EDITORIAL

Guaraciaba Michelleti
Universidade de São Paulo, São Paulo, SP, Brasil
Universidade Cruzeiro do Sul, São Paulo, SP, Brasil
Maria Inês Batista Campos
Universidade de São Paulo, São Paulo, SP, Brasil

Discourse, memory and teaching

This number brings together articles that discuss the role of memory in the construction of various speeches. The articles engage in bringing issues related to education, a constant concern of this journal since its inception.

Reflecting a bit on the subject of this volume, it can be said that memory is a key element in the constitution of identity. In short, it is essential in the construction of discourse, for all the relationships we have with each other. Learning a language is given through contact with other people who practice it; in the acquisition of the mother tongue or a second language, the words and structures are being acquired and stored, building our discursive competence.

According to Eclea Bosi, in Memory and Society[1], to adopt the differentiation established by Bergson, there are two types of memory: the memory-habit that is in our everyday actions derived from automated behaviors; and memory-memory, which "updates the image-memory (...) single moment, singular, not repeated" (1994, p. 48-49). From the relationships between them, the discursive competence is constructed. The speech, in a way, mediates our relations with the world.

In a brief allusion to the meaning of the word speech, among many, we record it corresponds to a particular use of language in context. This use depends on choices that the speaker is from a repertoire that is available to them in memory. We must consider that these choices depend on the intent and context.

---

[1]   BOSI, E. *Memória e Sociedade.* 7ed. São Paulo: Companhia das Letras, 1999.

Before moving to the relationship with the school, we bring our Walter Benjamin memory that exposes, with a poetic expression, the relationship between memory and speech in "Excavation and Memory" (1987, p. 239-240)[2]:

> The language has stated unequivocally that the memory is not an instrument for exploring the past; rather, it is the medium. It is the environment in which the experience has given up, as the soil is the medium in which the ancient cities are buried. Those who want to approach the past itself should act as the man digging. First of all, you should not fear always return to the same fact, spread it as it spreads the earth revolves as it churns the soil. Because "facts" are nothing more than layers that only the most careful exploration deliver what reward the excavation. That is, images, detached from all the most primitive connections, are as precious sober rooms of our later understanding, like torsos in the collector's gallery (...).

Thus, we believe that establishing relationships between memory, discourse and education is a task that everyone who cares about education should devote himself. The teacher, who is an eternal researcher, who brings experience, should explore this past referred to Benjamin to participate in this eternal construction: the memory that allows us to not only store facts, but makes present them with eyes directed to the future. Thus the texts of this number address general questions, some linked to more theoretical aspects, others treat the practice and teaching of both language and literature and even aspects related to legislation, PCN (National Curriculum Parameters).

Considering these relationships, we begin the presentation of this number with the article of Sylvie Plane, *Producers dealing with time and memory*, which focuses on the deep relations between writing, time and memory. Writing is an act practiced individually seeking, in memory, information is stored there. In general, everything is part of a time – in the previous and that this – that reconstructs the facts, preterit information. Emphasizing the issues of narrative and drawing on observations over time in Pouillon (1993, p. 168) and Ricoeur (1985, p. 230) and also studies on cognitive psychology, the author works with these connections between temporality and writing. For this approach, some students recorded several memories of narrative productions, highlighting the memorization of linguistic constituents. Thus, the article makes the reader think about the complex relationships involved between memory, temporality and writing.

---

[2]   BENJAMIN, W. *Obras Escolhidas.II* – Rua de Mão Única. 2 ed. São Paulo: Brasiliense, 1987.

One of the concerns that has been gaining more space in the discussions on the teaching of literature lies in its value not only aesthetic, but social as trainer more conscious citizens. On this track, Vima Lia Rossi Martin and André de Godoy Bueno propose *For a memory of Africa and of African descent: theoretical and legal aspects of African literature teaching and african-Brazilian,* a pedagogical approach. According to the authors, it is necessary to make a fairly broad sense. As a theoretical basis, they use studies of Antonio Candido (2013), Nelly Novaes Coelho (2000), Regina Zilberman (2008), among others. After emphasizing the importance of literature teaching in the training of young readers, it discusses the central issue of the article: "What literature to teach in school?" In seeking an answer to the issue at hand, they turn to the need for the teaching of African literature and African-Brazilian. Further, they deal with Law 10,639 / 03 which provides that, in addition to the indigenous culture, students of all levels of education in Brazil, to study African history and culture and African-Brazilian, point out difficulties of this task and make it clear to the need for a careful and conscientious work to address the issue from various angles, not limited to compliance with legislation.

Also, in the wake of a topical discussion, the social representation of women in literature, *Medieval ditty as historical memory of the social construction of female: reflections for the teaching of literature,* by Roberto Sodré and Micheline Mattedi Tomazi, brings how can we address in a more fruitful way, the stereotypical, sexist and patriarchal social image through literary studies. From a multidisciplinary and critical perspective, with theoretical support of sociocognitive proposal of Critical Studies of Speech and Literary Criticism, the authors get the medieval songs memory of a speech and a social practice that puts even the twenty-first century, woman in a position inferior to that of men. By analyzing the medieval mockery song, the authors propose to rescue the knowledge that is produced in relation to women and power rethink the position of women through a critical teaching of literature. For Sodré and Tomazi, this teaching involves identifying linguistic traits and voices that appear in these songs.

Studying two style figures – metaphor and metonymy – used in the poem "Água forte" by Manuel Bandeira, Isabel Cristina Ferreira Teixeira search, in the structuralist lessons by Jakobson (1985), to understand how these figures build their expressiveness. In the article *Two language aspects and one poem: a stylistic study of Água-forte*, it exposes as students sought to build with a reflection on the subject of how linguistic elements may constitute the expression of a text. The author acknowledges that the structuralist strands have limitations since, for them, the meaning "independent of factors external to the system itself," thai is to say,

in the broader context. However, to Teixeira, structuralist literary texts procedures used in analyzes can help identify aesthetic qualities.

Based on intertextuality, one of the elements that may be constitutive of literary texts, Guaraciaba Micheletti and Ana Elvira L. Gebara in *Literary memory, reading and teaching*, talk about how they believe the reading in school should be as well as the role of the teacher as a mediator. According to the authors, the literary literacy can give from a reading and analysis with students of texts from different genres. Therefore, they first register as a newspaper chronicle – "Zero position", Otto Lara Resende, makes use of a whole tradition of literary texts and slogans. Then, they point as a selection of texts from different periods of the same theme, with a female enunciator, can contribute to the formation of readers not only literary texts but to any work – can help them become readers proficient and critics. The analysis is based on multidisciplinary theoretical assumptions, but with a greater contribution of stylistic studies.

Given the dialogic theory of discourse and sociodiscursive interactionism, Alvaro Antonio Caretta in *Thematic projects in dialogical discursive teaching of Portuguese language*, seeks to demonstrate the important contribution of thematic projects for the teaching of Portuguese language. From the dialogical conception, proposed by Bakhtin, the author emphasizes "the importance of working with the various genres – oral, written and multimodal – in the various educational axes – reading, speaking, text production and linguistic analysis – valuing social interaction ". Carreta also highlights the importance of working the multiliteracies and, referring to the PCN (National Curriculum Parameters), points out the relevance of projects to a more consistent training of students training to enable them a real social action.

The contribution of Clécio Bunzen and Rejane Medeiros R. Almeida with *The grammar teaching in the First Republic (1889-1930): an analysis of Expository Grammar of Eduardo Carlos Pereira* concerns the historical memory, pausing in the teaching of grammar between the late nineteenth century and the first decades of the twentieth century. The authors seek to understand how the Portuguese discipline acquired a growing space in the humanistic curriculum of secondary education. Bunzen and Almeida analyze the grammatical teaching situation in that period, noting that the studies were on an expository grammar and obeyed a single standard, built around excerpts of Brazilian authors and especially Portuguese. The authors also dedicated to the work of Eduardo Carlos Pereira which constitutes a landmark grammar school in Brazil.

Noting that the memory is the space of the construction of identity and sense of belonging, Norma Seltzer Goldstein and Francesco Antonio Capo in *Written*

4

memory: authorship and cultural identity talk about how the representations of the past and present are laden with built representations socially and historically. Thus, aiming to work with adult literacy, they observe how memory plays a very significant role in the appropriation of writing. The authors point out that one of the greatest difficulties in dealing with students of EJA (Youth and Adult Education) lies in the diversity of cultural backgrounds they come from. For Goldstein and Capo, one of the ways to solve this difficulty may be in recovery by the varied experiences narrative, that is, recovering the memory of individual experiences and socializing them so that literacy can be a friendlier atmosphere.

With the prospect of a more open and integrated education to new technologies, this number includes the article of Rosalice Botelho Pinto, *Entrepreneurship and branch professional development*, in which the author examines the role of serious games in the formation of entrepreneurial skills. Pinto initially presents and elucidates own terms in the world of information technology, talking about how, since 1990, there was a great development of e-lerning. It also – emphasizing the need for methodological teaching revision through new technologies – concepts from the theoretical point of view and points out how certain media is democratized, noting that the computer acquires a key role in people's lives and in the world work.

Concerned about the pedagogical practice as regards the teaching of writing, Silvia Augusta Barros Albert in *Cohesion, coherence and building speech objects: glimpsing one socio-cognitive and interactional perspective for writing production teaching*, reflects on how the elements of cohesion, coherence and referral can be instruments for more effective learning of writing. Working with a corpus of essays from university examinations, Silvia proposes some intervention possibilities, considering the social aspects of writing, which can lead students to texts not only more cohesive and coherent, but more than adequate to interactional purposes.

In order to work with (critical) reading in classroom, Lília Abreu-Tardelli Santos, Andressa Cristiane dos Santos, Leticia Fonseca Borges and Natalia Santos Ciceri hold in the speech of Dilma Rousseff at the opening of the 68th UN General Assembly and establish relationships with electronics political cartoon, analyzing them comparatively, from the theoretical support especially Bronckart (1999), Ducrot (1987) and Koch (1999), they clarify, in *Political discourse and the electronic charge: an analysis from sociodiscursive interactionism perspective*, how the voices are represented. They point the dialogic relationship between the texts and highlight the enunciation mechanisms (voices and modalizations). Emphasizing the enunciation mechanisms, the authors make the readers to appropriate

knowledge that allow them a deeper interpretation of verbal discourse and that of the electronic charge.

Finalizing the sequence of articles the volume brings *Discourse on Portuguese language teaching at the university: the constructions of the imaginary in Law graduate*, Mary Neiva Surdi da Luz and Rossaly Beatriz Chioquetta Lorenset. By examining the selected corpus, the authors identified the "echoes and resonances of the language imaginary historicity of language teaching and the establishment of higher education in Brazil, of more than two centuries." And, according to Luz and Lorenset, turning his eyes to the past, it is possible to see how it was built the imagery of legal language, with marks of persuasive rhetoric and good argument.

Shutting down the volume, there is a review of Mireille Froment on *Points de vue sur le point de vue*, by Marie Carcassonne, Doris Cunha, Christiane Donahue, Frédéric François et Alain Rabatel. As the title states, each author seeks to identify how to build the views of recipients. According to Mireille Froment, in Doris Arruda C. da Cunha ´s translation, the authors holds in genres and the meanings that are "drawn" in the texts, presenting a diversity of perspectives, even if they share some theoretical options. It is a review that entices the reader to know the work that is.

The task of writing an editorial is always a challenge, since the editorialist sets his/her sights on several texts, tries to experience each of them, extracting what seems to be the most relevant. By using the memory to build an expectation of power, the editorialist informs the readers in order to awaken the desire to read the articles and also to participate in the experience to which they invite us.

June 2016