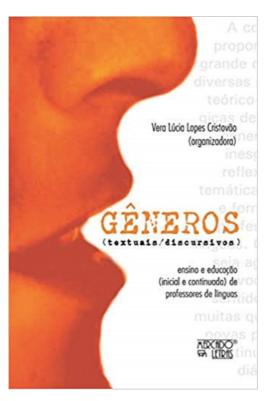# Review

CRISTOVÃO, V. L. L. (Org.). *Gêneros (textuais/discursivos): ensino e educação (inicial e continuada) de professores de línguas.* Campinas: Mercado de Letras, 2018. 564p.

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In the last decades, in Brazil, a significant amount of research has addressed the issue of teaching and learning languages based on text/speech genres in different theoretical perspectives. The construction of knowledge, the expansion and articulation of theoretical constructs made possible by such studies led to the discussion of the existence of a possible "Brazilian school of genres" (SWALES, 2012; BAWARSHI; REIFF, 2010) in the VIII SIGET[2].

Considering the profusion of theories on genres and seeking to contribute to the discussions and production of knowledge in the area, Professor Vera Lúcia Lopes Cristovão has been offering, since 2011, the course Text Genres, Teaching and Education (Initial and Continuous) of Language Teachers in the Postgraduate Program in Language Studies of the State University of Londrina (UEL), focusing on theoretical and methodological reflections on different traditions of genre studies, namely: Sociodiscursive Interactionism (SDI); New Rhetoric; Languages for Specific Purposes; Functional Systemic Linguistics (FSL); Critical Discourse Analysis (CDA); and Bakhtinian Perspective.

As a result of this work, the book "(Text/Discursive) Genres: language teachers' teaching and "(pre-service and in-service) education", brings together articles from master's and doctoral students who attended the course in the first semester of 2013, and from invited researchers, representatives from different perspectives. The book consists of a presentation signed by the organizer and other 22 chapters, divided into three parts: the concept of genres in different traditions of study (chapters 1-9), genres in language teaching (chapters 10-16) and the contributions of the theme to teacher education (chapters 17-23).

In the first chapter, Nascimento and Gonçalves explain that, in Brazil, the SDI was widely accepted and acknowledged, especially in relation to language teaching, and that its

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[1] Review developed as final paper for the course "Gêneros Textuais: Ensino e Educação (inicial e continuada) de professores de línguas", from the Postgraduate Program in Language Studies (UEL), taught by professor PhD Vera Lúcia Lopes Cristovão during the first semester of 2015.

[2] VIII SIGET (International Symposium on Text Genres) was held from 8th to 10th September, 2015, at the University of São Paulo (USP).

central foundations turned to human development issues. The authors propose a discussion about the following aspects: a) the SDI contributions regarding the use of semiotic instruments; b) the text analysis model of Bronckart (2009); c) the problem of didactic transposition. They also highlight the relevance of literacy issues and the relationship between language and teaching work.

In the following chapter, Vian Jr. presents different meanings related to the concept of genre by renowned FSL theorists, defending the articulations between it and others perspectives. The author discusses theoretical and methodological aspects of the work with genres based on pedagogical proposals to teacher education informed by different genre study traditions. Finally, he presents the theoretical-methodological procedures for the analysis of genres, reporting FSL didactic initiatives in Brazil and Australia.

In Chapter 3, Lousada discusses the concept of the instrument proposed by Vygotsky from the (re) interpretations of Rabardel (1995), Clot (1999, 2007) and Friedrich (2012) and discusses the central foundations of SDI and Bronckart's model of text analysis (2010). In this sense, the author argues that genres can be psychological tools for the development of language capacities (LC).

In the fourth chapter, Araújo discusses the results of a study carried out in a Written Production Course for students enrolled in the sixth semester of an undergraduate English-language Course. The data analyzed included a questionnaire about students' writing habits and their productions. The results indicated that the writing of academic genres allowed the practice of students' agency and the appropriation of specific knowledge of the area.

Chapter 5, by Quevedo-Camargo, Beato-Canato and Stutz, presents a summary of their doctoral research and a reflection on the paths they have taken. By crossing the results achieved, the authors highlight the possibilities of developing LC and the teaching capacities of the research participants, as well as the need for systematic work that can propel development.

In the following chapter, anchored in the Bakhtin Circle[3] studies, Acosta-Pereira and Rodrigues discuss theoretical-methodological issues identified in dialogical perspective research, taking interaction as a fundamental principle in the study of language. The authors conclude that studies based on the Circle present a theoretical-analytical path, without starting from previous categories of analysis. The search for interpretation, regularities and the singularities of the data takes place in the research process itself.

In the seventh chapter, Fernandez and Rios-Registro discuss the criteria determined by official documents of the National Textbook Program (PNLD) regarding the design of genres for the production of English Language (EL) collections. The authors identify the conception of teaching adopted by the documents through the analysis of the genres

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[3] The Bakhtin Circle was a group of Russian researchers interested in the study of language and thought. Among them, we can mention Mikhail Bakhtin, Valentin Volóchinov, Pável Medviédev, among others.

contemplated in seven textbook collections approved by PNLD/2011. The results indicate that, although the documents seek to declare a social understanding of language, they are based on the communicative approach.

In chapter 8, Gaydeczka presents textual analysis of Primary/Secondary education students of *Olimpíada de Língua Portuguesa* (Portuguese Language Olympiad) (OLPEF/2008) and discusses how the meanings are constructed in the productions, starting from the principles of Bakhtin's dialogical conception of language. The results evidenced the presence of other's voices in the statements and the social constraints that permeate any enunciative project.

In this first part of the book, we highlight the presentation of different traditions of genres studies, which enriches the reader's contact with different perspectives with a focus on similar themes. It can be considered the richest and densest part in terms of theory, since it introduces concepts that may not be so familiar to the reader.

Opening the second part of the book, Abreu-Tardelli and collaborators synthesize concepts from the theoretical approach of SDI by highlighting studies that defend genres as instruments of development. This study was motivated by the dissemination of criticism towards SDI. According to the authors, some articles criticize the approach without seeming to understand in depth the DS proposal, or even claim that they are based on SDI principles, but end up presenting a reductionist view of the perspective itself. In response to such publications, the authors synthesize and articulate SDI concepts, proposing a reformulation of the Didactic Sequence (DS) scheme (DOLZ; SCHNEUWLY, 2004).

In the tenth chapter, Barbeta and Bernini analyze activities developed around digital genres, found in two volumes of Portuguese language textbooks, used in public schools in the state of Paraná, in order to observe if the textbooks understand genre as a social practice. The results show that the textbooks analyzed look at digital genres in a reduced way.

In chapter 11, D'Almas discusses teacher-student cognitions[4] of an English language course on the proposal of teaching foreign languages through text genres. Data were generated from focus group interviews. The results show that student-teachers understand teaching by means of genres as a teaching-learning instrument, yet they present nonspecific cognitions about the approach and difficulties in understanding how to use it in the classroom.

In chapter 12, Santos and Dias investigated the levels of responsiveness in an online discussion forum promoted by the Moodle platform. The authors based the work on the assumptions of the Bakhtin Circle and in the understanding of Applied Linguistics as an undisciplined area (MOITA LOPES, 2006). The analysis showed that this space provided participants' engagement in the activities, since only 5% of the total responses were configured as silent or non-critical participations.

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[4] Based on Borg (2003), D'Almas explains that cognitions are related to teachers' thinking, that is, what teachers think, know and believe.

Chapter 13 deals with the interaction in virtual environment and the development of LC in Spanish Language. In the research, Drogui uses the Moodle platform and the discussion forum as sources of data for research. A distinctive feature of the study is the participation of both Brazilian and Argentinian teachers, which promoted an educational and cultural exchange.

The fourteenth chapter presents analyzes of a didactic unit of the EL textbook from the Upgrade collection. In order to do so, Canazart and Miranda depart from the assumptions of the State Curricular Guidelines of Paraná for Foreign Languages. The authors evaluated the activities present in the unit and concluded that the teaching of grammatical aspects of the language is privileged to the detriment of others, in addition to the predominance of reading abilities.

Senefonte and Silva carried out a bibliographical research on the teaching of Portuguese as a Foreign Language based on the genres approach. The authors evidenced differences between five schools of genre and, later, exposed data of the bibliographic recapture performed. The results indicated a shortage of works in the researched area.

The second part of the book, as well as the first one, presents richness in the diversity of studies with text genres in different contexts of action, with emphasis on genres from the digital sphere and use of online platforms such as Moodle. Therefore, we corroborate with the content presented due to its relevance in the Applied Linguistic area.

Beginning the third part of the book, Souza and Cristovão discuss the teachers' self perception regarding the use of textbooks in English Language classrooms. Based on SDI assumptions, the authors present transcriptions' analysis of a workshop focused on the discussion of teaching materials and their compliance with PNLD prescriptions. The study had as participants teachers from Paraná State public system, a textbook author and editorial assistants. The results pointed to a passive position of the teachers in the process of evaluation and selection of books.

In Chapter 17, Bork and Corrêa analyzed the Political Pedagogical Projects (PPP) of two undergraduate *Letras* courses in order to investigate whether the documents contemplated teaching through genres. The authors note that in one institution there was a strong influence from the perspective of genres based on SDI, while in the other one there was a predominance of the Vygotskian perspective.

In Chapter 18, Silva analyzes verbal exchanges produced by teacher educators in meetings to produce teaching plans for a *Letras* course. The author discusses the main topics evoked by the participants during one of the meetings, regarding the theme of the genres and their use for the teaching of EL. The results pointed out that, although there were arguments in favor and against working with genres, teachers generally lacked theoretical and methodological information about the concept.

Tanaca and Stein's study addressed the political and didactic issues involving the teaching of EL for children. The data come from answers to questionnaires responded by three teachers in continuous education. Among the results, it is possible to notice the lack of methodological information on the genre based approach by the participants.

In the twentieth chapter, Pontara presents an analysis of three versions of a DS produced for the context of the Center of Modern Foreign Languages (CELEM), focusing on its internal and external organizations. The researcher concluded that, when teachers have time to reflect and systematize the knowledge acquired in their education, there is greater use and development of the work in relation to the production and implementation of DS.

In the last chapter, Gonçalves and Rosolem contribute with a didactic model of the infographic genre. Based on the SDI, the authors outline the main characteristics of the genre, based on the analysis of 5 copies published in *Superinteressante* magazine. The researchers point out that the infographic is a multimodal text, containing diverse images, shapes and colors that contribute to the understanding of meaning.

In general, this book offers important contributions to the area of genre studies, since it allows the comparison of theoretical concepts and methodological procedures from different perspectives; in addition, it covers the relationship between genres and several other issues that permeate language teaching. The thematic diversity and the organization of the collection offer subsidies that can contribute to the understanding of the theoretical references presented and their use in different contexts.

Finally, the dialogue provided among the theoretical perspectives makes the book original and the essential reading for all those (teachers and/or researchers) interested in broadening their view beyond their theoretical affiliation and/or articulating concepts from different traditions of genre studies.

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