Chapter #10

DIFFICULTIES WITH THE ACADEMIC WRITING:
What do the students from the first year of the pedagogy course reveal

Ana Luzia Videira Parisotto[1], Michelle Mariana Germani[2], Zizi Trevizan[3], Andréa Ramos de Oliveira[2], & Adriana Locatelli França[2]
[1]Department of Education, UNESP/Teacher, Brazil
[2]Pos-Graduation in Education, UNESP/Student, Brazil
[3]Department of Education, UNOESTE/Teacher, Brazil

ABSTRACT

In spite of undergraduates having passed exams to enter higher education, this does not necessarily imply that they can read and write proficiently. In light of this situation, it is important to reflect on the initial education of teachers. This text presents some results of a broader research project investigating the socioeconomic-cultural profile of first-semester student teachers' reading and writing skills via questionnaire at a state university in São Paulo State, Brazil. This text aims to describe the reasons they give for their writing difficulties or insecurities. The research participants are 79 first-semester undergraduates in Pedagogy — 36 and 43 students from the afternoon and evening shifts of the program, respectively. Participation was made available to those interested in collaborating with the research — all of the students enlisted to participate. This research is of a qualitative nature with a descriptive-analytical approach. The data were analyzed in light of the content analysis, with categories created *a posteriori*. When asked about the reasons for their writing difficulties or insecurities, the participants indicated low self-confidence and increased anxiety, lack of knowledge about the topic/subject, deficient knowledge of standard language, no writing training/habit/practice and difficulty in organizing ideas.

Keywords: writing in higher education, initial teacher education, writing difficulties.

1. INTRODUCTION

We live in a grafocentric society. Therefore, mastering the language in its written mode is extremely relevant. We can even emphasize that writing is an instrument of power, since those who do not dominate it are segregated from access to formal knowledge, besides having difficulties to act actively in society.

Knowing that writing is a reflexive action that stimulates verbal thought and interaction, the Brazilian educational picture becomes worrisome in the face of the devaluation of writing practices. According to Garcia (2011), Brazil, as well as all of Latin America, has an expressive number of illiterates, with many children who do not master reading and writing. The author points out that this uncomfortable position of Brazil, by not guaranteeing students (in their compulsory schooling) the mastery of reading and writing competence, makes these students impossible to change in their own lives and changes in our world of cultural and social inequalities.

Therefore, we live a school reality in which children advance from elementary school with great difficulties of reading and writing; young people leave school without even knowing how to write an essay (cohesive and coherent) or without interpreting the ideological senses of texts. The situation has reached extreme levels where students come to universities with serious problems to write, which is why many universities have already

inserted in their curriculum a discipline to help students. That is, the entrance into Higher Education does not guarantee that the graduates will have a proficient writing.

This scenario inevitably ends up having repercussions on the formation of the future professional and, consequently, damages the society through the different professionals who do not dominate the language in their written modality.

No less disturbing is the situation of the degree courses in Pedagogy. In them, we also find students with serious writing difficulties and little dedication to reading. The situation is rather delicate when we reflect that those will be the professionals responsible for teaching children. Besides writing problems, how can they develop and inspire their students if they do not have writing skills, and do not even like writing?

Thus, this work derives from a larger research that aimed to know the socioeconomic-cultural profile, reading and writing of the student entering the course of Pedagogy, through a questionnaire. With the vast amount of collected material, after careful analysis, we drew attention to the writer's profile of the investigated ones, especially the reports about cases of failure or insecurity when composing.

In this perspective, our objective for the present text is to describe the reasons for failure or insecurity when writing texts, pointed out by the incoming students.

This chapter is organized as follows: a section of theoretical reference, with the conceptions we will adopt and the ideas with which we join; a section devoted to the methodology with the details of the subjects, instrument and research procedures, besides the criteria of analysis of the obtained data; a section focused on results and discussions, with a graph representing our findings and the relevant analyzes; and our final considerations.

2. BACKGROUND: THE THEORETICAL FRAMEWORK

Human beings, from time immemorial, have found many ways to record their ideas. However, we can emphasize that the human history has a turning point: the advent of writing. Writing, sophisticated instrument that we know today, underwent many transformations. In addition, at present, the civilizations that exist are basically graphotechnical, that is, they are based on writing (Higounet, 2003).

In Brazil, courses to prepare teachers for the teaching of the "first letters" go back to the end of the 19th century with the creation of Normal Schools (Gatti, 2010). From then on, the concern with the educational formation of the Brazilian population increased, crossing different social and political contexts, culminating with the creation of the Law of Directives and Bases of National Education (LDB) in 1996, the National Curricular Guidelines for Teacher Education in 2002, in addition to the Curricular Guidelines for each degree that were approved by the National Education Council in the following years.

In regard to pedagogy course,

> […] only in 2006, after much debate, did the National Education Council sanction Resolution No. 1, of 05/15/2006, with the National Curricular Guidelines for these programs, granting them a teaching licentiate status and assigning to them the education of teachers for preschools and the first years of elementary schools, as well as high schools in the modality Normal, when necessary and where Normal programs still exist, and for youth and adult education programs, in addition to the education of school administrators. In spite of its wide-ranging attributions, the focal point of this licentiate program is to prepare teachers for the first elementary school years (Gatti, 2010, p. 1357).

Based on the attributions of the pedagogue listed in Resolution 1 of May 15, 2006, it should not be forgotten that the role of future teachers is extremely important, since they will be the first masters to act in the formation of citizens conscious of their role in our society.

This way, we know that the domain of reading and writing as a form of codification and decoding does not take account of meeting social demands, since the expectation is that students are able to understand the contents; think critically; build and solve problems; synthesize information, as well as express themselves with proficiency and criticality.

Writing, in Bakhtin's historical-cultural theory of intertextuality, is reading converted into production (Kristeva, 1974). In other words, for Bakhtin (2014) the reader, in the productive act of interlocution with the author of the read text, enters into cultural attunement with it, traversing the cultural movements of the author's creation (a confirmed reader) situated in a given context historical-social, and in this process of cultural attunement with the author, the reader identifies the ambivalent function of the text and its cultural (ideological) marks of its production. Reading is, according to this Bakhtinian conception, a mode of textual (co) production. Writing and reading, although they are different acts, dialogue among themselves, since in the theory of intertextuality, a text is born of another text (already read), implicit in the cultural repertoire of the author. However, this dialogical relationship (writing x reading, reading x writing) has not been properly contemplated in the teaching of writing in Brazil.

Therefore, with support in the Bakhtinian theoretical framework, we use the concepts of intertextual (ambivalent) function and redistributive (dialogical) function of the text in this study to make explicit the concept of writing as an opportunity for apprentices to position themselves in the world, of interacting with others, of understanding the social reality of written discourse. Kristeva (1974), Bakhtin's scholar, states that every text is *intertextual* in nature, that is, it is born of the context and carries cultural marks of other texts implicit in it. According to Eco (1980), this *ambivalent* function of the text reveals that it is always a *reply*, in relation to another text already existing in the author's cultural repertoire. On the other hand, Kristeva (1974) also states that every text has a *redistributive* function, which enables the author to inaugurate the meanings of the text - what Eco (1980) defines as the *invention*. This redistributive function of the text will guarantee the dialogical nature of discourse.

Leite, Ghedin and Almeida (2008), in the light of recent research in the field of education, affirm that teachers have not been adequately prepared by the training institutions to face problems in the daily life of schools; so that it is urgent to overcome the model of the technical rationality that has characterized the training courses for teachers so as to ensure the reflective base from initial training with extension to professional performance.

We believe in the importance of opening up to become a teacher who is still in the undergraduate field, providing formative experiences that enable the development of knowledge necessary for professional practice, as it is the moment to build a foundation for future professional performance. Although the initial formation does not contemplate a complete and definitive formation, which would be even incoherent if we think that the teacher acts in a space loaded with unpredictability, it is in the degree that the future teacher must acquire knowledge that will form its reference frames for the performance of the teaching profession (Mizukami, 1996).

Knowing how to act verbally successfully is indispensable to social interaction. However, what we observe in classrooms are restricted and unreflective writing opportunities, which has had negative impacts and consequences on Portuguese language teaching even in graduate courses. Generally, as discussed by Antunes (2005), the students' concern lies only with the formal aspects of writing (grammar, punctuation, concordance, etc.), forgetting the relevance of the content and meaning of the text.

Additionally, it is expected, by the vast majority of teachers, that one who enters higher education, after so many years, usually in contact with the mother tongue, knows how to master it. According to Velásquez (2012), it would be expected that the students of Higher Education would have a high ability to understand and interpret texts, besides being able to make complex readings, inferences, deductions, links between texts read, comparisons, dominating the different textual genres.

According to Gregório (2006), the obstacles to a good performance of writing should not be present in Higher Education anymore; however, there is an increasing gap, which impacts on the student's professional, intellectual and social performance.

In addition to this unpreparedness of university students, resulting from the lack of training of their teachers (Trevizan, 2017, Parisotto & Trevizan, 2012), higher education also presents students resistant to writing and with many limitations to exercise writing: many students know what to say but do not know how to do it; report lack of time to practice and rehearse writing; demotivation, since most of them do not conceive writing as an opportunity to put themselves in the world, to understand themselves and understand reality; too much concern to write grammatically correct, instead of writing with clarity of the social intention objectified in the text (Vitória, 2011).

These are the conceptions in which we will guide ourselves to the analyzes made in this work.

3. METHODS

Detailing our research trajectory is fundamental to understanding the data, as Swales and Feak (2004, p. 227) elucidates: "In many of the social sciences, the methodology is very important and is often described in considerable details. Indeed, in some cases in these areas, the mail point of an RP [research paper] will be announcing some development in method."

Basing writing in higher education as our object of study, we developed a qualitative research in a public higher education institution in the interior of the State of São Paulo/Brazil.

Considering that researches in the social sciences are marked by quantitative methods in the description and explanation of the investigated phenomena, we opted for the qualitative approach to explain in depth the characteristics and meanings of the information obtained (Oliveira, 2007).

The qualitative research "[...] refers in the broadest sense to research that produces descriptive data - people's own written or spoken words and observable behavior" (Taylor, Bogdan, & DeVault, 2016, p. 7). Therefore, it is the most adequate research to our objectives, mainly by the characteristics presented by Taylor, Bogdan, and DeVault (2016) as being typical of the researcher who makes this option: 1) is concerned with the meaning people attach to things in their lives; 2) is inductive; 3) looks at setting and people holistically, as a whole; 4) is concerned with how people think and act in their everyday lives; 5) all perspectives are worthy of study; 6) emphasizes the meaningfulness of their research; 7) there is something to be learned in all settings and groups; 8) is a craftsman.

The participants selected for our research were students of the first semester of the Pedagogy course, in the year 2017, since our intention was to outline the profile of the future teacher entering higher education. Efforts were made to map their writing and reading skills in line with the standards established by the teaching profession.

The sample of participants was composed of all first year students. 79 students collaborated with the research, of which 36 were in the evening shift (out of a total of 38 students enrolled in the period) and 43 in the evening (out of a total of 50 students enrolled this time). The participation was optional, the students were not evaluated by the collaboration, did not have any expenses, nor did they receive any type of payment.

We have adopted a descriptive-analytical approach, since, according to Martins (2008, p. 56), "the chief merit of a description is not always its accuracy or details, but the capacity it may have to create a clear picture for its readers."

We use as a data collection instrument the questionnaire, because it is a "research technique composed of a relatively large number of questions presented in writing to people, aiming at knowledge of opinions, beliefs, feelings, interests, expectations, situations experienced, etc. "(Gil, 2008, p. 121).

With the questionnaire, our intention was to situate the students from the socioeconomic-cultural point of view and to know their profile of reading and writing. This data collection instrument has two sections: a) questions related to the student profile, with 14 close-ended questions, 01 mixed dependent question and 01 open-ended question; b) questions related to the students' school background on learning about textual production, with 02 open questions and 05 mixed questions (explanation about the chosen alternative was required).

In this text, we will not use all the material collected with the questionnaires, only keeping to the open question about the reasons for failure or insecurity when writing texts. The data were interpreted in light of the content analysis, with the theoretical support of Bardin (2011) and Franco (2008). The content analysis technique comprises three steps: 1) preanalysis; 2) the exploitation of the material; and (3) data processing and interpretation. The categories can be defined *a priori* or *a posteriori*. In our case, we adopted the second option, and categorization occurs in the third step. The categorization is the grouping of raw data into organized data following some principles (mutual exclusion, homogeneity, pertinence of the message transmitted, fertility and objectivity), with regrouping according to the common characteristics, which are refined. Once the final categories have been created, we analyze the data, using a theoretical framework to support our interpretations.

4. RESULTS AND DISCUSSIONS

The collection took place on April 26, 2017, in two different occasions: afternoon and evening shift. In the afternoon period, there were 36 students, and in the evening 43 students. All of them agreed to collaborate, making a total of 79 questionnaires collected.

Asked about reasons for failure or insecurity when writing, the main problems were personal insecurity/anxiety, lack of knowledge about the writing topic or subject, deficient knowledge of standard language, lack of writing practice/habit of writing/writing exercise, difficulty in organizing ideas and no reading habits. Other problems were also pointed out on a smaller scale, as we can see in Figure 1.

Figure 1.
Reasons for writing difficulties or insecurities.
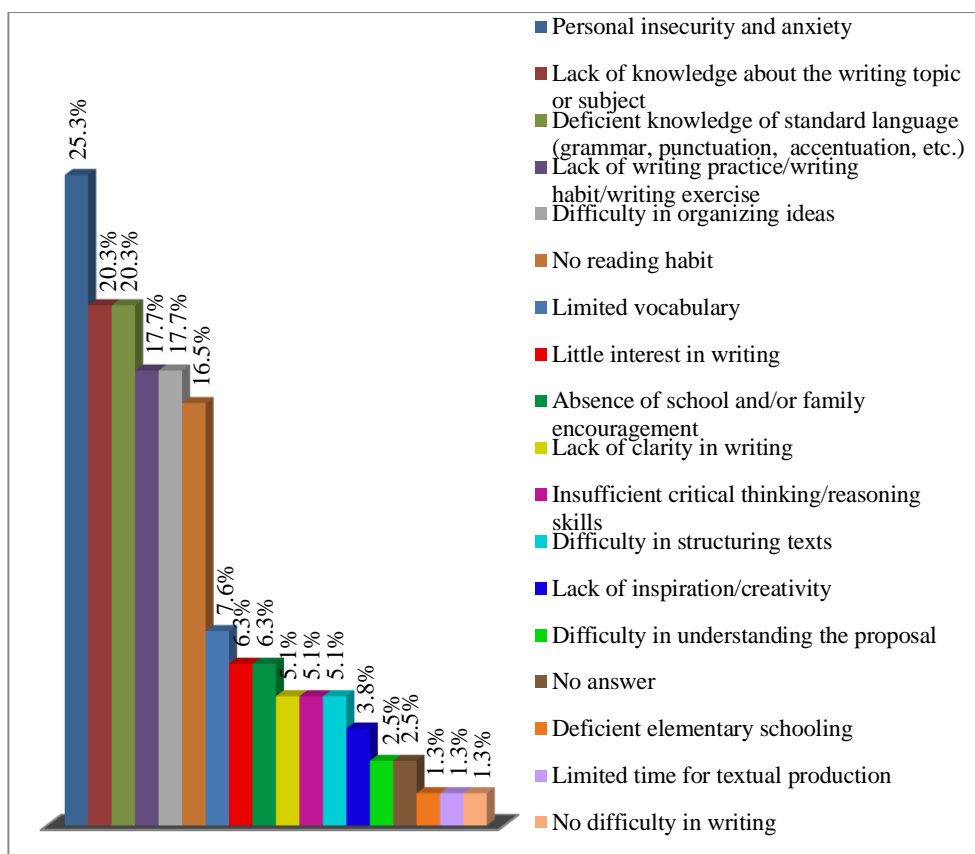
Source: Data categorized by researchers based on results (2018).
Note: Percentages refer to frequencies of responses. Some participants' responses fell under more than one category due to the open-ended nature of some questions.

There are many identified learning problems of writing by research participants. In this text, some reflections have been woven on some of them. Although it appears at a low frequency, 3.8% of academics say they lack inspiration/creativity. It is clear that students have a conception of inspiration and creativity as solitary, subjective acts. However, in Social Psychology on which the Bakhtinian Materialistic Philosophy is based, the concept of creativity involves a process of historical-cultural construction; creativity and inspiration emerge from readers' own social interactions with cultural objects. In the case of the production of verbal texts, creativity is formed, also, from the cultural coexistence with the texts already read; that is, writing involves dialogically reading. Indeed, it is quite difficult to write on a topic that is not culturally dominated; a consistent argument will inevitably be committed. Precisely for this reason, many students end up saying that they lack inspiration. Writing cannot (nor should) be conceived as a gift, for as Vitória and Christofoli (2013, pp. 47-48) explain:

> [...] if what leads us is the concept of inspiration, from gift to writing, we are probably paralyzed in the first attempt to elaborate writing: here the product idea prevails. However, if what drives us is the belief that writing is an artisan-enhancing skill with constant exercise and systematic practice, we will probably find in the writing act the possibility of constantly creating and re-creating ways and means to better express what we have to say: here preponderates the idea of process. And so, understood as process, we can say that everyone can learn to write more and better.

Although reading and writing are diverse activities encompassing different mental schemas, in the Bakhtinian conception of text *ambivalence*, discursive production is the result of a conversion from reading to writing, since all texts have an *intertextual* function, pointing to cultural marks (replicas) of the context of discourse construction.

> By this we mean that it is absolutely necessary to read various texts and submerge in their understanding, reflection and analysis, before and each time the task of writing is undertaken. The person familiar with written works, even if not reflective and conscious, is better able to adapt to the cultural forms that convey the transmission of information in writing. (Vitória, 2011, p 121)

In our opinion, the "lack of reading", stated by 16.5% of the academic participants, is the main reason for the other problems they pointed out, such as: "personal insecurity/anxiety" (25.3%); "lack of knowledge about the topic/subject" (20.3%); "lack of knowledge of standard language" (20.3%); "limited vocabulary" (7.6%); "lack of clarity in writing" (5.1%); "insufficient critical thinking/reasoning skills" (5.1%); "difficulty to structure a text" (5.1%) and others, also recorded in Graph 1: "reasons for writing difficulties or insecurities". Replication and invention are part of the process of writing construction, as pointed out by Bakhtin's historical-cultural theory and the other scholars cited in this study. If students received an adequate teaching regarding cultural interactions between reading and writing, many of these problems pointed out by them would be eliminated procedurally as they would become increasingly more aware of the social function of the text and the cultural possibilities of building their own creativity, inspiration, motivation and interest in writing.

It is also worth mentioning that the results point out the need for more frequent texts production, as well as social language practices, allowing reflection on grammatical, textual and discursive reading and revision strategies, so that to form students/future teachers who can interact socially, safely assuming the position of reader and producer of texts.

In this way, the lack of significant cultural practices of reading compromises the development of the writing skills in higher education students fresh from secondary school, adding to them intellectual losses in the higher education, as observed, for example, in 6.3% of researched, who even claim "disinterest for writing", even though they have sought a degree in pedagogy, where they seek professional training to be competent trainers of readers of text producers.

5. FINAL REMARKS

Upon entering an undergraduate degree, undergraduates have spent at least 12 years at school, usually with a portion of the time devoted to writing activities. In spite of this time of dedication in which writing is constantly present, many deficiencies are diagnosed when we analyze the writer profile of those who enter higher education.

Personal insecurity/anxiety, lack of knowledge about the writing topic/subject, deficient knowledge of standard language, lack of writing practice/writing habit/writing exercise, difficulty in organizing ideas, in our view, may be strongly linked to the lack of reading, keeping the specificities of each language activity. In the answers given by the students, we can infer dissociation between the act of reading and writing, arriving at the emission of subjective concepts of creativity/inspiration/interest in writing, as if these intellectual acts did not constitute historical processes of cultural development of all readers. These results point to the need for the university to take the initiative to prepare them for understanding the social functionality of reading and writing.

Many courses of Pedagogy have already included a Portuguese Language course in their curricula in order to help the incoming students with the lags related to the writing and, therefore, necessarily, reading.

It is necessary to figure out that the difficulties are related to the fact that the learning of the writing happens in a continuous process that is not concluded with the students' entrance in the university. In this sense, each writing practice must correspond to the teaching and learning of some textual, discursive and social knowledge.

Thus, it is of paramount importance that higher education institutions rethink this problem and seek alternatives to develop the writing and reading competence of future teachers. Developing the writing competence becomes essential to improve the training of these professionals who, in the future, will mediate the process of their students' literacy.

On the other hand, we must recognize that higher education institutions have an arduous task, since the inclusion of a single discipline in the curricula of the course is not sufficient to overcome the difficulties presented by the students. The problem needs to be thought of comprehensively, taken as the responsibility of all teachers.

REFERENCES

Antunes, I. C. (2005). *Lutar com palavras: coesão e coerência* [Struggling with words: cohesion and consistency]. São Paulo, Brazil: Parábola Editorial.

Bakhtin, M. (V. N. Volochínov) (2014). *Marxismo e filosofia da linguagem: problemas fundamentais do método sociológico na ciência da linguagem* [Marxism and philosophy of language: fundamental problems of the sociological method in the science of language] (16th ed.). Translated by Michel Lahud and Yara Frateschi Vieira. São Paulo, Brazil: Hucitec.

Bardin, L. (2011). *Análise de conteúdo* [Content analysis]. Translated by Luís Antero Reto and Augusto Pinheiro. São Paulo, Brazil: Edições 70.

Eco, U. (1980). *Tratado geral de semiótica* [General treaty of semiotics]. Translated by Antonio de Pádua Danesi and Gilson César Cardoso de Souza. São Paulo, Brazil: Perspectiva.

Franco, M. L. P. B. (2008). *Análise de conteúdo* [Content analysis] (3rd ed.). Brasília, Brazil: Liber Livro Editora.

Garcia, R. L. (2011). Prefácio à 3ª edição [Preface to 3rd edition]. In R. L. Garcia (Ed.), *Para quem pesquisamos – para quem escrevemos: o impasse dos intelectuais* [For whom we do research – to whom we write: the intellectual's dilemma] (pp. 07-10) (3rd ed.). São Paulo, Brazil: Cortez.

Gatti, B.A. (2010). Formação de professores no Brasil: características e problemas [Teachers education in Brazil: characteristics and problems]. *Educação & Sociedade, 31*(113), 1355-1379.

Gil, A. C. (2008). *Métodos e técnicas de pesquisa social* [Research methods and techniques in the social sciences] (6th ed.). São Paulo, Brazil: Atlas.

Gregório, N. B. dos S. (2006). A produção do gênero discursivo relatório no ensino superior [Production of the discursive genre 'report' in higher education]. In C. M. Ghiraldelo (Ed.), *Língua portuguesa no ensino superior: experiências e reflexões* [Portuguese language in higher education: experiences and reflections] (pp. 77-92). São Carlos, Brazil: Claraluz.

Higounet, C. (2003). *História concisa da escrita* [A short history of writing]. Translated by Marcos Marcionilo. São Paulo, Brazil: Parábola Editorial.

Kristeva, J. (1974). *Introdução à semanálise* [Introduction to semanalysis]. Translated by Lúcia Helena França Ferraz. São Paulo, Brazil: Perspectiva.

Leite, Y. U. F., Ghedin, E. & Alemida, M. I. de. (2008). *Formação de professores: caminhos e descaminhos da prática* [Teacher training: ways and misplaces of practise]. Brasília, Brazil: Líber Livro.

Martins, J. (2008). A pesquisa qualitativa [Qualitative research]. In I. Fazenda (Ed.), *Metodologia da pesquisa educacional* [Methodology of educational research] (pp. 47-58). São Paulo, Brazil: Cortez.

Mizukami, M. da G. N. (1996). *Formação de professores: tendências atuais* [Teacher training: current trends]. São Carlos, Brazil: EdUFSCar.

Oliveira, M. M. de (2007). *Como fazer pesquisa qualitativa* [How to do qualitative research]. Petrópolis, Brazil: Vozes.

Parisotto, A. L. V. & Trevizan, Z. (2012). Formação docente e ensino de leitura na educação fundamental [Teacher education and language teaching in fundamental education]. In: R. J. de Souza & E. A. de Lima; (Eds.). *Leitura e cidadania* [Reading and citizenship] (pp. 153-184). Campinas, Brazil: Mercado de Letras.

Swales, J. M. & Feak, C. B. (2004). *Academic writing for graduate students* (2nd ed.). Michigan, United States of America: Ann Arbor.

Taylor, S., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: a guidebook and resource* (4th ed.). New Jersey, United States of America: John Wiley & Sons.

Trevizan, Z. (2017). Saberes científicos e epistemologia da prática nos processos institucionais de formação docente e de formação de leitores [Scientific knowledge and epistemology of practice in institutional processes of teacher education and reader training]. *Perspectiva*, UFSC, *35*(1), 237-261.

Velásquez, V. C. Z. (2012). A importância da prática do letramento no ensino superior para a prova da OAB [The importance of literacy practice in higher education to Brazil's Bar examination]. *Virtù: Direito e Humanismo, ano 2, 1*(5).

Vitória, M. I. C. (2011). Qualidade do ensino superior e escrita [Quality in higher education and writing]. In M. E. D. P. Franco & M. C. Morosini (Eds.). *Qualidade na educação superior: dimensões e indicadores* [Quality in higher education: dimensions and indicators] (Vol. 4). Porto Alegre, Brazil: EDIPUCRS. Retrieved from http://ebooks.pucrs.br/edipucrs/qualidadedaeducacaosuperior4.pdf

Vitória, M. I. C., & Christofoli, M. C. P. (2013). A escrita no ensino superior [Writing in higher education]. *Educação, Revista do Centro de Educação, 28*(1), 41-54.

AUTHORS' INFORMATION

Full name: Ana Luzia Videira Parisotto
Institutional affiliation: São Paulo State University (Unesp) / Department of Education / Teacher
Institutional address: Roberto Símonsen Street, 305 - Educational Center, Presidente Prudente City, São Paulo State, Brazil, Zip code: 19.060-900
Short biographical sketch: Ana Luzia Videira Parisotto is an associate professor at Education Department of the São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" – Unesp). She received her Ph.D in Linguistics at the same institution, with emphasis on the teaching of Portuguese. Her research interests are: teacher education, teaching of Portuguese, text production and academic literacy. Leads the Research Group "Teacher Education and Teaching Practices in Basic and Higher Education" of Unesp - Presidente Prudente/SP.

Full name: Michelle Mariana Germani
Institutional affiliation: São Paulo State University (Unesp) / Pos-Graduation in Education / Student
Institutional address: Roberto Símonsen Street, 305 - Educational Center, Presidente Prudente City, São Paulo State, Brazil, Zip code: 19.060-900
Short biographical sketch: Michelle Mariana Germani is a Pos-Graduate student in Education of the São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp). Her PhD research is aimed at Academic Literacy (writting in higher education). She participates in the Research Group "Teacher Education and Teaching Practices in Basic and Higher Education" of Unesp - Presidente Prudente/SP.

Full name: Zizi Trevizan
Institutional affiliation: Oeste Paulista University (Unoeste) / Department of Education / Teacher
Institutional address: Raposo Tavares Highway, 572 Km – Limoeiro District, Presidente Prudente City, São Paulo State, Brasil – Zip code: 19.067-175
Short biographical sketch: Holder of a Doctor's and Master's degree in Liberal Arts from the São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" – Unesp), College of Liberal Arts - FCL/ Assis (SP). A retired teacher by the Department of Education of the São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" – Unesp), College of Sciences and Technology (FCT) in Presidente Prudente (SP), in 1995. Pro-Rector for Research and Graduate degree (2005/2013) and Pro-Rector of Extension and Community Action (2001/2011) in the Oeste Paulista University - UNOESTE, Presidente Prudente (SP). She is currently a Teacher and Researcher in the Master's Degree Course on Education at UNOESTE. A current participant in Research and Studies Groups: Research Group enrolled with CNPq, Oeste Paulista University/UNOESTE - Presidente Prudente (SP): School Context and Teaching and Learning Process - actions and interactions.

Full name: Andréa Ramos de Oliveira
Institutional affiliation: São Paulo State University (Unesp) / Pos-Graduation in Education / Student
Institutional address: Roberto Símonsen Street, 305 - Educational Center, Presidente Prudente City, São Paulo State, Brazil, Zip code: 19060-900
Short biographical sketch: Andrea Ramos de Oliveira is a teaching supervisor at the Municipality of Birigui. Master in Education from the São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp). She holds a PhD in Education at UNESP - Presidente Prudente, in research focused in teaching Portuguese and text production. She participates in the Research Group "Teacher Education and Teaching Practices in Basic and Higher Education" of Unesp - Presidente Prudente/SP.

Full name: Adriana Locatelli França
Institutional affiliation: São Paulo State University (Unesp) / Pos-Graduation in Education / Student
Institutional address: Roberto Símonsen Street, 305 - Educational Center, Presidente Prudente City, São Paulo State, Brazil, Zip code: 19060-900
Short biographical sketch: Adriana Locatelli Franca has been working in Education for 13 years. With a degree on Portuguese and English, has worked as a Portuguese Language teacher in Brazilian public school system. Currently, works as a coordinating teacher. Beginning in 2019, will start her master's degree course at São Paulo State University (Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp), with teacher education as her research line. She participates in the Research Group "Teacher Education and Teaching Practices in Basic and Higher Education" of Unesp - Presidente Prudente/SP.