREET, 1984; among others) and the guidelines of official educational documents – especially the “*Parâmetros Curriculares Nacionais*” (PCN) (BRASIL, 1998) and, more recently, the “*Base Nacional Comum Curricular*” (BNCC) (BRASIL, 2017) –, practices of textual production already crystallised in and by school literacy have not yet been completely overcome by our schools, which generally continue to privilege the old school writing composition.

Considering the verb-centric approach (a request of production restricted to written verbal text and, almost always, manual); the higher focus on textual typology than on different genres (verbal, non-verbal, multimodal, and multisemiotic); the authoritarianism (by teachers who, based on curriculum, textbooks or handouts, define the genre and the theme of the text production without any student’s participation); the arbitrariness (with predefined time and space for individual production in the classroom context; and the offering of outdated patterns to be fully reproduced); the abstraction and fictionalisation (the lack of aims for production other than obtaining a score; and the teacher as the only reader, just looking forward to an exam); even when they all adhere to the term “text production” (GERALDI, 1984) in their pedagogical projects, schools continue to be linked with the practice of the old school writing composition.

In this context, where textual production is limited, the writing feedback for the texts produced by students is a practice at the service of the exam (classificatory, excluding, focused on the product) and not at the assessment (diagnostic, focused on the process and on the construction of learning opportunities) (LUCKESI, 2011). Generally, teachers and professors, when providing writing feedbacks, do not act as effective readers, but as detectors of infractions to the written norm,

by indicating, in an ambiguous way at the body or at the margin of the essay, the type of mistake committed or problem detected, at many times already solving it with the presentation of the form considered adequate (SERAFINI, 1989; RUIZ, 2010).

Thus, even before the context of emergency online education, the adoption of significant and situated practices of text production of different genres, including multimodal ones, was already not only a necessity, but a challenge to be faced by schools, especially Brazilian ones. Consequently, there was also an urgent need to overcome the concept of writing as a product in order to understand it as an active work of the subject (FIAD; MAYRINK-SABINSON, 1991). Similarly, there was the need to abandon the concept of writing feedback as a mere cleaning of the student's text (JESUS, 1995) and/or as a way to assign a score, by starting to understand it interactively, as a dialogue to be established between teacher (mediator) and student (author) concerning the text (RUIZ, 2010) – liable to be carried out by means of several technologies (among them writing) – and understood as the offer of a scaffold (WOOD; BRUNER; ROSS, 1976), on which the producer can support himself/herself for the rewriting.

Based on these aspects, we consider it as pertinent as essential to gather unpublished research results in the issue **Writing feedback and production mediated by technologies: possibilities and challenges**, especially in this context of emergency online education, in which we all have to adhere to the use of IT.

In order to make itself a democratic space, where reflection and debate on the plurality of ideas is guaranteed, this issue welcomes contributions from research related to various theoretical and methodological perspectives. It covers works on writing feedback and production mediated by technologies, in terms of different genres (including multimodal ones) in Elementary Education (since basic literacy to High School).

In the first paper of the issue, **The written texts production and correction in pandemic times: is it about the use of technologies or is it about the possibilities of promoting an integral human formation?**, researchers Daniela Cristina da Silva Garcia, Aline Francieli Thessing, and Phelippe Rave Soares de Lima, all from the Federal University of Santa Catarina (UFSC), debate upon the possibilities and limits imposed on the work of the Portuguese language teacher, specifically with regard to textual production during emergency online teaching.

Considering the different potential of digital tools and the emergence of native digital genres, as well as the new paths for the process of interaction and production of meanings, which

require some work with an expanded notion of the text, the second paper of the issue is entitled **Working with digital text in the language classroom in a transmodal perspective**, by the researchers Jailine Mayara Sousa de Farias and Suzana Leite Cortez, both from the Federal University of Pernambuco (UFPE).

The third paper, **Online Comic Strips Production in the interdisciplinary approach to teaching Biology and Languages**, shows how students used in their texts the characteristics of the textual genre Comic Strips. The authors Sabrina Anacleto Teixeira and Juliana Neves Barbosa, from the Federal Center for Technological Education of Minas Gerais (Campus Leopoldina) (CEFET-MG) articulate a narrative which demonstrated the mastery of concepts about the functions and characteristics of organelles.

Following that, researchers Josemeire Caetano Silva, Roseli Wanderley de Araújo Serra, and Roberta Varginha Ramos Caiado, all from the Catholic University of Pernambuco (UNICAP), present the fourth paper **Fics rewriting from interactions in a WhatsApp group**. The authors discuss how the interactions carried out between young fanfic fandoms through a WhatsApp group stimulate the fictional production of texts in a digital environment, thus influencing the rewriting of Fanfictions (Fics).

WhatsApp is also included in the fifth paper: **The emergence of oral comments via WhatsApp as a catalyst genre for correction**. In this work, researchers Iara Francisca Araújo Cavalcanti and Guilherme Moés, both from the State University of Paraíba (UEPB), analyse the use of oral commentaries through WhatsApp on the writing feedback of texts produced by students in a preparatory course for the National High School Exam (ENEM).

In the last paper of the issue, **Textuality in feedback types of an adaptive hypermedia: a case study**, researchers Milene Bazarim, from the Catholic University of Pernambuco and Federal University of Campina Grande (UFCG), Adair Vieira Gonçalves, from the Federal University of Grande Dourados (UFGD), as well as Gustavo Fechus, from the Federal University of Ouro Preto (UFOP), present and discuss the results of a research that aimed to investigate how textuality is contemplated in the feedback criteria and subcriteria of the opinion article genre adopted by an adaptive hypermedia.

The issue also has an interview that is linked to its proposal. **School text feedback as practice and as research object: interview with Eliana Donaio Ruiz**, by the researchers Milene Bazarim and Roberta Varginha Ramos Caiado, both from the Catholic University of Pernambuco,

dialogues with the author of the book “*Como corrigir redações na escola: Uma Proposta Textual-Interativa*”, first published on 2001, regarding the complexity of correcting school texts, even when there is the mediation of technologies.

In this edition, whose focus is on the bias of written production mediated by technologies, we also have 6 papers totally focused on the proposal and an interview that emphasises the importance of technologies as mediators, since way before the moment in which we live. Within the editorial policy of this Journal, we also present six papers that dialogue with its focus and scope, besides an essay and a review. The seventh paper in this edition, **Demands and expectations in relation to academic writing: an analysis of freshman students' narratives**, written by Elizabeth Maria da Silva, from the Federal University of Campina Grande, and Maria Lúcia Castanheira, from the Federal University of Minas Gerais (UFMG), presents an indispensable contribution to the studies on academic literacies, by approaching the subject in a broader perspective and anchoring itself on some concepts of events and literacy practices.

Afterwards, Gustavo Ximenes Cunha, from the Federal University of Minas Gerais, brings a discussion anchored in the “study of the role of discourse relations and their markers in the construction of identity images or in the dramaturgical dimension of discourse”. **The role of discourse relations in an interview given by former President Luiz Inácio Lula da Silva to the newspaper *Le Monde*** is an irrefutable reading from an interview that Luiz Inácio Lula da Silva gave to the newspaper *Le Monde*, on September 13th, 2019.

In the literary realm, the paper **Two ways of reading the illustrated books: Pretty Girl of Ribbon Bow and *Niña Bonita*, by Ana Maria Machado**, written by Mariana Cortez and Sandra de Oliveira Ferreira, both researchers at the Federal University of Latin American Integration (UNILA), brings a reflection “on the contexts of black children in two illustrated books published in different countries in Latin America”, among other discussions. The authors highlight that “in the Brazilian narrative, the setting portrays home and intimacy, while the Venezuelan version inserts history in the rural and community environment”.

In the same domain, Laila Vilela Velloso, from the Colégio Pedro II (Rio de Janeiro), Dagmar Mello e Silva, and Ruth Maria Mariani Braz, from the Fluminense Federal University (UFF), present us the paper **Children's and Youth Literature for the Valorisation of Black Culture**. The authors make a census of books on children's and youth literature, by focusing on the stories whose narratives contribute to a reading education in dialogue with Human Rights and emphasizing

that discursive practices – real games – might naturalise “modes of existence, excluding those that do not fit into these naturalised demands by certain discourses”.

The last text of this edition is presented by María Laura Romano, from the *Consejo Nacional de Investigaciones Científicas y Técnicas (Conicet)* and the *Instituto de Investigaciones en Humanidades y Ciencias Sociales (IdiHCS)* at the National University of La Plata (Argentina). **Romantics, mazzinians and farroupilhas: traces in the press of a political-cultural affinity (1837-1840)** is an analysis of various political-cultural consanguinity as marks of a series of newspapers from Buenos Aires and Montevideo, which were edited by Romantic writers between 1837 and 1840, focused on the official press of the Rio-Grandense Republic. It shows that this is a subject that needs further investigation, once it is aimed to build a “critical discourse capable of bringing Brazil to the Hispanic American countries”.

The text that follows is the essay **Qualitative approach, collaborative research, and pravdas truths about Portuguese language teaching**, by Silvio Nunes da Silva Júnior, from the Federal University of Alagoas (UFAL). The text brings some considerations about the indispensability of the qualitative approach in the life of the researcher, according to important theorists, such as Bakhtin. The author presents “a reflection on the constitution of pravdas truths about Portuguese language teaching”.

The review of **New perspectives of communication: inclusion of all genres and all people in the EU**, by Martina Lemmi, from the University of Évora (Portugal), and Deborah Catteruccia, from the *Università degli Studi di Perugia* (Italy), presents an indispensable discussion to think about similarities and differences between the English, German, Portuguese, and Italian versions in the reviewed document. The authors highlight the main changes and emphasize the risk of being misinterpreted.

In addition, as we provide space for artistic creation, the edition presents five poems and a short-story. The poems are: **Pretensiosa mentira**, by Maurício Fontana Filho, from the University of Passo Fundo; **Sentimentos**, by Jefferson de Oliveira, from the Federal Institute of Rio Grande do Sul (Passo Fundo); **Carvalho na terra dos sonhos**, by Sandra Maria Souza de Carvalho, from the Federal University of Espírito Santo (UFES); **Noite**, by Kayo Henriky Lima da Silva, from the Federal University of Paraíba (UFPB); **Náufragos**, by Joilson Bessa da Silva, teacher from public schools in the cities of Campos dos Goytacazes (PMCG/SEDUCT/EMJP) and Duque de Caxias (PMDC/SMEDC/EMJF); and, a short-story, **Da România Nova à România Contínua: uma**

viagem através da Intercompreensão, by Tom Menezes, from the Federal University of ABC (UFABC).

Therefore, dear reader, this second edition of the tenth volume from *Revista Letras Raras*, which can also be read by its QR Code, shows us the breadth that the discussions presented here can achieve in the multiple domains of Letters. Let us read and share these texts, so they somehow alleviate the pain from the more than 450 thousand losses of Brazilian families. We also pay tribute and respect to Professor Rosilda Bezerra, collaborator of *Revista Letras Raras*, and to the immeasurable Professor Alfredo Bosi, master of so many of us, both of them victims of Covid-19; moreover, we extend our most vivid tributes to the other colleagues who fought against the coronavirus.

With the hope that this year of 2021 might provide us with the vaccine(s) in time for everyone, we wish you, dear reader, a great reading of this edition.

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