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The Language and Education collection, which CEALE opens in partnership with the publication with the book Letramento: a theme in three genres, offers to socialize research on the relationship between the phenomena of language, school and society, conducted by researchers from UFMG and other national and foreign institutions. Thus, it is placed as an open space for interlocutions in this area of research. The decision to choose thematic literacy for the opening of the first issue of the collection is based on the need to respond to concerns about the use of reading and writing, which are increasingly being placed by current societies. The limited number of papers on this subject, as well as the superiority of the texts of Professor Magda Soares, a respected researcher in the field of language and education, fully justifies our choice. CEALE Presentation TEMA, three GENRES Read the text as you do now, is to create a discursive situation. In fact, in the case of this text that you are reading now, this discursive situation has already begun at the very moment when you have taken this book into your own hands, noted the cover, illustration, certain colors, title, the correct name that the author, leafed through the front pages, saw a resume that announces three texts ... and, influenced by these elements, you come to this page and start reading this presentation - what reading do you produce from that text? It is the relationship that is now established between us - between me, the author and you, the reader or the reader - that will build the meaning of this text. But I have a lot of control over this feeling that you will build by taking my precautions: I write this text for a certain reader, not any general and abstract reader, and he tends to interact with this reader who I imagine and intends that I write this text as I write it - in this style, with this organization, thus spreading ideas, dividing them into periods and paragraphs in the same way as I do using certain protocols Currently, the genre of this presentation presentation the function I attribute to him and the specific conditions under which I create it. I'm guessing: someone took this book into their own hands, and will be interesting: a theme in three genres? what's the point of having a gender here? and why is the same theme in three genres? What for? Because I attribute this presentation to the function of answering these questions, and because I assume a certain reader, with certain interests, with certain preliminary knowledge, with a certain willingness to read this presentation and flick through this book, I write here as I write: in this genre. The previous two paragraphs made it clear that gender here has the meaning that Bakhtin gives: each sphere of language use develops its own relatively stable types of utterances, which we call genres of discourse. And they also made it clear that the genre of discourse, in the case of interaction through writing, is the result of a function that the author attributes to the text, the particular reader for which the author writes, the terms of the production of the text. Therefore, the same theme can develop in different discursive genres. Go beyond what can most be said when discussing, from a discursive point of view, a written text that, from the same text, different readers build different readings - it was designed here to highlight something else: that on the same topic can (should) be produced, in different discursive situations, different texts for different readers, depending on their goals, interests Characteristics - the same theme in different genres. The same theme is literacy, this new concept has recently been introduced in the fields of education, social sciences, history, linguistic sciences. Three genres - three different texts, produced in three different discursive environments, with three different functions and goals, for three different groups of readers previously published in three different mediums. First, a text prepared for the reader-teacher to clarify the importance of literacy; more specifically, informative, descriptive and critical text prepared for the critical dictionary section of the education of the educational journal - the topic of literacy in the genre of entry. Secondly, the text prepared for the teacher-reader-student participates in professional improvement and renewal; more specifically, a text that seeks to provoke and guide the teacher's reflection in an effort to raise and accompany the varied and not always predictable ways of learning, the text prepared for use in courses, seminars, continuing education seminars is a subject of literacy in the genre of didactic text. Finally, the text, intended for professionals responsible in various cases for the assessment and measurement of literacy and literacy, originally published as a monograph developed for the international body (UNESCO), thus for the international specialist reader in theoretical support for his assessment and measurement of literacy and literacy; more specifically, analytical, controversial, questionable text, in which ideas are carefully studied - the topic of literacy in the genre of essays. Each is preceded by more detailed information on the purpose and conditions of each of these texts; but it is even before the answer to the last question that the reader of this presentation would certainly like to see answered: what is the purpose of this book in which one theme is offered in three genres? Or, to put it another way: which reader is this book intended for? There are two answers to this question. The first answer is that, although the texts are in a certain sense repeated, they are not repeated: the specifics of the author-reader relationship in each text lead to a different discursive situation that builds a different text; thus, texts are first added, which are repeated, each of which expands, in the sequence in which they are presented, a single thematic literacy. The second answer is that this book is intended not only to discuss the conceptualization of literacy and literacy, in its various aspects and dimensions, but also to offer the reader the possibility of differentiated discursive interaction on the same topic, in written texts, in connection with different author's relationships and different production conditions, generating texts of different genres. Thus, the desired reader of this book is someone who is interested in literacy and literacy, social skills and practices of reading and writing, and is interested in

discursive analysis of the practice of production and reading of text, and seeks to understand the author - text - readership, and their consequences in the production of various discursive practices and various discursive genres. Literacy is a newcomer to the lexicon of education and linguistic sciences: it was in the second half of the 80s, about ten years ago, it arises in the discourse of specialists in these fields. One of the first cases is a book by Mary Kato, since 1986 (In the world of writing: psycholinguistic perspective, The editor of the Stick: The author, at the beginning of the book (p.7), says that she believes that cultural colloquial language is a consequence of literacy (my griffin).1 Two years later, in a 1988 book (illiterate adults: inside out, Pontes Editor), Leda Verdia Tfunio, in the introductory chapter, it distinguishes literacy from literacy: perhaps is the moment when literacy acquires the technical status of the term in the lexicon of education and linguistic sciences. Since then, this word has become more frequent in the written and oral discourse of experts, so in 1995 it is already in the title of a book organized by Angela Kleiman: Values of Literacy: A New Look at the Social Practice of Writing (my griffin, see reference in Note 1). A what the recent appearance of this word? New words are created (or old words give new meaning) when new facts, new ideas, new ways of understanding phenomena appear. What a new fact, or a new idea, or a new way of understanding the presence of writing in the social world brought the need for this new

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