RECONTEXTUALIZATION OF DISCOURSES ON LANGUAGE AND GENRE IN CURRICULAR DIRECTIVES FOR FOREIGN LANGUAGE EDUCATION

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ABSTRACT
The discourse of Applied Linguistics (Language science) involves a very large set of scientific concepts such as ‘language’ and ‘discourse/text genre’. The aim of this paper is to discuss the process of recontextualization of discourses within language teaching in the school context. I examined how the concepts of ‘language’ and ‘genre’ are recontextualized in four Curricular Directives (CDs): Parâmetros Curriculares Nacionais (PCN/PCNEM) (BRASIL, 1998; 2000), Orientações Curriculares Nacionais (OCNEM) (BRASIL, 2006) and Lições do Rio Grande (LRG) (RIO GRANDE DO SUL, 2009). In order to verify how these concepts are recontextualized in CDs, discursive strategies such as definitions and elaboration were used. The results show that the term ‘language’ is more recurrent in the corpus than the term ‘genre’ by definitions and elaboration. Moreover, there are more definitions of the term ‘language’ in PCN and PCNEM than in OCNEM and LRG. The qualitative analysis of the occurrences of ‘language’ and ‘genre’ indicates that CDs recontextualize the contemporary debates in Applied Linguistics, because most of the recurrences of these terms are related to ‘social practice’ or ‘social phenomenon’. However, there are not clear definitions of both terms in all CDs, consequently, this unclear recontextualization of the discourses on ‘language’ and ‘genre’ makes the didactic transposition difficult for English as a Foreign Language teachers.

Keywords: science popularization; applied linguistics; language; genre; curricular directives; English as a Foreign Language teaching

RESUMO
O discurso da Linguística Aplicada (ciência da linguagem) envolve um vasto campo de conceitos científicos como ‘linguagem’ e ‘gênero discursivo/textual’. O objetivo deste trabalho é discutir o processo de recontextualização dos discursos dentro do ensino da linguagem no contexto escolar. Eu examinei como os conceitos de ‘linguagem’ e ‘gênero’ são recontextualizados em quatro Diretrizes Curriculares (DCs): Parâmetros Curriculares Nacionais (PCN/PCNEM) (BRASIL, 1998; 2000), Orientações Curriculares Nacionais (OCNEM) (BRASIL, 2006) e Lições do Rio Grande (LRG) (RIO GRANDE DO SUL, 2009). A fim de verificar o modo como esses conceitos são recontextualizados nas DCs, estratégias discursivas tais como definições e reelaboração foram usadas. Os resultados mostram que o termo ‘linguagem’ é mais recorrente no corpus do que o termo ‘gênero’ por definição e reelaboração. Além do mais, há mais definições do termo ‘linguagem’ no PCN e PCNEM do que no OCNEM e LRG. A análise qualitativa das ocorrências de ‘linguagem’ e ‘gênero’ indica que DCs recontextualizam os debates contemporâneos em Linguística Aplicada, porque a maioria das recorrências destes termos está relacionada às expressões ‘prática social’ e ‘fenômeno social’. Entretanto, não há definições claras de ambos os termos em todas as DCs, consequentemente, esta recontextualização não clara dos discursos acerca de ‘linguagem’ e ‘gênero’ faz a transposição didática difícil para os professores de Inglês como Língua Estrangeira.

Palavras-chave: popularização da ciência; linguística aplicada; linguagem; gênero; diretrizes curriculares; ensino de inglês como língua estrangeira

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2 Student of the eighth semester of the English Major at Federal University of Santa Maria, PIBIC/CNPq grant (process n. 149509/2012-0).
INTRODUCTION

Since the implementation of the Lei de Diretrizes e Bases Nacionais da Educação (LDB) (BRASIL, 1996), the Brazilian Educational System has undergone several changes in order to establish more explicit links among contemporary, educational and social practices. With the advent of the so-called globalized society, foreign language classes assumed a new relevance in LDB and thus became mandatory in Elementary and High schools (BRASIL, 1996, p. 11). The choice, however, of the foreign language to be adopted became the local school community’s prerogative. However, most school communities tend to choose the English language over others because it has dominated the international scene as a symbol of social status due to its influence in job markets, opportunities, and globalization (MOITA-LOPES, 1996, p. 128; BOHN, 2003, p. 160-166).

Although LDB was issued as an attempt to establish guidelines to help improve the Brazilian Educational System as a whole, the foreign language area has been losing ground when compared with other fields of knowledge pertaining to the school system (STURM, 2011, p.74). Evidences of this devaluation are the lack of teachers with a language major and the fewer hours reserved for classes of English as a Foreign Language (EFL) in the weekly schedule in comparison with other courses, such as Math or Chemistry.

A study conducted by the Brazilian Council for Education (CNE) (BRASIL, 2007) identified these evidences. According to the CNE study, an average of one hour per week is assigned to foreign language classes while four hours per week are dedicated to Portuguese classes (BRASIL, 2007, p. 14). In addition, there is a low percentage of teachers of English in service in their own area indicated by the percentage of teachers of other subjects, such as Portuguese, that act as English teachers due to the lack of specialized professionals (BRASIL, 2007, p. 16).

This devaluation in terms of reduced time and lack of teacher specialization results in monotonous tasks and a lack of methodological principles for the development of students’ EFL reading, speaking, writing and listening abilities (BRASIL, 2000, p. 24). But besides demotivating students and teachers, this

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devaluation offers impediments to the discussion of issues that are relevant to students (BRASIL, 2000, p. 25).

As a contribution for the solution of these problems, the Brazilian Ministry of Education (MEC) issued official documents such as the National Curricular Parameters-Elementary School (PCN) (BRASIL, 1998), the National Curricular Parameters-High School (PCNEM) (BRASIL, 2000) and National Curricular Orientations (OCNEM) (BRASIL, 2006) to supplement LDB. In the regional context, another attempt of this sort is the Rio Grande do Sul State Curricular Parameters – Rio Grande Lessons (LRG) (RIO GRANDE DO SUL, 2009), organized by the Secretary of State for Education of Rio Grande do Sul (SEDUC-RS). Aiming at qualifying foreign language education in public schools, PCN, PCNEM, OCNEM and LRG propose specific objectives for the teaching of foreign languages, contemporary pedagogical approaches and transversal topics to be implemented in classrooms.

Although these official documents, here called Curricular Directives (CDs), have been issued in addition to LDB (BRASIL, 1996), not many papers about the discussions proposed in these CDs are found. Among these are Rojo & Jurado (2006), Motta-Roth (2006), Guimarães & Carnin (2010) and Almeida (2012).

Rojo & Jurado (2006) discuss the concept of reading in Portuguese proposed by PCNEM and its relevance for Portuguese classes. Motta-Roth (2006) highlights the notion of genre presented in PCNEM and relates this notion to the teaching of text production. Guimarães & Carnin (2010) present a discussion about the concept of genre as proposed by LRG in relation to Portuguese language teaching. Almeida (2012) highlights initiatives in governmental policies, including OCNEM and the National Program of Didactic Books (PNLD), discusses about the kind of teaching desirable in the regular schools in opposition to language institutes and, emphasizes some possibilities to move forward. Almeida’s paper is focused on EFL teaching, but it is limited to the High School context and presents a retrospective view of the documents.

In addition to these previous reference texts, which have concentrated on specific concepts in CDs or specific educational levels, this paper focuses on the discourse of Language Science presented in ‘Language, Codes and their Technologies’ CDs. Considering the aim of these CDs in parameterizing EFL teaching, based on theories and principles originated in the scientific contexts, CDs
integrate a system of genres of science popularization (SP) in the educational field together with pedagogical feature articles (PINTON, 2012) and EFL textbooks (ARNT, 2012).

SP can be initially defined as a process of recontextualization of discourses in genres from their primary scientific context (including laboratories and scientific journals) to a secondary non-specialized context (MOTTA-ROTH, 2009, p. 135), such as the media or primary education. Recontextualization can help us understand “how the discourse of one social practice is recontextualized in another” (FAIRCLOUGH, 2003, p. 222). Thus scientific discourse is recontextualized in media discourse, in newspapers, TV shows and magazines, for example, which offer society in general access to information about recent scientific discoveries (CALSAMIGLIA; van DIJK, 2004, p. 370).

As a recontextualization of scientific discourse and genres, SP process is associated with three basic social functions: to inform, to teach and to sensitize (PEREIRA, 2003, p. 60-61; MEDEIROS, 2003, p. 88) about the relevance of science knowledge. In primary education, SP genres such as CDs are expected to help readers without specialized scientific knowledge (e.g. teachers, parents, public) to have access to and incorporate scientific knowledge and debates to their pedagogical practices. Thus, CDs recontextualize the discourse of science (applied linguistics, biology, music, art, etc.) produced in research centers, adapting the discourse from its primary context of science production to a secondary context of reproduction and adaptation of this discourse to the school context (BERNSTEIN, 1996 apud MOTTA-ROTH, 2009, p. 181). PCN, PCNEM, OCNEM and LRG sections on ‘Language, Codes and their Technologies’ are thus considered here as examples of CDs, which recontextualize the discourse of Applied Linguistics (as a language science) to the school context.

This paper is part of the umbrella project entitled Análise crítica de gêneros discursivos em práticas sociais de popularização da ciência (MOTTA-ROTH, 2010b), financed by CNPq and FAPERGS, and developed by the GRPesq/CNPq “Linguagem como Prática Social” at Laboratório de Pesquisa e Ensino de Leitura e Redação/UFSM (LABLER), with which I have been collaborating as a Scientific Initiation Student since 2011. In our research team, we adopt the view that all knowledge is science (MOTTA-ROTH, 2010a). Therefore Language science is a taxonomic term placed at the same level as Biological science, Mathematical science
or Chemical science as well as Musical science and Visual Arts science. This is an attempt to dismantle the traditional dichotomy between the so-called technical, “scientific” areas and the Social or Humanities areas such as Philosophy, Applied Linguistics, Music, Arts, or History, which are usually devalued as human knowledge less worth teaching at school. We consider that the discourse of Applied Linguistics (Language science) involves a very large set of scientific concepts and principles regarding description and analysis of language in use, language teaching and learning, and language teacher education (Motta-Roth; Maruzzo, 2010).

My aim is to discuss the process of recontextualization of discourses within language teaching in the school context. I focus on two basic concepts in the scientific discourse currently performed in Applied Linguistics: ‘language’ and ‘discourse/text genre’ and how they are recontextualized in the school context by CDs – ‘Language, Codes and their Technologies’. I organize my discussion in four sections: 1) Literature Review; 2) Methodology; 3) Results and Discussion and; 4) Final considerations.

1 LITERATURE REVIEW

In this section, I discuss key concepts for the development of this paper. The SP process and the discursive strategies involved in this process are discussed in section 1.1. Then the CD genre is placed in SP process in section 1.2. Finally, debates on Language as Genre are presented in section 1.3.

1.1 The social and discursive process of science popularization

SP process is social and discursive. It can assume different forms in different genres in magazines, newspapers or TV shows addressed to a non-specialist audience in a given field (Myers, 2003, p. 266). This process offers an opportunity to “see science not as a discourse, a single set of social practices around one thing, but as an order of discourse, a terrain of competing discourses and practices” (Fairclough, 1992 apud Myers, 2003, p. 267). It is also a way to perceive SP “not just as a category of texts, but as a process that opens up questions about actors, institutions, and forms of authority involved” (Fairclough, 1992 apud Myers, 2003, p. 267).
Thus, SP is a process by which versions of a core message travel to or are adapted for different contexts (FAHNESTOCK, 2004, p. 8), that is, the core of an argument of science is presented in a different version depending on the context in which SP texts are distributed and consumed.

Consequently, popularizing is placed in social participation and dialogues with social movements (GERMANO; KULESKA, 2006, p. 20 *apud* SOCOLOSKI, 2011, p. 25), because it involves people. Thus, SP role and its audience vary, because the process can be directed to educational and/or civic and/or popular mobilization purposes (SOCOLOSKI, 2011, p. 26).

Internationally, Beacco et al. (2002) and Moirand (2003) offer evidence of the role played by SP media and of how specific linguistic configurations are connected to certain social practices. Considering SP as a circular process that involves different people, Beacco et al. (2002, p. 280-282) analyze SP media for the presence of different enunciative roles such as the scientist, the journalist, the politician, the citizen, etc, in texts and explain that these voices are placed within texts using strategies such as reported speech. Moirand (2003, p. 182) also presents some strategies in SP media such as the use of indirect speech, the presence of references and segments of direct speech.

More locally, research about SP genres has offered further evidences of how science is recontextualized in genres that are not strictly scientific. Studies at LABLER/UFSM have examined SP genres, such as news texts in English and Portuguese (MOTTA-ROTH; LOVATO, 2009; LOVATO, 2010; SCHERER, 2010; SILVA, 2010; GERHARDT, 2011; MARCUZZO; 2011; NASCIMENTO, 2011; MOREIRA, 2012), pedagogical feature articles (PINTON, 2012) and English textbooks (ARNT, 2012; ROSSI, 2012).

These studies have indicated how SP genres function to recontextualize scientific discourse from the original context to a new non-specialized context, adapting language by means of discursive strategies, such as definition and elaboration.

Definition is a process of conceptualization of a term by identifying, classifying or characterizing it. The term definition comes from the Latin word *definio*, which means “to limit or bound, to interpret ideas or words in terms of each other: to understand one thing by another” (SWALES; FEAK, 2007, p. 49). According to Swales & Feak (2007, p. 50-57) the ways to define include: 1) short
definitions or “glosses”; 2) sentence definitions; and 3) extended definitions. Table 1 presents examples of each way to define.

Table 1 – Examples of the ways of definition (SWALES; FEAK, 2007, p. 55-57)

<table>
<thead>
<tr>
<th>Ways of definition</th>
<th>Examples</th>
<th>Identification, classification, characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definitions</td>
<td>Dalle de verre, commonly referred to as faceted glass.</td>
<td>Identification</td>
</tr>
<tr>
<td>or “glosses”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence definitions</td>
<td>A disinfectant is the agent capable of destroying disease-causing microorganisms.</td>
<td>Identification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A disinfectant is an agent capable of destroying disease-causing microorganisms.</td>
<td>Classification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended definitions</td>
<td>A simple microscope consists of a double convex lens and a magnifying glass.</td>
<td>Characterization</td>
</tr>
</tbody>
</table>

Short definitions or “glosses” are information about a term in a word or phrase that are placed within either parentheses or commas in a sentence or signaled by phrases, such as known as, defined as, referred to, and called (SWALES; FEAK, 2007, p. 50). This kind of definition is classified by identifying a term, because the processes (known as, defined as, referred to, and called) used can be understood as relational processes (is/are).

Sentence definitions are brief and somewhat similar to a dictionary definition. This kind of definition can be classified by identifying and classifying. For identifying, the sentence definition is signaled by the use of phrases (similar to short definitions) or the use of relational processes, such as is or are, followed by a definite (the) or zero article. For classifying, the definition is signaled by the use of a relational process, such as is or are followed by an indefinite article (a/an) (SWALES; FEAK, 2007, p. 51-57).

Extended definitions are longer and more detailed than definitions found in dictionaries. This kind of definition usually begins with a general, one-sentence definition, and then becomes more specific as additional information is provided. Extended definitions focus on such aspects as components, types, applications,
history or examples of a given term (SWALES; FEAK, 2007, p. 67). Due to this focus, these definitions are classified by characterizing. Extended definitions are signaled by the use of material and relational processes followed by nominal groups (adjectives, adverbs and nouns) that offer characteristics of a term.

Another discursive strategy commonly found in SP news is elaboration. Motta-Roth & Lovato (2009) point out that SP genres are characterized to explicate terms and ideas to facilitate the reader’s comprehension using the strategy of elaboration. The elaboration can occur through expansion or delimitation of certain principles. Expansion is constituted by the reaffirmation of a given idea amplifying it by means of explanation or implication (LOVATO, 2010, p. 34). According to Hyland (2007, p. 274), expansion offers specific clarifications to elaborate the meaning of a precedent term or expression. Delimitation, on the other hand, is constructed by means of paraphrase, specification or exemplification (LOVATO, 2010, p. 35; GERHARDT, 2011, p. 54). According to Hyland (2007, p. 268), delimitation refers to the resources that provide additional information to paraphrase, explicate or elaborate what was said in order to help the reader to recuperate the meaning. In sum, elaboration has a role in explicating or delimitating the information of a text, supporting the reader in interpretation (COLUSSI, 2002 apud ROSSI, 2012, p. 60).

These discursive strategies have been relevant to understand the SP process in news texts in English and Portuguese, English textbooks and pedagogical feature articles, and might also be productive to analyze CDs.

In the following subsection, I offer a brief discussion considering the CD as a SP genre considering its objectives, probable audience and contextual aspects.

1.2 CD as SP genre

CDs can be considered as SP genre because they recontextualize scientific discourses from research centers into the school context (embodied by teachers, students, parents and society in general). PCN, PCNEM, OCNEM and LRG illustrate how CDs function as SP genre because they indicate pedagogical issues for education based on debates from research institutes. These CDs are organized in sections concerning the different areas of knowledge, so our analysis is focused on the Languages, Codes and their Technologies volume.
In this sense, I present in this subsection previous discussions about these CDs in the Brazilian and Rio Grande do Sul Educational System based on studies conducted by Rojo & Jurado (2006), Motta-Roth (2006), Guimarães & Carnin (2010) and Almeida (2012) in order to place these CDs texts as SP genre. In order to do that, I identify relevant aspects regarding PCN, PCNEM, OCNEM and LRG that have been discussed by these authors.

The focus of the discussion conducted by Motta-Roth (2006) is on the notion of genre presented in PCNEM. She identifies three different ways to recontextualize this notion: type of text, rhetorical strategy, and communicative event institutionalized in a social group (MOTTA-ROTH, 2006, p. 498). The first perspective – type of text – is related to the formal characteristics of a text proposed by PCNEM, such as theme and compositional structure. The second perspective – rhetorical strategy – is based on the characteristics associated to traditional rhetorical modalities, such as narrative and description. And the third perspective – communicative event institutionalized in a social group – is concerned with the language-in-use in relation to the identification of the social activity that constitutes and is constituted by a genre.

Motta-Roth proposes that this third perspective seems to be more adequate for EFL teachers and students to identify language-in-use and amplify the concept of genre in order to see beyond grammatical aspects and be able to produce meaning (MOTTA-ROTH, 2006, p. 500-501).

Thus, by considering language as genre – a communicative event institutionalized in a social group – a teacher can offer opportunities for students to understand the relationship among language, the organization of society and the relations within a social group (MARCHUSCHI, 2005, p. 10-12 apud MOTTA-ROTH, 2006, p. 504).

Similarly, Rojo & Jurado (2006) present a discussion based on PCNEM about the notion of reading in relation to genre and literacies comparing the theoretical discussion of reading as a social practice to the practice of reading in Brazilian High School. Rojo & Jurado (2006, p. 38) state that
a proposta contida nos PCNEM para a elaboração/organização do currículo seria concentrar o ensino não nos conteúdos de tradição gramatical ou literária, e sim nos usos sociais da língua [...] no que se refere especificamente ao tratamento dado à linguagem, embora oscile entre duas abordagens teóricas – uma cognitiva e outra sociointeracionista-, percebemos uma forte presença das teorias enunciativo-discursivas. Quer dizer, a linguagem é tratada como forma de interação entre os sujeitos.

In this passage, Rojo & Jurado identify that the Applied Linguistics discourse on language is recontextualized in PCNEM in two perspectives: cognitive and sociointeractional. Moreover, the authors emphasize the essence of the perspective proposed by PCNEM as language-in-use in the society.

Specifically in terms of EFL teaching, Almeida (2012) points out some important aspects about PCN, PCNEM and OCNEM that make it possible for the field to move forward. According to Almeida (2012, p. 334), PCN and PCNEM emphasize foreign language reading skills within a view of language as discourse. In terms of OCNEM, Almeida states that this CD does not have a prescriptive intent, while PCN and PCNEM do, but the references in three CDs are similar and include several prestigious names in the foreign language teaching community (ALMEIDA, 2012, p. 342).

In the regional context, LRG was analyzed by Guimarães & Carnin (2010). They reflect about the different notions of genre – in relation to discourse genre and text genre – that are recontextualized in LRG.

Guimarães & Carnin (2010, p. 252) state that

Há, durante as discussões do termo gênero nas LRG, uma ‘hibridização terminológica e conceitual’. Ao procurar evidenciar a preocupação com elementos enunciativos, culturais, estéticos, o documento apresenta a adoção de uma posição epistemológica orientada pelo viés discursivo. No entanto, ao verificarmos a orientação didatizante, contatamos a presença da abordagem de viés textual.

Although the discussions proposed by LRG present these two genre perspectives (discourse and text), this CD advances, if compared with PCN and OCNEM, because it is an attempt to decrease the distance between what is said by the theorists and what is done in the schools (GUIMARÃES & CARNIN, 2010, p. 256-257).

These CDs – PCN, PCNEM, OCNEM and LRG – can be considered as SP genre because the core of the scientific discourses about ‘language’ and ‘genre’ are adapted for the non-specialized audience. PCN, PCNEM, OCNEM and LRG propose that their audiences are school communities, teachers, parents and society (BRASIL,
2000, p. 5; BRASIL, 2006, p. 8; RIO GRANDE DO SUL, 2009, p. 19). As the audience is expanded beyond the few teachers that are specialized, the school community becomes a non-specialized audience involving students, parents and society in general.

In the following subsection, I present a brief discussion about the concept of Language as Genre considering contemporary debates about it.

1.3 Debates about the concept of Language as Genre

By considering Language as Genre, a theoretical and methodological approach has been developed – Critical Genre Analysis (CGA) – with reference to three main socio-historical-cultural theories: Sociorhetorics (MILLER, 1984; SWALES, 1990; BAZERMAN, 2005), Critical Discourse Analysis (FAIRCLOUGH, 1989; 2003), and Systemic-Functional Linguistics (HALLIDAY, 2004).

CGA is based on the three dimensions of the discourse: (1) [discourse] produces and reproduces knowledge through different ways to represent reality; (2) [discourse] establishes social relations; and (3) [discourse] creates, reinforces and reconstitutes identities (FAIRCLOUGH, 1992, p. 3–4). Discourse is widely used in social theory and analysis to refer to different ways of structuring social practices through language use (FAIRCLOUGH, 1992, p. 3). In this sense, genres are the instantiation of discourse in institutions. Genres typify many things besides textual form and they are part of the way people organize social activities (BAZERMAN, 2005, p. 31).

In Systemic Functional Linguistics, language is considered as a system that creates and expresses meaning (HALLIDAY, 2004, p. 19). Halliday & Hasan (1989, p. 56-57) state that language forms are shaped by key features involving the social context as field (the activity going on), tenor (the relationships between participants) and mode (the channel of communication). Language plays a fundamental role in the human development, considering that it expresses, organizes and regulates the actions of human interactions by means of genres.

Furthermore, CGA considers genres as language use associated with social activities that are recurrent and thus have some degree of stability in form, content and style (MOTTA-ROTH, 2008, p. 350). Genres refer to relatively stable types of utterances (BAKHTIN, 1992, p. 279) and are used for specific purposes in a given
social group. In addition, genres are social processes that conduct to recognizable and shared conventions and expectations (GRABE, 2002, p. 250 *apud* MOTTAROTH, 2008, p. 351).

Within the debates about Language as Genre, we have adopted the perspective of genre as discourse, which has been discussed mainly by Michael Bakhtin and later on by John Swales, Charles Bazerman, Carolyn Miller and Norman Fairclough at different points in time.

Michael Bakhtin moves away from the sentence as the basic analytical unit towards the utterance as the verbal communication unit (CARVALHO, 2005, p. 131). Rodrigues (2005, p. 163) explains the definition of genre by Bakhtin

Bakhtin opta pelo termo gêneros do discurso [...]. Essa é a natureza verbal comum dos gêneros a que o autor se refere, isto é, a relação dialética que estabelece entre os gêneros e os enunciados, ou seja, olha os gêneros a partir da sua historicidade (eles não são unidades convencionais) e lhe atribui a mesma natureza dos enunciados (natureza social, discursiva e dialógica), ao tomá-los como seus tipos históricos.

This way, Bakhtin relates genres to the different spheres of human activities, more specifically the interactional situations within a social sphere (daily; work; scientific; religious spheres…), because genre is constituted by its link with a social interactional situation (RODRIGUES, 2005, p. 164).

Swales (1990, p. 58) defines genres as communicative events that are characterized both by their communicative purposes and by various patterns of structure, style, content and audience. Swales focuses on the social event escaping the enclosed view of genre as text format. Similarly, Bazerman emphasizes the connection between genre and social activities. He (2005, p. 31) states that

gêneros são fatos sociais sobre os tipos de atos de fala que as pessoas podem realizar e sobre os modos como elas os realizam. [...] Os gêneros tipificam muitas coisas além da forma textual. São parte do modo como os seres humanos dão forma às atividades sociais.

The notions of genre based on Swales and Bazerman can be seen as relating to the context where a social typified activity is constructed. Miller (1984, p. 159) also complements these notions defining genres as typical rhetorical interactions based on recurrent situations in a cultural context. Thus, genres are social constructs based on mental situational schemes that are constructed from social experiences in terms of language and relevant events and participants (MOTTAROTH, 2006, p.
502). In summary, this perspective of genre is focused on the situational contexts in which genres occur and has placed special emphasis on genres social purposes (HYON, 1996, p. 696).

Fairclough (2003, p. 26) states that genres are different ways of interacting discursively. So, it is by means of language in use, that is discourse, that a genre functions, for example, a job interview.

From these discussions, the concept of genre is situated beyond lexioc-grammar extending to the social context, discourse and ideology (MOTTA-ROTH, 2008, p. 351). Consequently, CGA proposes a kind of genre analysis to consider the conditions of production, distribution and consumption of texts to interpret the social practice of which the text is part (MOTTA-ROTH, 2008, p. 362).

In sum, the key concepts presented in this Literature Review are expected to collaborate for the organization of analytical categories in the Methodology section and for the discussion of the results of the data analysis in section 3.

2 METHODOLOGY

The analysis reported in this paper consisted of quantitative and qualitative procedures.

I developed a CGA (as explained in section 1.3 of the Literature Review) of CDs in order to reach the aim of examining the recontextualization of Applied Linguistics concepts of ‘language’ and ‘discourse/text genre’ within PCN, PCNEM, OCNEM and LRG.

In this section, I present the Corpus of analysis in subsections 2.1, the Data collection procedures in subsection 2.2 and the Analytical categories and procedures in subsection 2.3.

2.1 Corpus

Table 2 shows the four CDs that compose the corpus of analysis, along with their date of publication, target audience and the governmental department that issued the document.
### Table 2 – Corpus of analysis

<table>
<thead>
<tr>
<th>Title / Information</th>
<th>Year of publication</th>
<th>Target Audience</th>
<th>Authors / Editors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCN</td>
<td>1998</td>
<td>Brazilian Elementary School community</td>
<td>MEC</td>
</tr>
<tr>
<td>PCNEM</td>
<td>2000</td>
<td>Brazilian High School community</td>
<td>MEC</td>
</tr>
<tr>
<td>OCNEM</td>
<td>2006</td>
<td>Brazilian High School community</td>
<td>MEC</td>
</tr>
<tr>
<td>LRG</td>
<td>2009</td>
<td>Rio Grande do Sul Elementary and High School community</td>
<td>SEDUC/RS</td>
</tr>
</tbody>
</table>

2.2 Data collection procedures

In order to quantify the frequency of occurrences of the two search terms in the corpus I used the PDF tool called “PDF full search”. This PDF tool promotes the visualization of the occurrence of these terms in their contexts (the complete sentences where they appear). With the help of this tool, I was able to identify the main occurrences of each search term, excluding the occurrences in titles, subtitles, charts, tables and repeated expressions.

2.3 Analytical categories and procedures

The analysis combined quantitative and qualitative procedures. The quantitative procedures involved the counting of occurrences of:

a) the search terms ‘language’ and ‘discourse/text genre’;

b) the discursive strategies used in the recontextualization of these terms (as explained in detail in section 1.1): **definition** (SWALES; FEAK, 2007) and **elaboration** (LOVATO, 2010; GERHARDT, 2011). The discursive strategy of elaboration was only used in the identification of definitions, because this kind of definition can be a gloss.

These categories were used to identify the linguistic resources used to recontextualize the discourse of Applied Linguistics in these CDs.

The qualitative refers to the interpretation of the data obtained in the quantitative analysis. It focused on how these discursive strategies appear in the corpus. Thus the qualitative analysis intended to answer the following questions:

Are the contemporary debates in Applied Linguistics about ‘language’ and ‘genre’ recontextualized in each CD? How? If not, are these notions recontextualized at all? How?
The analysis aimed at verifying to what extent we could find a pattern in terms of the recontextualization of Applied Linguistics discourse on ‘language’ and ‘genre’ and the use of the discursive strategies that collaborate for that.

In the following section, I present and discuss the results of my analysis.

3 RESULTS AND DISCUSSION

In order to have a general idea about how the discourse of Applied Linguistics on ‘language’ (linguagem) and ‘genre’ (gênero) is recontextualized in the section of Foreign Language in each CD, I quantified the total of occurrences of these concepts in Table 3.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Language</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCN</td>
<td>75</td>
<td>0</td>
</tr>
<tr>
<td>PCNEM</td>
<td>41</td>
<td>3</td>
</tr>
<tr>
<td>OCNEM</td>
<td>104</td>
<td>11</td>
</tr>
<tr>
<td>LRG</td>
<td>20</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>240</td>
<td>96</td>
</tr>
</tbody>
</table>

Due to the great number of total occurrences of each concept analyzed, I decided to select their main occurrences. For the analysis, the occurrences of ‘language’ and ‘genre’ in titles, subtitles, tables, charts and references were not considered. In addition to that, occurrences of the word ‘gênero’ referring to ‘gender’ (in Portuguese they are homonyms) were excluded. Table 4 presents the quantities of the main occurrences analyzed and discussed in this paper.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Language</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCN</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>PCNEM</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>OCNEM</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>LRG</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>16</td>
</tr>
</tbody>
</table>

In PCN, there is no occurrence of the term ‘genre’, but the term ‘text’ frequently appears. In this CD, the term ‘genre’ seems to be recontextualized as tipo(s) de texto(s). Table 5 illustrates some passages from PCN that present the use of tipo(s) de texto(s) in association with social activities which would invoke certain
aspects related to the definition of ‘genre’ (as a rhetorical event associated to a recurrent social activity within a cultural context).

Table 5 – Examples of ‘genre’ as ‘tipo(s) de texto(s)’ in PCN

<table>
<thead>
<tr>
<th>CD / Excerpt number</th>
<th>Excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PCN#1</strong></td>
<td>A utilização em sala de aula de tipos de textos diferentes, além de contribuir para o aumento do conhecimento intertextual do aluno, pode mostrar claramente que os textos são usados para propósitos diferentes na sociedade (p. 45).</td>
</tr>
<tr>
<td><strong>PCN#2</strong></td>
<td>O aluno utilizará o conhecimento de tipos de texto: na leitura, na escrita e na produção e compreensão da fala; no reconhecimento e na compreensão da organização textual; no reconhecimento da função social do texto e; na participação de interações de naturezas diversas (diálogos, apresentações orais, etc) (p. 73-74).</td>
</tr>
<tr>
<td><strong>PCN#3</strong></td>
<td>A determinação dos conteúdos referentes a tipos de texto (orais e escritos) se pauta por tipos com os quais os alunos nessa faixa etária estão mais familiarizados como usuários de sua língua materna: pequenas histórias, quadrinhas, histórias em quadrinhos, instruções de jogos, anúncios, pequenos diálogos, rótulos de embalagens, cartazes, canções, pequenas notícias; entrevistas, programação de TV, textos publicitários, cartas, reportagens, classificados, poemas, editoriais de jornal, artigos jornalísticos, textos de enciclopédias, verbetes de dicionários, receitas, estatutos, declarações de direitos (p. 74).</td>
</tr>
</tbody>
</table>

In PCN#1, texts are characterized by having different purposes – each genre also has a different purpose. In PCN#2, the knowledge of tipo(s) de texto(s) involves different aspects, such as textual organization, social purposes and different ways to interact. These aspects are related to the notion of genre, in terms of different rhetorical organizations, purposes and audiences in different media. Finally, in PCN#3, the expression tipo(s) de texto(s) is exemplified by different oral and written genres, such as short stories, comic strips, news articles, advertisements, poeties, dialogues, etc.

The discursive strategies (definitions and elaboration) used in the recontextualization of discourses on language and genre were identified as linguistic resources mobilized in SP genres. In general, the data analysis showed that the term ‘language’ is more used in CDs than the term ‘genre’. In addition, ‘language’ is more frequently defined in CDs by identification than classification or characterization, while ‘genre’ is more frequently defined by characterization than identification or classification. Moreover, ‘language’ and ‘genre’ are recontextualized in CDs, but
they are not clear defined, consequently, the choice of pedagogical approaches becomes difficult for EFL teachers.

In order to show how the terms ‘language’ and ‘genre’ are recontextualized in the corpus, this discussion of results has been organized in two subsections: 3.1) Recontextualizing discourses on language; and 3.2) Recontextualizing discourses on genre.

3.1 Recontextualizing discourses on language

Table 5 presents the frequency of occurrence of the definitions for ‘language’ in each CD and the discursive strategy (identifying, classifying or characterizing) used to define it.

<table>
<thead>
<tr>
<th>Discursive Strategy for Definition</th>
<th>Identifying</th>
<th>Characterizing</th>
<th>Classifying</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCN</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>PCNEM</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>OCNEM</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>LRG</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

Most of these occurrences of ‘language’ are associated with definitions by identification. According to Swales & Feak (2007, p. 55-57), identification is a formal definition, because the term defined is first assigned to a class or group to which it belongs and then distinguished from other terms in the class. The class or group word is a category word, such as method, process, device and system (PEARSON, 1998 *apud* SWALES; FEAK, 2007, p. 56) and then this class word is differentiated from other words in the same class with the use of nominal groups, elaborations or circumstances, as explained further below. Table 6 presents all the excerpts retrieved from the CDs where the term ‘language’ is defined by identification.

<table>
<thead>
<tr>
<th>Lexical choices</th>
<th>Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Language is (the)</em>...</td>
<td>[PCN#6] A linguagem é <em>o meio</em> pelo qual uma vasta gama de relações são expressas, e é indiscutível o papel que ela desempenha na compreensão mútua, na promoção de relações</td>
</tr>
</tbody>
</table>
políticas e comerciais, no desenvolvimento de recursos humanos (p. 38-39).

<table>
<thead>
<tr>
<th>Language (Language as… Language is considered as = Language understood as = Language is)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[PCNEM#2] Ela [a linguagem] é a roda inventada, que movimenta o homem e é movimentada pelo homem (p.5).</td>
</tr>
<tr>
<td>[PCNEM#3] [...] [a linguagem é] o produto e produção cultural, nascida por força das práticas sociais (p.5).</td>
</tr>
<tr>
<td>[PCNEM#1] A linguagem é considerada aqui como a capacidade humana de articular significados coletivos e compartilhá-los, em sistemas arbitrários de representação, que variam de acordo com as necessidades e experiências da vida em sociedade (p.5).</td>
</tr>
<tr>
<td>[PCN#4] [...] linguagem como prática social por meio da qual as pessoas agem no mundo, considerando-se as condições não só de produção como também de interpretação (p.27).</td>
</tr>
<tr>
<td>[PCN#5] [...] linguagem como fenômeno social, o que é caracterizado aqui como a natureza sociointeracional da linguagem (p. 35).</td>
</tr>
<tr>
<td>[PCN#7] [...] a linguagem como prática social, como possibilidade de compreender e expressar opiniões, valores, sentimentos, informações, oralmente e por escrito (p.54).</td>
</tr>
<tr>
<td>[PCNEM#4] [...] a linguagem como interação social (p. 10).</td>
</tr>
<tr>
<td>[OCNEM#1] [a linguagem] como ferramenta para a interação na sociedade, para a participação na produção da linguagem dessa sociedade e para a construção de sentidos dessa linguagem (p.97-98).</td>
</tr>
</tbody>
</table>

Although all excerpts in Table 6 illustrate definitions by identification, the lexical choices were different. The excerpts in PCN#6; PCNEM#2 and #3 identify the term language with the use of the relational process “is” followed by the definite article “the”. The excerpts in PCN#4, #5 and #7; PCNEM#1 and #4; and OCNEM#1 are constructed using the conjunction “as”, which, in this case, is a metaphor of the relational process “is/are”, because it identifies to what group the term language belongs: meio, roda, produto, produção cultural, capacidade humana, prática social, fenômeno social, possibilidade, interação social e ferramenta.

There is also one occurrence of a definition suggested by Swales & Feak (2007, p. 52) as being more associated to academic writing for terminological explanations in comparison to the use of the connector “as” and the relational process “is”. It is the case of “directed to”:

[LRG#1] [...] o efetivo uso da linguagem direcionada à ação social (p. 148).

The expression “language is directed to” can be understood as equivalent to “refers” or “is related to”, as a case of definition by identification.
Considering that the CD genre is written to be potentially consumed in the school context by audiences with different levels of specialization such as teachers and society in general, the lexicon must be carefully chosen to be accessible to all potential participants in any debate about CDs.

Definition by identification is more recurrent in the CDs when referring to the term ‘language’ in comparison with the term ‘genre’. This way to define is more related to tutor or instructor writing (SWALES & FEAK, 2007, p. 51). The use of the tutor or instructor writing in CDs projects a non-specialized audience who reads this CD with the objective to amplify and deepen the educational debate in society (BRASIL, 2000, p. 5).

Besides definition, an additional discursive strategy is provided in these CDs in order to construct a more precise idea for the concept of ‘language’. Elaboration is provided in the form of additional information between commas that follows a definition. Table 7 presents the uses of elaboration associated with definitions by identification.

<table>
<thead>
<tr>
<th>Classification (expansion / delimitation)</th>
<th>Excerpts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expansion</strong></td>
<td>[PCNEM#2] Ela [a linguagem] é a roda inventada, que movimenta o homem e é movimentada pelo homem (p.5).</td>
</tr>
<tr>
<td><strong>Delimitation</strong></td>
<td>[PCN#5] [...] linguagem como fenômeno social, o que é caracterizado aqui como a natureza sociointeracional da linguagem (p. 35).</td>
</tr>
<tr>
<td></td>
<td>[PCNEM#1] A linguagem é considerada aqui como a capacidade humana de articular significados coletivos e compartilhá-los, em sistemas arbitrários de representação, que variam de acordo com as necessidades e experiências da vida em sociedade (p.5).</td>
</tr>
<tr>
<td></td>
<td>[PCNEM#3] [...] [a linguagem é] o produto e produção cultural, nascida por forças das práticas sociais (p.5).</td>
</tr>
</tbody>
</table>

In order to distinguish terms of the same class, PCNEM#2, #1, #3 and PCN#5 use elaboration. PCNEM#2 identifies language as *roda inventada* and expands this identification with an expansion by explanation *que movimenta o homem e é movimentada pelo homem*, which reaffirms the idea of “roda inventada”, amplifying it by means of an explanation that offers specific clarification (HYLAND, 2007, p. 274; LOVATO, 2010, p. 34).
PCN#5, PCNEM#1 and #3 also identify language, but delimitates these identifications by specification (LOVATO, 2010, p. 35; GERHARDT, 2011, p. 54). PCN#5 identifies language as *fenômeno social* and delimitates this identification with the use of the specification *o que é caracterizado aqui como a natureza sociointeracional da linguagem* in order to explicate the meaning of another complex expression. PCNEM#1 identifies language as *a capacidade humana de articular significados coletivos e compartilhá-los* and delimitates the space where these meanings will be shared with the specification between commas *em sistemas arbitrários de representação*. PCNEM#3 identifies language as *o produto e a produção cultural* and specifies its origin with other specification *nascida por forças das práticas sociais*. These passages add information to explicate what was said in order to help the reader to elaborate the meaning associated with the term in question (language) (HYLAND, 2007, p. 268).

Besides definition by means of identification, definitions by characterization of a concept were also found in the corpus. Swales & Feak (2007, p. 67) identify this kind of definition as extended (discussed in section 1.1). In addition, the authors explain that a definition by characterization can be preceded by identification. To characterize a term, the sentences use material and relational processes followed by nominal groups. Table 8 presents all excerpts in CDs that define ‘language’ by means of characterization.

<table>
<thead>
<tr>
<th>Lexical choices</th>
<th>Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material and Verbal processes and nominal groups</strong></td>
<td>[PCNEM#5] A linguagem <em>permeia</em> o conhecimento e as formas de conhecer, o pensamento e as formas de pensar, a comunicação e os modos de comunicar, a ação e os modos de agir (p.5).</td>
</tr>
<tr>
<td></td>
<td>[OCNEM#2] [...] há diversas maneiras de <em>organizar</em> [M], <em>categorizar</em> [M] e <em>expressar</em> [V] a experiência humana e de <em>realizar</em> [M] interações sociais por meio da linguagem (p. 92).</td>
</tr>
<tr>
<td><strong>Relational processes, the exemplification conjunctions and/or nominal groups</strong></td>
<td>[PCN#10] [...] a linguagem é central na determinação das relações humanas e da identidade social das pessoas. (p.48).</td>
</tr>
<tr>
<td></td>
<td>[PCNEM#6] [...] a linguagem é humana e, tal como o homem, destaca-se pelo seu caráter criativo, contraditório, pluridimensional, múltiplo e singular, a um só tempo. (p.5).</td>
</tr>
<tr>
<td></td>
<td>[OCNEM#3] [...] tanto a linguagem [como a cultura] <em>se manifesta</em>[m] não como totalidade[s] global[is] homogênea[s], mas como variante[s] local[is] particularizada[s] em contextos específicos (p.103).</td>
</tr>
</tbody>
</table>
The use of the material processes followed by nominal groups in PCNEM#5 and OCNEM#2 indicate the characterization of the term language by the use of material process, indicating the actions that the term ‘language’ performs, such as “permeate”, “organize”, “categorize” and “realize”. The use of these material processes may be also related to the language’s applicability in the world.

Moreover, the use of relational processes followed by nominal groups in PCN#10, PCNEM#6 and OCNEM#3 also offers additional and specific details to the term ‘language’. PCN#10 and PCNEM#6 are constructed by the use of attributive relational processes followed by adjectives “central” and “human”. These characterizations provide details about the term ‘language’ in terms of its types.

Another way to define a concept is classifying it. Swales & Feak (2007, p. 57) explain that the use of relational processes (is/are) or the conjunction “as” followed by the indefinite article (a/an) indicates the classification of a term. Table 9 presents all excerpts in CDs that define ‘language’ by means of classification.

<table>
<thead>
<tr>
<th>Lexical choices</th>
<th>Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Language is a/an…</em></td>
<td>[PCN#11] [...] <em>a linguagem é uma prática social</em>, ou seja, envolve escolhas da parte de quem escreve ou fala para construir significados em relação a outras pessoas em contextos culturais, históricos e institucionais específicos é submeter todo texto oral e escrito a sete perguntas: quem escreveu/falou, sobre o que, para quem, para que, quando, de que forma, onde? (p.43)</td>
</tr>
<tr>
<td></td>
<td>[PCNEM#7] <em>A linguagem é uma herança social</em>, uma “realidade primeira”, que, uma vez assimilada, envolve os indivíduos e faz com que as estruturas mentais, emocionais e perceptivas sejam reguladas pelo seu simbolismo (p.5).</td>
</tr>
<tr>
<td><em>Language as a/an…</em></td>
<td>[PCN#12] [...] <em>a linguagem como um fenômeno social</em> (p.45).</td>
</tr>
</tbody>
</table>

Definition of the term ‘language’ by classification is the least recurrent in the corpus. PCN#11 and PCNEM#7 illustrate the classification of the term ‘language’ by means of “is a social practice” and “is a social heritage”. PCN#12 and LRG#2 also illustrate the classification of the term ‘language’ with the use of the connector “as” followed by the indefinite article “a/an” – “as a social phenomenon” and “as a set of social practices”. Classifying a term is to present a class or a group to
which a given term belongs to. The indefinite article before a specific term conveys the meaning that any representative of this term will fit the assigned class (SWALES; FEAK, 2007, p. 57).

The use of the definitions in the corpus is commonly used to identify, explain, classify and characterize the term ‘language’. Evidently that, in comparison to the total occurrences of the term ‘language’, there are few definitions to this term in these CDs. The use of the identification definitions in CDs will make it easier for teachers to understand what the term ‘language’ is or how ‘language’ should be conceived in order to be taught adequately from the point of view presented in current Applied Linguistics literature.

The objectives of the CD genre are to amplify the educational debate (BRASIL, 2000, p. 5) and to discuss what teachers will teach in their classrooms and what teachers need to know in order to teach (RIO GRANDE DO SUL, 2009, p. 19). Both PCN and PCNEM make a special effort in presenting different facets of language as a complex concept.

[PCN#4] [...] a linguagem como prática social, como possibilidade de compreender e expressar opiniões, valores, sentimentos, informações, oralmente e por escrito (p.54).

[PCNEM#1] A linguagem é considerada aqui como a capacidade humana de articular significados coletivos e compartilhá-los, em sistemas arbitrários de representação, que variam de acordo com as necessidades e experiências da vida em sociedade (p.5).

Both offer definitions that evoke other complex expressions such as ‘social practices’ (prática social) and ‘human competencies and abilities’ (capacidade humana) in producing meaning (compreender e expressar) in situated (variem de acordo com as necessidades e experiências da vida em sociedade) semiotic systems (sistemas arbitrários de representação). Although PCNEM#1 presents an elaboration to explicate the complex expressions, it is not enough for the readers to understand what ‘language’ is and how ‘language’ can be dealt with in EFL classrooms.

In view of the complexity of the concept, the few definitions provided by OCNEM (four) and LRG (only two) for the term ‘language’ are helpful to EFL teachers. Nevertheless, in order to offer sufficient scaffolding for an adequate didactic transposition of EFL teaching, these CDs would need to be even more explicite and articulate in combining tokens, attributes, material actions, etc, in
association with the concept of ‘language’. OCNEM#1 presents an identification definition in order to help EFL teachers understand the term ‘language’:

[OCNEM#1] [a linguagem] como ferramenta para a interação na sociedade, para a participação na produção da linguagem dessa sociedade e para a construção de sentidos dessa linguagem (p.97-98).

Although OCNEM#1 defines the term ‘language’ and offers an elaboration for this identification (para a participação na produção da linguagem dessa sociedade e para a construção de sentidos dessa linguagem), it also is not enough for readers to understand the complexity of this term.

Specifically the LRG seems to convey less information that teachers would need, if we consider teachers that have recently graduated and are still struggling to understand the teaching process in the school context.

[LRG#1] [...] o efetivo uso da linguagem direcionada à ação social (p. 148).

This definition of ‘language’ is not clear, because it just indicates the direction towards which the use of language is pointed. LRG provides another definition by identification for ‘language’.


This definition is clearer than the one in LRG#1 because it brings a set of social practices associated to several characteristics, signaled in the excerpt by the letters from [a] to [e].

In the case of LRG, the most recent document, a less than clear cut definition of language in the document makes it easier for teachers to stick to the traditional teaching of lexico-grammar, to which they are used to and for which they are prepared by years of characteristically non-reflexive teaching. In order to develop a new, more socially oriented concept of language and to formulate a language pedagogy that fosters students’ competencies and abilities to act in society by using language in concrete and real-life interactions, teachers would need richer, more precise and complex definitions of language throughout the document. One specific context seems of essence in the current context of EFL teaching - that of genre, as discussed in the following subsection.
3.2 Recontextualizing discourses on genre

Table 10 presents the frequency of appearance of definitions for ‘genre’ in each CD and the discursive strategy (identifying, classifying or characterizing) used to define it.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Identifying</th>
<th>Classifying</th>
<th>Characterizing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PCN</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>PCNEM</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OCNEM</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>LRG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Differently from what was verified in relation to the term ‘language’, ‘genre’ is most frequently defined by means of characterization. Table 11 presents all excerpts in CDs that define ‘genre’ by characterization.

Table 11 - Definitions of ‘genre’ by characterization in the corpus

<table>
<thead>
<tr>
<th>Lexical choices</th>
<th>Excerpt</th>
</tr>
</thead>
</table>
| Material and Verbal processes and nominal groups | [PCNEM#8] O estudo dos gêneros discursivos e dos modos como se articulam proporciona uma visão ampla das possibilidades de usos da linguagem (p.8).  
[PCNEM#9] A organização dos gêneros, formatos e recursos procura reproduzir as dimensões da vida no mundo moderno, o tempo, o espaço, o movimento: o mundo plural hoje vivido (p.12).  
[PCNEM#10] Os gêneros discursivos cada vez mais flexíveis no mundo moderno nos dizem [V] sobre a natureza social da língua (p. 21).  
[OCNEM#5] [...] os gêneros da escrita variam de uma cultura para outra e de uma língua para outra (p.100).  

| Relational processes, the exemplification conjunctions and/or nominal groups | [OCNEM#6] [...] o surgimento de gêneros novos, como hipertextos e páginas web multimodais (p. 112).  
[LRG#3] [...] sugerimos gêneros como reportagem, legislação, debate público, relato de experiência, cartas de denúncia ou de reclamação de direitos (p. 138).  
[LRG#4] Os gêneros sugeridos [(autobiografia, canção, conto, crônica, notícia, novela, poema, etc.)] são algumas alternativas que poderiam ser mobilizadas a partir do tema [...] (p. 144). |

The use of material and verbal processes followed by nominal groups in the excerpts PCNEM#8, #9, #10 and OCNEM#5 indicate the characterization of the term ‘genre’. This way of definition is constructed by the use of material and verbal processes, indicating the actions that the term ‘genre’ performs, such as “provide”,...
“reproduce”, “tell” and “vary”. The use of these processes are related to the following information (nominal groups): uma visão ampla das possibilidades de usos da linguagem; as dimensões da vida no mundo moderno, o tempo, o espaço, o movimento: o mundo plural hoje vivido; sobre a natureza social da língua; de uma cultura para outra e de uma língua para outra. The nominal groups present characteristics of the term ‘genre’ in relation to the social nature of the language besides the genre’s applicability in society (possibilidades de usos da linguagem; as dimensões da vida no mundo moderno). In PCNEM#10, the term ‘genre’ is also characterized by the use of the adjective (flexible) associated to a characteristic of the term ‘genre’: it varies depending on the cultural context.

Moreover, the use of the exemplification conjunctions in order to characterize the term ‘genre’ followed by nominal groups in OCNEM#6, LRG#3 and #4 also offers additional and specific details. These excerpts are constructed with the exemplification conjunction “such as” or parentheses signal the examples of the term ‘genre’: hipertextos e páginas web multimodais; reportagem, legislação, debate público, relato de experiência, cartas de denúncia ou de reclamação de direitos; [(autobiografia, canção, conto, crônica, notícia, novela, poema, etc.)].

Besides definition by means of characterization, one definition by identification of the term ‘genre’ was also found in the corpus. Table 12 presents this excerpt.

<table>
<thead>
<tr>
<th>Table 12 – Definition of ‘genre’ by identification in the corpus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lexical choices</strong></td>
</tr>
<tr>
<td>Genres are (the)...</td>
</tr>
</tbody>
</table>

In LRG#5, the angle circumstance “De acordo com Bakhtin (2003)” and the use of the relational process “are” indicate the definition of the term ‘genre’ by identification. The followed nominal group tipos relativamente estáveis de textos identifies the term ‘genre’. Maybe, this identification definition proposed by LRG is related to the occurrences of the expression tipo(s) de texto(s) in PCN.

From this perspective, it seems that the very few complete definitions provided by all CDs for the term ‘genre’ make the didactic transposition difficult for
EFL teachers. The use of exemplification conjunctions followed by genres in OCNEM#6, LRG#3 and #4 tend to be a productive strategy for EFL teachers to perceive what kind of texts can be used in EFL classrooms. However, few identification definitions make the didactic transposition difficult in terms of pedagogical approaches, that is, how EFL teachers can work with these genres in their classroom.

4 FINAL CONSIDERATIONS

In general, the terms ‘language’ and ‘genre’ are recontextualized in CDs, however, it is necessary more discussion and reflection in the school context about these CDs and the association between theory and practice in EFL classrooms.

PCN and PCNEM present more definitions and elaboration for the terms than OCNEM and LRG, maybe because PCN and PCNEM were published firstly, just after LDB/96. On the other hand, in OCNEM and LRG, the recurrence of the terms ‘language’ and ‘genre’ is more related to theoretical approaches, signaled by the use of references throughout the texts. Consequently, OCNEM and LRG were developed as attempts to decrease the distance between what is said in the literature about ‘language’ and ‘genre’ and what is done in EFL classrooms. Nevertheless, there is a rupture between PCNEM and OCNEM: in less than 10 years, two different CDs were developed and EFL teachers might get confused about theoretical and pedagogical approaches (ALMEIDA, 2012, p. 344).

Although CDs are mostly developed with the aim to clarify EFL practices to teachers in terms of the relation between theory and practice, the school community must be responsible for the offer of spaces for teachers to read, discuss and construct alternatives in terms of EFL teaching-learning processes.

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