

## EDITORIAL

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### Writing at the University: Three Lusophone Visions\*

Regarding this theme, which invites reflection based on a rich multicultural dialogue, between realities of three Portuguese-speaking countries - Portugal, Mozambique and Brazil - Journal *Linha d'Água* extends its dialogue, beyond this side of the Atlantic and also beyond the Indian Ocean, involving researchers from three different continents, around a common question, which is defined by the problem of writing in the university. Under different theoretical and methodological points of view, in the light of theoretical aspects that study writing in its textual / discursive complexity, the authors of the articles gathered in this issue offer important reflections and propositions to teachers and researchers so that, breaking the boundaries, construct meanings about how writing occurs in the academic circles of today. Would there be greater motivation for those who are interested in the subject, than this possibility of seeing, at the center of the debates, the multidisciplinary treatment given to the question? Would there be greater incentive to continue the research in the area, than to see the indication of limits and perspectives resulting from the work of scholars who have been dedicated to the subject for so long?

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By reading the articles that constitute this issue of *Linha d'Água*, certainly because of its different approaches, as we will see in the sequence of the proposed dialogues, we will find positive answers, both regarding motivation and the incentive to continuous scientific research. Mainly, considering the fact that, within the scope of the issue, theoretical-analytical works are contemplated, with emphasis on those related to teaching and its practices, not only in Literature courses, but also in other areas of knowledge. Let us begin this rich journey in which the dialogue is opened with the Portuguese lusophone vision of Professor Maria da Graça Lisboa Castro Pinto, whose article, entitled the meanders of academic writing. Some messages to college students, discuss writing-composition as a continuous practice. The author treats this practice as distant from a mere mechanics of juxtaposition of words, whose exercise, at its best, in its saying, obeys the rules prescribed by grammar. According to the researcher, the new communication technologies, yet largely used today, do not always guarantee good copies of writing, which alerts us to the challenge on the experience of writing. It is clear from Castro Pinto's discussion that the means are not enough, although the messages are subordinate to those means, the most important thing is that young university students know the various records of writing and that the academic writing, which will be required at the university, must respect both a wordage characterized by specific rules and a structure governed by its own international standards. With this approach, the author complies with what she says in the title of her article, leaving some messages to the students who begin in academic writing, thus contributing so that they can write works adequate to what was expected by the scientific community, responsible for the evaluation that one day will allow them to integrate it.

Following this, the interlocution with the Mozambican Portuguese-speaking vision is introduced by Professor Armando Jorge Lopes who, with the article *The Mozambican university student PL2 and the ways of writing: a safe rail is worth more than the two that put the quizumba to limp*, analyzes discursive segments, with a lot of property nominated by him as *troubled*, which he does by means of corpora data of doctorates in linguistics recently completed at Eduardo Mondlane University (UEM), written by students who have Portuguese as a second language (PL2). In his analysis, the researcher specifically discusses the nature of the

so-called discursive unsuitability with regard to markers and other idiomatic and cultural elements, assuming that learners of an advanced language should acquire the necessary conventions and rhetorical preferences and discursive processing is increasingly determined by practices of textual cohesion and discursive coherence. According to Lopes's approach, the idiomaticity, which is personal and idiosyncratic, is closely related to peculiar formations to a given language and culture, usually recognized by native or almost-native writers. In his discussion, the author argues that PL2 speakers, on the average, do not normally have difficulties with the content of the message, although it sometimes tends to show difficulties in the way content is structured, which reveals problems related to textual typology and idiomaticity, either by what he names by imperfection (sub-idiomatic writing), or by what he names by excess (over-idiomatic writing), when compared to native writing. Finally, it emphasizes that the overcoming for this type of problems is achieved when the focus is on the learner along the teaching-learning process.

The Portuguese lusophone vision, in its turn, has its dialogue entered by the voices of Professors Sueli Cristina Marquesi and Ana Lúcia Tinoco Cabral, who, from their experiences in teaching and research in the legal area, develop the article entitled *Writing at the university: difficulties in the writing of the entrance exam and perspectives for the Law course students*. In their approach, the researchers propose a reflection on the writing difficulties of first-year Law course students from a Brazilian university, based on data collected in written tests of the vestibular exam taken place in 2017. From the raised corpus, as an example, Marquesi and Cabral present the analysis of a writing, adopting, for this purpose, analytical procedures that combine notions of text and context plan, as well as studies on writing revision. Guided by the discussion of the results of the carried-out analysis, the scholars point out ways to the teaching of writing that seeks to overcome written difficulties forthwith presented by students of the area in focus, mainly to what concerns the organization of the compositional structure of the text.

Following with the Portuguese Lusophone Interlocution, we have the article by Professor Isabel Roboredo Seara, entitled *Writing as a revelation of the 'I'*, in which the researcher, in a first moment, reviews some features that characterize intimate writing, from the temporal requirement to the process of retrospective

narration, from fragmentarism to discontinuity, from recapitulative ambition to the risk of forgetting. In her discussion, under a pragmatic perspective, Seara focuses on the act of confidentiality drawn in the space of autobiographical writing, emphasizing that this act establishes the revelation of the self, aims and simultaneously proclaims communicative sharing. From the analysis of several texts representative of the textual genres, the scholar shows the discursive marks that characterize this intimate and fragmented enunciation, on the one hand, and dialogical, on the other, concluding from the permeability, the porosity of these processes and showing the composite dimension of these writing practices.

The next article upon the Mozambican dialogue theme, is written by Professor Cecilia Mavale. In her article for an analysis of the rhetorical structure in written texts produced by Mozambican university students, she emphasizes writing as a dynamic process that is not limited to the exclusive knowledge of the linguistic code. The researcher, in her reflections, asserts the importance of a writing that takes into account certain communicative purposes, since they determine the configuration of the text, not enough to produce structurally correct linguistic sequences without understanding the way the language is framed for use purposes. In this context, the author uses a functional approach to analyze some mechanisms responsible for the creation of coherent and cohesive discourses that reflect appropriate communicative purposes in different situations. Mavale emphasizes as main objective of his work the discussion about the importance of knowledge about the rhetorical structure of the opinative textual genre, of argumentative superstructure in the production of texts written by university students who have the Portuguese language as second language. To achieve this, the researcher selected 10 (ten) compositions produced by students of the Mathematics and Philosophy courses in a higher education institution of Mozambique in the city of Maputo, in a context characterized by the cohabitation between Bantu languages and the Portuguese language, emphasizing that the results obtained in his analysis show the weak domain of rhetorical organization patterns, which implies an explicit teaching of the different ways of structuring texts, depending on the communicative objectives that are the origin of textual production.

In the progression of the Brazilian view, we sat down in a dialogue with Professors Vanda Maria da Silva Elias and Sandro Luis da Silva, through the article entitled *Multimodality in the writing of scientific articles: theoretical-analytical aspects and contributions to teaching*. For their approach, the researchers focus on the writing of the scientific article genre, aiming at the discussion of multimodal aspects, in a corpus constituted by articles in the area of Linguistics and Literature, extracted from online scientific journals. For this purpose, Elias and Silva anchor their reflection in studies of texts that have been embodying or pointing to the need to consider multimodal aspects in the theoretical-analytical routing and answer three important questions: 1. What is multimodality and how is the notion incorporated into the concepts? text studies today? 2. Which multimodal aspects stand out in the production of scientific articles and what functions do they assume? 3. What contributions do these multimodal resources offer to teaching of written production at the university? In the last Portuguese-Lusophone vision treated here, the dialogue with Professors Rosalice Pinto, Gorete Marques and Marisa Dinis is organised through the article entitled *Written production for the academy in a post-Bologna university context: a critical reflection*. In their approach, the researchers describe the agentivity of the main protagonists (students and teachers) in the propositions presented by the Bologna Declaration, in its Decree-Law 74/2006, of March 24, and by the programs implemented in the Law School of public Portuguese universities. Following the theoretical assumptions of Sociodiscursive Interactionism, a Rhetoric of Action and descriptive contributions, the authors highlight the fact that, in the mentioned documents, the main agents are represented by syntactic-semantic roles that would not be expected in these texts. According to the study, they point out that this fact may be able to attest to the existence of a differentiated semiotization between language over work and language as work. Finally, the scholars bring up that, by means of a specific descriptive bias, the “purported” goal of the Bologna Declaration itself is to stimulate a greater participation of the student in the learning process, in order to make it more autonomous and more easily employable in the European context, can be seriously compromised.

In order to complete the dialogue with the Portuguese-speaking Mozambican vision, Professor Julieta Machimuassana Langa, in her article entitled “A idiomaticity and formulaicity” in the speech written in Portuguese produced by Mozambican university students, discusses, from the observation of texts written in Portuguese by university students, writing difficulties that go beyond the mastery of the grammar rules. According to the study carried out by the author, the mother tongues of the majority of these students belong to the Bantu root and are mainly used in restricted or familiar surroundings; unlike Bantu languages, Portuguese, the second language of most of those students, fancies the status of official language, teaching, public administration, contact with the world, and is also the language that gives social prestige in Mozambique. The scholar emphasizes that this framework fosters linguistic-discursive, rhetorical, cultural and idiomatic transferences that are proven in a variety of forms of expressions peculiar to the languages and cultures in contact, in oral or written communication. In this article, Langa explores the extent to which subject students in their research develop fluency and proficiency in the target language through the way they organize linguistic-discursive units to express their view of the world in the interlingual and intercultural context in which they live. In order to do so, it discusses excerpts of four (4) compositions produced by them, which show aspects of the language and formulaicity in texts of the opinative genre and within the scope of argumentative typology.

To conclude the interlocution with the Brazilian Portuguese-speaking view, three articles close this issue of *Linha D'Água*, respectively, by Professor José Cezinaldo Rocha Bessa; Professor Rosângela Alves dos Santos Bernardino; Professor Maria Inês Batista Campos and Maria das Graças Soares Rodrigues. In the article entitled *Interlocutive Dialogism and construction of authorship in scientific articles*, Professor José Cezinaldo Rocha Bessa, based on the assumption that the interlocutor to whom the saying is addressed plays an essential role in the stylistic choices of the subject who speaks / writes, to a scientific treatise, examines the construction of authorship in scientific writing, aiming to identify and analyze forms of interlocutive dialogism as marks of construction of the author's authorial voice in the writing of scientific articles.

The discussion the researcher makes is based on the theoretical assumptions of the Bakhtin Circle upon the dialogical approach of language, in dialogue with works of scholars discussing scientific writing, and exposes results of the examination of the 10 (ten) scientific articles collected in annals of one of the events of the Brazilian Association of Linguistics. Bessa states that in the analyzed corpus, he brought into a variety of marks that indicate the intense dialogues that the producer hangs with his interlocutors in the construction of the saying and that the interpretation of these marks shows that the producer guides and sets up his saying in the horizon of reactions, expectations, judgments and appreciation of its interlocutors, thus configuring an authorial construction that is carried out in a strongly marked manner by the dimension of interlocutive dialogism. In the article entitled *Enunciative responsibility in academic-scientific texts: for a textual / discursive treatment of citation operations*, Professor Rosângela Alves dos Santos Bernardino, based on categories and linguistic marks of the enunciative responsibility, and in articulation with studies of the enunciative field, carries out a reflection about the treatment dedicated to the operations of citation in manuals of scientific methodology. As an alternative to the essentially technical and prescriptive aspect evidenced in the examined manuals, Bernardino debates on some didactic-methodological directions that allow to understand the citation and to explore its varied mechanisms for a textual / discursive bias and that can guide the production and the teaching of texts in the university, particularly in undergraduate studies.

As for the article production of academic review: an approach to discourse genres, Professors Maria Inês Batista Campos and Maria das Graças Soares Rodrigues emphasize the review between the genres that have been the focus of academic studies since the end of the 1970s and still cause difficulties for university students. Based on theoretical notions about discursive genres and point of view, the authors discuss the writing of graduates in Languages, Linguistics and Literature, analyzing reviews within a context of circulation, production and reception. In the first part of the article, the scholars emphasize the carried out theoretical construction, in the second, considering the category of point of view (POV) as intrinsic to the linguistic, textual, discursive and enunciative organization of the review, analyze and reflect on the found data. As an illustration, Campos and

Soares manifested that the analysis of a review published in an undergraduate academic journal indicated that L1 / E1 was engaged with the object of discourse, when constructing the point of view (POV), certainly, to influence the interlocutors, about the work reviewed and that the nature of the communicative purpose of the discursive genre review leads L1 / E1 to assume a favorable or not.

We hope that the assorted dialogues triggered by the studies carried out in Portugal, in Mozambique and in Brazil, by university professors who seek, in the research, better ways to teach writing in the university, under three Portuguese-speaking views of the subject, motivate and encourage the development of new studies in all three countries, and in others in the Lusophone world, so that writing in the university continues to advance. This is our invitation to many other dialogues.

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