

FOR A DEFINITION OF THE TEACHING/LEARNING OF WRITING IN L1: RESEARCH AND ACTION

LUÍSA ÁLVARES PEREIRA, INÊS CARDOSO,
& LUCIANA GRAÇA

Research Centre for Didactics and Technology in Teacher Education & Department of Didactics and Educational Technology, University of Aveiro, Portugal

Abstract. With this article we hope to contribute towards the definition of the field of the Didactics of Writing in Portugal, an area which has been developing, essentially, since the mid 90s, in order to define both the problems surrounding research in this area, as well as the contents used in the teaching and learning of writing which result from the former. It is not our objective to go into detail concerning the state of the art in this field in Portugal; our purpose is to present the main perspectives which have emerged throughout recent years, defining an area which is currently beginning to show signs of greater definition. Thus, we shall attempt to provide some answers to the following research questions: what context encouraged the emergence of this area of study, how has the configuration of this field been perceived, what theoretical references sustain the empirical research underlying this development? In order to answer these research questions, three analysis axes were considered which, from our viewpoint, aggregate the research themes within the Didactics of Writing. In the first analysis axis, the objective is to present a set of findings centred on the processes underlying students' activity of writing texts, focusing more specifically on the development of textual revision competence. In the second analysis axis, the aim is to validate the emergence of a research line which is pertinent to the Didactics of Writing, focusing on the relevance of teachers and students' relationship with writing. In the third analysis axis, we present an illustrative layout of a research line which demonstrates the relevance of understanding the teacher's action when working with text genres. Subsequently, we shall demonstrate the way in which these three axes can configure a referential in the definition of a global teaching and learning model for writing, capable of providing guidelines for classroom action. Finally, we shall discuss some research directions which sustain the validity of this model.

Key-words: procedural writing, relationship with writing, representations of writing, didactic devices, textual revision

87

Pereira, L., Cardoso, I., & Graça, L. (2009). For a definition of the teaching/learning of writing in L1: Research and action. L1 – Educational Studies in Language and Literature, 9(4), 87-123.

© *International Association for the Improvement of Mother Tongue Education*

*Correspondence concerning this article should be directed to Luisa Álvares Pereira, *University of Aveiro, Research Centre for Didactics and Technology in Teacher Training, Campus Universitário de Santiago, 3810-193 Aveiro – Portugal. Phone: 00 351 234370352. mail lpereira@dte.ua.pt*

Chinese

[Translation Shek Kam Tse]

对母语写作教学领域界定的建议：基础教育早期研究与活动

摘要：本文旨在对葡萄牙语写作教学法领域的界定提供参考意见。该领域基本上自九十年代中期始就处于不断发展中，目的在于界定该研究领域有关问题以及这些问题引起的写作教学使用的内容。本研究不以详细讨论该领域在葡萄牙的研究现状为目标，其目的在于呈现近年来出现的主要方面，

同时界定目前开始展示出更大界定征象的领域范围。因此，本研究试图提供以下研究问题的回答：什么环境鼓励该研究领域的出现？人们如何理解该领域的结构形态？有什么理论参考支持这种发展下的实证研究？为回答这些研究问题，本研究从三条分析轴考虑，共同构成写作教学法中的研究主题。第一条分析轴的目标是呈现以学生语篇写作活动所基于的过程为中心的研究发现，进一步专门强调语篇修改能力的发展；第二条分析轴目的在于确认写作教学法相关的研究思路出现，着重师生关系与写作的关联性；第三条分析轴介绍展现理解教师教授语篇体裁教学行为关联性的研究思路的示范性布局。接下来，文章将示范这三条分析轴如何能够构成一个在界定整体写作教学模式的参考体系，使之能够为课堂行为提供指南。最后，文章将讨论支持该模式有效性的一些研究方向。

关键词：程序性写作，与写作的关系，写作说明，教学手段，语篇修改

Dutch

[Translation Tanja Janssen]

TITEL. Bijdragen aan de afbakening van het terrein van de schrijfdidactiek in L1. Onderzoek en praktijk in de eerste fasen van het basisonderwijs.

SAMENVATTING. Met dit artikel hopen we bij te dragen aan de afbakening van het terrein van de schrijfdidactiek in Portugal, een terrein dat in wezen in ontwikkeling is sinds het midden van de jaren '90. Zowel de problemen rond onderzoek op dit terrein, als de inhoud van het schrijfonderwijs dat daaruit voortkwam komen aan de orde. Het is niet ons doel om in detail "the state of the art" op dit terrein in Portugal te beschrijven, maar om de belangrijkste perspectieven die zich de afgelopen jaren duidelijker zijn gaan aftekenen, te presenteren. We zullen pogen antwoorden te geven op de volgende onderzoeksvragen: welke context bevorderde de opkomst van dit onderzoeksterrein, hoe wordt het terrein vorm gegeven en hoe kijkt men daar tegenaan, welke theoretische verwijzingen onderbouwen het empirische onderzoek dat aan deze ontwikkeling ten grondslag ligt?

Om deze onderzoeksvragen te beantwoorden, werden drie assen van analyse in beschouwing genomen die in onze ogen de onderzoeksthema's binnen de schrijfdidactiek goed weergeven.

In de eerste analyse-as is het doel om een reeks bevindingen te presenteren rond schrijfprocessen van leerlingen, waarbij we met name ingaan op de ontwikkeling van de revisievaardigheid.

In de tweede analyse-as is het doel om de opkomst van een onderzoekslijn te valideren die onlosmakelijk verbonden is met de schrijfdidactiek en die zich richt op het belang van relatie die docenten en leerlingen hebben met schrijven.

In de derde analyse-as presenteren we een illustratieve schets van een onderzoekslijn die het belang laat zien van inzicht in het handelen van docenten wanneer zij werken met tekstgenres.

Vervolgens zullen we demonstreren hoe deze drie assen een 'referential' kunnen geven in de bepaling van een globaal onderwijsleermodel voor schrijven, een model dat richtlijnen kan geven voor de onderwijspraktijk. Tenslotte bespreken we enkele onderzoeksrichtingen die de validiteit van dit model ondersteunen.

TREFWOORDEN: procedureel schrijven, relatie met schrijven, voorstellingen van schrijven, didactische hulpmiddelen, tekstrevisie.

Finnish

[Translation Katri Sarmavuori]

TITTELI. NÄKÖKOHTIA L1:N KIRJOITTAMISEN DIDAKTIIKAN KENTÄN MÄÄRITTELYYN: TUTKIMUSTA JA TOIMINTAA PERUSOPETUKSEN ENSIMMÄISILTÄ ASTEILTA

ABSTRAKTI. Tällä artikkelilla toivomme edistävämme kirjoittamisen didaktiikan kentän määrittelyä Portugalissa, alue, joka on kehittynyt olennaisesti 1990-luvun puolivälistä lähtien, määritellen tämän alueen tutkimuksen ongelmia kuten myös kirjoittamisen opetuksen ja oppimisen sisältöjä, jotka ovat seurausta edellisestä. Tarkoituksemme ei ole mennä yksityiskohtiin alueen tilasta Portugalissa; tarkoituksemme on esitellä pääperspektiivejä, jotka ovat kehittyneet viime vuosina, määritellen alue, joka on yleisesti alkanut näyttää merkkejä enenevästä määrittelystä. Yritämme tarjota vastauksia seuraaviin tutkimuskysymyksiin: mikä konteksti auttoi tämän tutkimusalueen syntymistä, kuinka tämän alueen keskeinen asema koetaan, mitä teoreettisia referenssejä pohjautuu tähän kehitykseen? Voidaksemme vastata näihin tutkimuskysymyksiin, kolme analyysiaksiomia tarvitaan ryhmittämään kirjoittamisen didaktiikan tutkimusteemat. Ensimmäisenä analyysiaksiomina tavoitteena on esitellä oppilaiden kirjoittamistekstien tuottamiseen liittyviä prosesseja, keskittyen tarkemmin tekstuaalisen muokkaamisen kompetenssin kehitykseen; toisena analyysiaksiomina on tarkoitus tuottaa kirjoittamisen didaktiikkaan johtava pätevä tutkimuslinja, joka tarkastelee opettajan ja oppilaan suhteen relevanssia kirjoittamisessa; kolmantena analyysiaksiomina esitämme havainnollistavan tutkimuslinjan opettajan toiminnasta, kun hän työskentelee tekstilajien kanssa. Seuraavaksi esitämme tavan, jolla nämä kolme aksiomia voivat hahmottaa globaalin opettamisen ja oppimisen mallin kirjoittamiselle ja tarjota ohjeita luokkatyöskentelylle. Lopuksi keskustelemme joistakin tutkimussuuntauksista, jotka tukevat tämän mallin validiutta.

AVAINSANAT: proseduraalinen kirjoittaminen, kirjoittamisen yhteys, kirjoittamisen representaatiot, didaktiset keinot, tekstuaalinen muokkaus.

French

[Translation Laurence Pasa]

TITRE. CONTRIBUTION A LA DÉFINITION DU CHAMP DE LA DIDACTIQUE DE L'ÉCRITURE EN LANGUE MATERNELLE : RECHERCHES ET PRATIQUES POUR LES DÉBUTS DE LA FORMATION INITIALE

RÉSUMÉ. Nous souhaitons ici apporter notre contribution à la définition du champ de la didactique de l'écriture au Portugal, un domaine qui s'est développé essentiellement depuis le milieu des années 90. Nous tenterons de définir à la fois les problèmes que rencontre la recherche dans ce domaine et les contenus qui en résultent pour l'enseignement et l'apprentissage de l'écriture. L'objectif n'est pas d'exposer en détail l'état des connaissances dans ce domaine au Portugal, mais de présenter les principales perspectives, apparues ces dernières années, qui ont contribué à mieux le définir. Ainsi, nous essaierons de fournir quelques réponses aux questions de recherche suivantes : quel contexte a encouragé l'apparition de ce domaine de recherche, comment ce domaine est-il perçu, quelles références théoriques sous-tendent la recherche empirique à l'origine de ce développement ?

Pour répondre à ces questions, nous avons considéré trois axes d'analyse qui, de notre point de vue, permettent de fédérer les thèmes de recherche de la didactique de l'écriture.

Dans un premier temps, nous présentons un ensemble de résultats centrés sur les processus de production de textes chez les élèves, en se centrant plus spécifiquement sur le développement des compétences liées à la révision textuelle.

Dans un second temps, nous soutenons un courant de recherche qui se rattache à la didactique de l'écriture, lequel s'intéresse à la pertinence des pratiques enseignantes et au rapport à l'écriture des élèves.

Enfin, nous présentons une illustration d'un ensemble de recherche qui démontre l'intérêt d'appréhender l'action enseignante relativement au travail sur les genres textuels.

Consécutivement, nous discuterons la manière dont ces trois axes d'analyse peuvent préfigurer un référentiel utile pour une définition d'un modèle global de l'enseignement et l'apprentissage de l'écriture, susceptible de fournir des directives pour l'action enseignante. Finalement, nous évoquerons quelques orientations de recherche qui corroborent la validité de ce modèle.

MOTS-CLÉS : écriture procédurale, rapport à l'écriture, représentations de l'écriture, dispositifs didactiques, révision textuelle

German

[Translation Ulrike Bohle]

TITEL. Beiträge zu einer Definition des Fachgebietes Didaktik des Schreibens in der Erstsprache: Forschung und Praxis in den ersten Stufen der Grundausbildung

ZUSAMMENFASSUNG. Mit diesem Artikel möchten wir zur Definition des Fachgebietes der Schreibdidaktik in Portugal beitragen – ein Gebiet, das sich besonders seit Mitte der neunziger Jahre entwickelt –, um sowohl die Forschungsprobleme in diesem Gebiet als auch daraus resultierenden Inhalte des Schreibenlehrens und -lernens zu definieren. Unser Anliegen ist keine detaillierte Darstellung des aktuellen Kenntnisstandes in diesem Gebiet in Portugal, sondern wir möchten grundlegende Perspektiven aufzeigen, die in den letzten Jahren entstanden sind, und ein Forschungsgebiet zu umreißen, das gegenwärtig klarere Konturen gewinnt. So möchten wir versuchen, einige der folgenden Forschungsfragen zu beantworten: In welchem Kontext wurde die Entstehung dieses Forschungsgebietes möglich, wie wurde die Konfiguration dieses Feldes wahrgenommen, welche theoretischen Bezüge stützen die dieser Entwicklung zugrunde liegende empirische Forschung?

Um diese Fragen zu beantworten, wurden drei Analyseachsen verfolgt, die unserer Ansicht nach die Forschungsthemen in der Schreibdidaktik vereinen.

Die erste Analyseachse zielt auf die Darstellung von Befunden zu Prozessen, die dem Verfassen von Texten von Schülern zugrunde liegen, wobei das Hauptaugenmerk auf der Entwicklung der Überarbeitungskompetenz liegt.

Die zweite Achse umfasst eine Würdigung einer neu entstandenen, zur Schreibdidaktik gehörenden Forschungsrichtung, die die Bedeutung der Beziehung von Lehrern und Schülern zum Schreiben fokussiert.

In der dritten Analyseachse präsentieren wir ein beispielhaftes Layout einer Forschungsrichtung, die zeigt, wie wichtig es ist, Lehrerhandlungen bei der Arbeit mit Textsorten zu verstehen.

Anschließend zeigen wir, wie diese drei Achsen zusammen einen Referenzrahmen in der Definition eines allgemeinen Schreiblehr- und -lernmodells bilden, der Richtlinien für die Praxis im Klassenzimmer bereitstellt. Schließlich diskutieren wir Forschungsrichtungen, die die Validität dieses Modell unterstützen.

SCHLAGWÖRTER: prozedurales Schreiben, Beziehung zum Schreiben, Repräsentation des Schreibens, didaktische Verfahren, Textüberarbeitung

Greek

[Translation Panatoya Papoulia Tzelepi]

Τίτλος. Συνεισφορές στον ορισμό του πεδίου της διδακτικής του γραπτού λόγου στην μητρική γλώσσα: Έρευνα και πράξη στα πρώτα στάδια της βασικής εκπαίδευσης

Περίληψη. Με αυτό το άρθρο ελπίζουμε να συνεισφέρουμε στον ορισμό του πεδίου της διδακτικής του γραπτού λόγου στην Πορτογαλία, ενός πεδίου που ουσιαστικά άρχισε να αναπτύσσεται από τα μέσα του '90, με σκοπό να ορίσουμε τα προβλήματα της έρευνας σ' αυτό πεδία, αλλά και τα περιεχόμενα που χρησιμοποιήθηκαν για τη διδασκαλία και μάθηση του γραπτού που πηγάζουν από το πρώτο. Δεν είναι στόχος μας να παρουσιάσουμε λεπτομερώς την κατάσταση του πεδίου στην Πορτογαλία. Στόχος είναι να παρουσιάσουμε τις κύριες προοπτικές οι οποίες αναδύθηκαν τα τελευταία χρόνια, ορίζοντας την περιοχή η οποία τώρα αρχίζει να δείχνει σημεία μεγαλύτερης διάκρισης. Έτσι, θα προσπαθήσουμε να δώσουμε κάποιες απαντήσεις στα ακόλουθα ερευνητικά ερωτήματα: Ποιο πλαίσιο ενθαρρύνει την ανάδυση αυτού του πεδίου έρευνας, πώς γίνονται αντιληπτά τα όρια του πεδίου, ποιες θεωρητικές αναφορές υποστηρίζουν τις εμπειρικές έρευνες που υπόκεινται αυτής της ανάπτυξης; Για να απαντηθούν αυτά τα ερευνητικά ερωτήματα, τρεις άξονες ανάλυσης υιοθετήθηκαν, οι οποίοι καθώς νομίζουμε, συνενώνουν τα ερευνητικά θέματα της Διδακτικής του γραπτού λόγου.

Στον πρώτο αναλυτικό άξονα, ο στόχος είναι να παρουσιαστεί ένα σύνολο ευρημάτων επικεντρωμένο στις διαδικασίες που υπόκεινται των δραστηριοτήτων των μαθητών που γράφουν κείμενα, και ειδικότερα στην ανάπτυξη της ικανότητας αναθεώρησης του γραπτού. Στο δεύτερο άξονα ανάλυσης, ο στόχος είναι η επικύρωση της ανάδυσης μιας ερευνητικής γραμμής της Διδακτικής του Γραπτού που μελετά τη σχέση μαθητών και δασκάλων με το γράψιμο. Στον τρίτο ερευνητικό άξονα παρουσιάζουμε μια διαφωτιστική έκθεση σειράς ερευνών που δείχνουν τη σημασία της κατανόησης της δράσης του δασκάλου όταν εργάζεται με τύπους κειμένων. Στη συνέχεια θα δείξουμε τον τρόπο με τον οποίο οι τρεις άξονες μπορούν να συστήσουν ένα σημείο αναφοράς για τον ορισμό ενός γενικού μοντέλου για τη διδασκαλία και μάθηση του «γράφειν», ικανού να παράσχει καθοδήγηση για τη δράση μέσα στην τάξη. Τέλος θα συζητήσουμε κάποιες ερευνητικές κατευθύνσεις που υποστηρίζουν την εγκυρότητα αυτού του μοντέλου. Λέξεις κλειδιά: διαδικαστική γραφή, σχέση με το γράφειν, αναπαραστάσεις του γραπτού λόγου, διδακτικά εργαλεία, αναθεώρηση κειμένου

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO. Contributi per la definizione del campo della didattica della scrittura in L1: ricerca e azione nei primi stadi dell'educazione di base

SOMMARIO. Con questo articolo speriamo di contribuire alla definizione del campo della didattica della scrittura in Portogallo, un settore che è in via di sviluppo sin dalla metà degli anni '90, con il fine di definire sia i problemi riguardanti la ricerca in questo settore, sia i contenuti utilizzati per l'insegnamento e l'apprendimento della scrittura che su tale ricerca si basano. Il nostro obiettivo non è di entrare nei dettagli in merito allo stato dell'arte in questo settore in Portogallo, quanto quello di presentare le principali prospettive che sono emerse nel corso degli ultimi anni, definendo un'area che sta iniziando a mostrare segni di una definizione più precisa. Per questo, cercheremo di fornire alcune risposte alle seguenti domande di ricerca: quale contesto ha favorito l'emergere di questo settore di studio? Come è stata percepita la configurazione di questo settore? Quali riferimenti teorici sostengono la ricerca empirica alla base dello sviluppo del settore?

Per rispondere a queste domande di ricerca sono stati considerati tre assi di analisi che, dal nostro punto di vista, costituiscono un fattore di aggregazione tra i temi di ricerca nell'ambito della didattica della scrittura.

L'obiettivo del primo asse di analisi è la presentazione di una serie di conclusioni focalizzate sul processo che sottosta all'attività di scrittura di testi da parte degli studenti, concentrandosi in particolare sullo sviluppo di competenze di revisione dei testi.

L'obiettivo del secondo asse di analisi è di convalidare l'emergere di una linea di ricerca che è pertinente alla didattica della scrittura, concentrandosi sulla relazione con la scrittura da parte dei docenti e degli studenti.

L'obiettivo del terzo asse di analisi è di presentare lo schema di una linea di ricerca che dimostri quanto sia importante comprendere l'azione del docente quando si lavora con i generi testuali.

Dimostreremo, quindi, il modo in cui questi tre assi possono diventare dei punti di riferimento per la definizione di un modello globale di insegnamento e apprendimento della scrittura, in grado di fornire linee guida per l'azione in classe. Infine, discuteremo alcune direzioni di ricerca che confermano la validità di questo modello.

PAROLE CHIAVE: procedure di scrittura, relazione con la scrittura, rappresentazioni della scrittura, strumenti didattici, revisione testuale

Polish

[Translation Elżbieta Awramiuk]

TITUŁ. Wkład do zakreszenia obszaru dydaktyki pisania w języku ojczystym: badania i działania na początkowym etapie edukacyjnym

STRESZCZENIE. Artykułem tym chcielibyśmy włączyć się w dyskusję na temat dydaktyki pisania po portugalsku, obszaru badawczego, który w sposób istotny rozwijany jest od połowy lat 90. Chcemy określić problemy badawcze w tym obszarze i te treści wykorzystywane w nauczaniu pisania, które są ich rezultatem. Nie jest naszym celem wchodzenie w szczegóły na temat najnowszych ustaleń w tym zakresie w Portugalii. Naszym celem jest zaprezentowanie głównych perspektyw, które wyłoniły się w ostatnich latach, poprzez zdefiniowanie obszaru, który ostatnio zaczął wydawać się lepiej określony. Spróbujemy odpowiedzieć na kilka pytań: jaki kontekst sprzyja pojawieniu się tego obszaru badań? jak konfiguracje na tym polu są postrzegane? na jakich teoretycznych podstawach oparte są empiryczne badania, które kryją się za tym rozwojem?

W celu odpowiedzi na trzy pytania badawcze rozważane były trzy płaszczyzny analizy, na których z naszego punktu widzenia koncentrują się tematy badawcze w obrębie dydaktyki pisania. Celem pierwszej analizy jest zaprezentowanie wyników badań nad procesami stanowiącymi podstawę pisania tekstów przez uczniów, ze szczególnym uwzględnieniem rozwijania umiejętności poprawiania tekstu. W drugiej analizie uzasadniamy pojawienie się istotnego dla dydaktyki pisania nurtu badań, który koncentruje się na relacji między nauczycielem i studentem a pisaniem. W trzeciej analizie prezentujemy graficzne opracowanie nurtu badawczego, który jest istotny dla zrozumienia roli nauczyciela podczas pracy nad gatunkami tekstów. Następnie dowodzimy, jak wymienione analizy mogą wpływać na całościowy model nauczania i uczenia się pisania oraz posłużyć jako wskazówka w praktyce klasowej. Na koniec dyskutujemy pewne badawcze kierunki, które potwierdzają słuszność prezentowanego modelu.

SŁOWA-KLUCZE: pisanie proceduralne; stosunek do pisania; wyobrażenia na temat pisania; środki dydaktyczne; sprawdzanie tekstu

Portuguese

[Translation Sara Leite]

TÍTULO. PARA UMA DEFINIÇÃO DA DIDÁCTICA DA ESCRITA EM L1: INVESTIGAÇÃO E ACÇÃO

RESUMO. Com este artigo esperamos contribuir para a definição do campo da Didáctica da Escrita em Portugal, uma área em desenvolvimento essencialmente desde meados da década de 90, no sentido de definir tanto os problemas que afectam a investigação neste domínio, como os conteúdos utilizados no ensino-aprendizagem da escrita resultantes dessa investigação. Não pretendemos entrar em pormenores relativamente aos mais recentes desenvolvimentos na área em Portugal; o nosso objectivo é apresentar as principais perspectivas que surgiram nos últimos anos, abalizando um campo que começa a dar sinais de se definir. Assim, procuramos fornecer algumas respostas às seguintes perguntas: que contexto levou à emergência desta área de estudo? Como tem sido concebida a sua configuração? Que referências teóricas sustentam a investigação empírica subjacente a este desenvolvimento? Para responder a estas questões, foram considerados três eixos de análise, que para nós agregam os temas de investigação na Didáctica da Escrita. No primeiro eixo de análise, o objectivo é apresentar uma série de conclusões centradas nos processos subjacentes às actividades de escrita por parte dos alunos, em particular no que respeita ao desenvolvimento da competência de revisão textual. No segundo eixo de análise, o objectivo é validar a emergência de uma linha de investigação pertinente na Didáctica da Escrita, centrada na relevância da relação dos alunos e dos professores com a escrita. No terceiro eixo de análise, apresentamos um formato ilustrativo de uma linha de investigação que demonstra a relevância de compreender a acção do professor que trabalha os géneros textuais. Em seguida, demonstraremos a forma como estes três eixos podem dar origem a um referencial na definição de um modelo global de ensino-aprendizagem da escrita, capaz de fornecer linhas de orientação para a prática em sala de aula. Finalmente, discutiremos algumas directrizes de investigação que validam este modelo.

PALAVRAS-CHAVE: escrita processual, relação com a escrita, representações da escrita, instrumentos didácticos, revisão textual.

Spanish

[Translation Ingrid Marquez]

TÍTULO. Contribuciones a la definición del campo de la didáctica de la escritura en idioma materno: el estudio y la acción en los primeros pasos de la educación básica

RESUMEN. Con este artículo, esperamos contribuir a la definición del campo de la Didáctica de la Redacción en Portugal, una área que se ha ido desarrollando desde mediados de los años 90, para poder definir tanto los problemas que rodea este rubro de investigación y el contenido usado en la enseñanza y cómo esto resulta en cierto tipo de aprendizaje de la escritura. No pretendemos ahondar en el estado actual de este campo en Portugal; nuestro propósito es más bien presentar las perspectivas principales que han emergido en años recientes, definiendo una área que empieza a esclarecerse con más definición en estos días. Así, intentaremos dar algunas respuestas a las siguientes preguntas: ¿Qué contexto permitió la emergencia de esta área de estudio? ¿Cómo se ha percibido la configuración de este campo? ¿Qué referencias teóricas sostienen las investigaciones empíricas que sirven como la base de este desarrollo?

Para contestar estas preguntas de investigación, tres ejes de análisis se consideraron; desde nuestro punto de vista, resumen los temas de investigación dentro de la Didáctica de la Redacción.

En el primer eje del análisis, el objetivo es presentar un conjunto de resultados centrados en los procesos básicos que dirigen la actividad de los estudiantes al escribir textos, con un enfoque específico en el desarrollo de la competencia en revisar textos.

En el segundo eje de análisis, la meta es validar la emergencia de una línea de investigación que es pertinente para la Didáctica de la Escritura, con enfoque en la relevancia de la relación entre los maestros y los estudiantes con respecto a la escritura.

En el tercer eje de análisis, presentamos una organización ilustrativa de la línea de investigación, demostrando así la importancia de comprender las acciones del maestro al trabajar con diferentes géneros de texto.

Después, demostraremos la manera en la cual estos tres ejes pueden configurarse para servir de referencia en una definición del modelo global de enseñanza y aprendizaje de la escritura, un modelo capaz de ser la base para actividades en el salón de clase.

PALABRAS CLAVE: escritura de procedimientos, relación con la escritura, representaciones de la escritura, herramientas didácticas, revisión de textos.

1. INTRODUCTION

The research on the teaching and learning of writing has been presented, among us, as a field in expansion, mainly since the mid 90s of the twentieth century. The recognition of writing as a research object is consistent with a consensual and renewed understanding of this verbal skill as an important foundation for school success. This consensual recognition of writing has been explicitly verbalized in the 1991 proposal of the Portuguese Language programme for compulsory education in Portugal¹ (M.E., 1991), representing a change of paradigm, ascribing to writing a role as relevant as other domains of verbal interaction – speaking/listening and reading – in this way abandoning the representation of writing as a reflection of other curricula components. It is therefore acknowledged that writing has to be the object of specific teaching, focused on processes of textual production for real audience, and that the teaching of writing should include activities of text improvement, with a clear understanding that texts can and should be reformulated before they are assessed. All these developments create a different representation of the act of verbal production through writing, in students, and deconstruct the representation that writing is an innate gift, a transcription of thoughts, and a summary of contents previously read (Pereira, 2000).

Later on, in 2001, the official document *Essential Skills for the First and Second Stages of Basic Education*² (M. E., 2001) emphasizes this understanding, highlighting the complexity of written production and the need for systematic work on this verbal dimension, underlining the importance of developing student autonomy concerning this process.

In all these programmatic texts, there is an attempt to move away from a vicious cycle of elaborated writing, exclusively for the teacher, exclusively corrected by the teacher and according to the objectives of the final product. Therefore, official documents postulate that learning how to write does not only mean writing compositions of a literary nature but, essentially, producing written texts constructed according to text genres, inscribed in referential social practices.

The new perspectives of teaching and learning of writing did not, however, have the desired outcome on pedagogical practices, as demonstrated by the results of the national and international exams (www.gave.pt) and by studies centred on the levels of literacy among the Portuguese in general and students in particular. Confronted with these results, specific intervention programmes were designed, starting in 2000, with the purpose of improving primary school students' levels of literacy (Amor, 2004; Barbeiro & Pereira, 2008), and with the intent of training teachers both towards an understanding of the 'new pedagogy of writing' as well as introducing

¹ *Compulsory (or 'Basic') Education in Portugal covers nine school years: primary school (ages six to ten); the second stage (ages ten to twelve); and the third stage (ages twelve to fifteen – secondary education).*

² *This document outlines the profile of what a student should know and be able to do at the end of compulsory education.*

methods that are congruent with the guidelines outlined in the programmatic documents (Pereira, 2000).

It is within this context that new research perspectives emerge with the intent of understanding students' writing and rewriting processes – according to certain teaching practices - understanding the relationship that the subjects have with writing and, also, analysing teacher practices with specific teaching/learning devices. In this sense, our purpose is, first of all, to synthesize the main theoretical presuppositions which preside over such research and, secondly, to define, in greater depth, the three axes which seem to configure the research field of the teaching/learning of *Writing* in Portugal. In the first axis, we shall consider the processes included in the students' activity of writing texts, more specifically, in the development of textual revision competence and of mechanisms of textual improvement. We shall focus, essentially, on the influence of collaborative work on the quality of the texts and on students' ability to reformulate their writing. In the second axis, we integrate research which demonstrates the pertinence of taking into account subjective and motivational factors in the teaching and learning of writing. We sustain our arguments both at the level of teachers' connection to writing, as well as students' relationship with writing and the act of writing itself. In the third axis, we describe the methodological design of a study which illustrates the importance of analyzing the teacher's action when working with textual genres and present some of the tendencies which data previously collected suggests

Finally, we shall discuss how the analytical dimensions of these three axes can determine the definition of a referential system which constitutes, despite its provisional nature, a global model for the teaching and learning of writing. Consequently, this discussion shall allow us to identify research perspectives which result from the need to articulate research and action.

2. THEORETICAL BACKGROUND

The growth of research approaches to writing has acquired greater relevance in recent years. The multiplicity of forms which the culture of literacy has given birth to seems to ascribe to writing an increasingly crucial role both in society and at school (AAVV, 2006; Bazerman, 2007; Goody, 1979, 1988.).

The production of written texts as a complex verbal activity justifies turning towards a multiplicity of contributing subjects, capable of accounting for the process, the product, the writing subjects and their texts as the outcome of the social practices of language.

The call for a deeper understanding of the process of writing seems clear. Given that the process of writing is, essentially, cognitive, and, therefore, not susceptible to direct observation, the need to develop models which endeavour to explain this process seems pertinent. Within this scope, some authors provide relevant contributions, defining procedural writing models that distinguish what we might designate as an 'inexperienced' model of writing and an 'experienced' model of writing (Bereiter & Scardamalia, 1987). Flower and Hayes (1980) have attempted, since the 80s to produce a model of the operations which take place in the writing process,

stressing the procedural stages of writing: pre-writing, writing a first draft and editing the draft towards the creation of a final product. These stages of the process are the ones which, ideally, an experienced writer puts into practice during the act of writing; they are also the stages to be focused on when working with children in order to encourage them to grow from an activity of writing which they perceive fundamentally as 'knowledge-telling' to an activity of writing as 'knowledge-transforming' (Bereiter & Scardamalia, 1987).

The differences concerning the writing competence of experienced and inexperienced writers has demonstrated that inexperienced writers mostly have difficulties in revising texts, given that this activity results from an appreciation of the text already produced followed by reformulating actions (Chanquoy, 2001; Allal, Chanquoy & Largy, 2004) centred on the evaluation and on the improvement of the quality of the text. This process might take place at any moment of the writing activity and may concentrate either on the surface level of the text or on deeper, more complex aspects of the text. Nonetheless, the inexperienced writers fundamentally carry out surface revision work, focusing on formal aspects (spelling, punctuation). These limitations seem to result from i) a failure in the definition of objectives and intentions; ii) difficulty in placing themselves in the position of their own text; iii) problems in determining what should be modified and how to modify it; iv) lack of control in the coordination of the different revision aims.

These conclusions led to further research so as to reduce the cognitive overload associated with the processes of revision by children (Fabre-Cols, 2002). These research approaches placed the focus both on the need to promote moments of revision distanced from the moment of production, as well as on the need to promote the facilitation of the reviewing process in different ways – namely practicing revision with the assistance of more experienced writers, focusing on the reformulation of specific aspects of the text, and assisting the process of revision by providing check-lists and correction grids (Allal, Chanquoy & Largy, 2004).

Although these research perspectives have proposed different ways of helping children to review their texts, there is still a lack of systemized knowledge concerning the type of aids available and their true outcomes on the revision process. Therefore, there is a need for further studies to validate these and other forms of facilitation and promotion of textual revision, namely at the level of activities which integrate written work as an object of discussion among children (Boscolo & Ascorti, 2004).

From what we have discussed previously, there are very clear implications for teaching and learning (Grabe & Kaplan, 1997). Given that the models of procedural writing and textual revision seem to require the mediation of others (peers, teacher) and instruments in the learning of writing, encouraging students to move from writing as a linear juxtaposition of contents to a truly resourceful activity of mental elaboration, in which socio-cultural variables also partake, is important. On the one hand, we need to promote writing activities, with interventions throughout the different stages of the writing process. On the other hand, we need to lead students to analyse texts by themselves, which favours a more distanced revision and critique and the maturation of a metalinguistic and metatextual awareness which can be mobilized in other writing situations. What is at stake, first of all, is the recognition of

the complexity of writing and the need to dedicate time to this task, which should be frequent in language lessons.

Despite the multiple models of text revision and the use of different designations, all approaches stress the set of actions which are to be carried out:

- 1) the importance of the representation of the revision task in itself;
- 2) the fairly autonomous character of revision within the global process of writing;
- 3) critical reading (evaluation) which results from the confrontation of the mental representation of the text to be written and interpretation of the text which has already been written;
- 4) problem-solving repertoire of the reviewer;
- 5) attribution of differentiated functions for the working memory and long term memory (Aleixo, 2005).

These research perspectives have been decisive in the definition of strategies and activities to reduce difficulties related to the writing process. However, as we have already stated, it has become obvious that not only cognitive aspects are involved in the process of writing. Hayes (2008) is aware of this insufficiency in his previous model, updating it, emphasizing precisely the dimension of the 'individual' in the writing task, namely the motivational and affective domains which (do not) connect the subject to the activity of writing, as well as the representations that the subject has of writing (Chenoweth & Hayes, 2001; Hayes, 1996, 2008).

Indeed, the truth is that recent research has revealed the importance of taking into account the meaning ascribed by the subject (writer) to different school (writing) activities as well as the relationship students establish with knowledge and written language (Barré-De Miniac, 2000; Charlot, 1997). In other words, a subject's idea of writing and the meaning that (s)he ascribes to the task of writing is essential to the development of this skill. It is worth stressing that writing in school contexts can be an element of democratization or exclusion, depending on the ability (or not) to establish a bridge between the language forged in the social environment of each subject – or his/her mother tongue – and the language used at school (Lahire, 2008). It is in this light that research attempts to acknowledge and reflect i) upon students' written texts outside school and the type of relationship that they establish with such written texts (Penloup, 1999, 2008); ii) upon the way in which teaching/learning practices which rely on the subject's expressiveness can have a motivational/clinical effect and relaunch the process of learning how to write at the level of school learning (Bazerman, 2007; Davis & Hill, 2003; Swope, 2006).

However, the value and affective factors which condition the involvement and the mobilization of the individual in the writing process have not been clear in the research, although they seem to have a significant weight on the possibility of there being a true appropriation of logics of written production (Camps, 2003). In effect, it is apparent that it is not only at school that the students position themselves as a writing subject (Chabanne & Bucheton, 2002); in actual fact, the student seems to perceive him/herself as a writer within extra-school contexts in which he/she becomes affectively involved with writing. It therefore seems possible to observe a partition defined by the subject between 'his/her writing' and 'school writing', a phenomenon which Barré-De Miniac (2000) designates as writing duality. Given

that the school learning of writing cannot ignore the identity involvement of the subjects observable in extra-school contexts, it is relevant that the research within this field consider the following two main objectives:

- 1) understand students' relationship with writing in school and extra-school contexts. It is, therefore, necessary to think of concrete devices capable of bringing to light these representations and the complex net of values and attitudes that govern the relationship of the subject with writing;
- 2) encourage the construction of educational devices which integrate the dimension of the individual that conditions his/her motivation for writing.

The field of the teaching/learning of *Writing* is also interested in the dimension of the subject's relationship – in this case, the teacher – with writing for the reason that teachers' personal practices and representations of writing have been proved to influence their teaching/learning choices (Barré-De Miniac, 1995; Pereira, 2000).

This approach of assigning value to extra-school writing cannot be independent from another approach which argues that the language lesson should consider the textual diversity which emerges from the social activities of language (Bronckart, 1996). Now, these activities are necessarily anchored in linguistic forms which are relatively stable and conventional. These 'pre-constructs' – constructions prior to our own language activity (Pereira, 2000) – are defined as 'textual genres', which function as a 'reservoir of reference models' for any language agent, permanently updated during the language activities previously mentioned. These language actions generate an infinite number of genres, dynamic and heterogeneous, which led Bronckart (1996) to talk about the metaphor of 'haziness' when referring to the way in which these genres constitute, for the productive subject, a set of possible textualities which one can resort to and adapt according to the context of production and a set of elements liable to influence the sort of organization required by the text. In fact, the text is not only produced by an agent enrolled in a set of time and spatial coordinates; it is also constructed within a setting of communicative interaction which is not oblivious to the existing social experience. This socio-historical nature of textual genres (Bazerman, 2006, 2007) led to the perception of these as complex semiotic tools, and thus as regulators of particular languaging actions (Bronckart, 1996; Schnewly, 1998, 2000).

From our previous arguments one can see the interest in textual genres as guidance for the curricula of the writing lesson (Rijlaarsdam, Bergh, & Couzijn, 1996, 2004) in which, as we argued, a diversity of texts should be considered in order to prepare the student for different writing situations. It is therefore possible to acknowledge that the parameters of the text genres are, for the teacher, a tangible referential for the approach to the heterogeneity of language practices, providing guidelines for the definition of specific tasks for the learning of writing, as well as orientation in the assessment of the students' competences in that area. These parameters also allow the teacher to perceive, with greater acuity, the areas which require a (greater) investment. On the other hand, teaching and learning based on text genres allow students to interact with social situations of language while simultaneously providing them with writing 'models' and 'expectation horizons' as readers.

From this point of view, the need for studies which validate strategies for teaching text genres is clear, in other words, studies which unveil the way teaching/learning devices built to work on a specific genre can influence and determine teachers' representations and actions within the classroom. Another interesting line of research from this point of view analyzes the textual genre as an object which is in fact taught within the school context, as a result of a permanent construction, in the interaction teacher-students. It is therefore our research interest to analyse the transformations which the object taught undergoes – the object as proposed in the course syllabus – within the classroom context (Schneuwly & Thévenaz-Christen, 2006). In actual fact, the text genres taught become school variations of the social genres of reference.

3. ONE FIELD OF RESEARCH – THREE SETS OF PROBLEMS

3.1. Axis 1 – Facilitation of the (textual revision) process of writing

The recognition of the complexity of the process of writing and of textual revision and the difficulty children have in undertaking substantial modifications in their texts leads to the emergence of research in Portugal which, from an educational perspective, occupies itself with the study of the intervention conditions susceptible to encouraging a greater and better ability of textual improvement in inexperienced writers. In fact, as we have already highlighted, textual revision is perceived, from the perspective of different theoretical models, as a process which directly affects the quality of the texts. Being able to identify discrepancies between the text produced and the desired text, and being able to recognize the problems which the text contains and correct them are the main procedures which the writer has to follow. In this set of procedures, many of them are problematic for inexperienced writers.

Hence, a special effort has been made to analyse the way in which certain teaching and learning devices and tools influence students' ability to rewrite texts and, in this way, improve them. The major concern therefore lies in giving students the opportunity to examine their written texts with the support that stimulates their meta-linguistic and meta-discursive awareness (Aleixo, 2005; Barbeiro, 2003; Pereira, 2008).

One of the dimensions which has become relevant in the work of textual revision is the cooperative and collaborative dimension. Within the school universe, within the group constituted by the class/form, this dimension can be activated as long as the teachers are careful to integrate it in their teaching/learning model and become aware of the different forms of taking that collaboration into their classrooms (Barbeiro, 2003; Barbeiro & Pereira, 2008, 2007).

In order to justify the contribution given by this dimension to the development of the ability to write, there lies the presupposition, highlighted by a number of researchers, that permanent and systematic dialogue about writings encourages, in the subjects, the emergence of a profound verbal and textual competence and, simultaneously, a greater awareness of the identity of a 'well written' text. Here we are confronted with the importance of observing the internal reconstruction of an external

operation and, as a result, with the importance of the execution of an action, to be, firstly, supported by more competent partners so that later on it may be carried out individually (Vygotsky, 2005).

In effect, as other authors have already argued (Barbeiro, 1999; Cassany, 1999), the role of interactions in the development of reflexive writing is essential, given that verbalization is a surplus value in the ability to detect problems related to poor writing in texts.

Along the lines of Vygotsky (2005) and the value ascribed to the social work between more experienced and less experienced members and the author's theory that the subject supersedes him/herself if helped by peers (*Zone of Proximal Development*), learning through interaction is then, theoretically, a good solution for the learning of writing in general, and for the learning of textual revision in particular – a presupposition therefore included in our research.

This process of assisted writing can be carried out through the organization of teaching/learning devices through which, in a very systematic and instrumental manner, students are given the possibility to confront the limitations of their own text. Consequently, there is the possibility of constructing, with help and as a result of interaction, alternatives to linguistic formulations, not only formally more correct, but also discursively more appropriate. One can easily infer that both these possibilities should contribute towards a growing awareness and knowledge concerning the ideal and prototypical ways of composing words and sentences in texts, hence contributing to the emergence of a permanent critical and questioning approach concerning the different parameters which are at stake when writing: Who am I writing for? For what purpose? Am I saying everything I want to say? Am I being clear about what I want to say? Am I producing the desired effect on the receiver?

Either way, we are faced with the possibility of learning to be able to question what is thrown into a 'first draft' and being able to create 'intermediate' texts before the decision of what is to constitute the final text. And it is the skill to outline this path, the awareness of the path which is being followed and appropriating the meaning of that path that leads subjects to learn how to manage the entire process: planning, replanning, erasing, reformulating, rewriting, changing, reviewing while writing (Barbeiro & Pereira, 2008).

After this brief explanation in which we emphasized the importance of collaboration and interaction in the construction of knowledge about writing, we present a synthesis of the strategies studied. This synthesis allows us to understand the importance of (some) facilitating mechanisms of the conditions in which tasks are carried out or of the subprocesses integrated in the writing process. All the studies we present are centred on the classroom context and aim at focusing attention on the revision of students' texts, either as a result of discussions with peers and teachers, or from the view point of heterogeneous dyads, or as the result of individual work, as a consequence of the reflection motivated by the mediation of different learning instruments (Carvalho, 1999).

We shall therefore focus on the analysis of the type of textual changes which children are able to undertake with the help of their peers and teacher, perceived as a more experienced writer, as well as the changes brought about by different practices of procedural facilitation: negotiation, systematization, collaboration. With these

definitions we aim to systematize the main procedures activated in the teaching/learning interventions, which is the object of research in the field of textual revision by children.

Studying each of these three procedures – *negotiation, systematization, collaboration* – implies i) the contrast between individual work and joint work or the contrast between beginner writing and writing after a systematic intervention; ii) the analysis of the development of the skill throughout a specific period of time; iii) the assessment of the quality of a final text resulting from individual texts; or, iv) the characterisation of the type of argumentative strategies adopted by students during the revision processes (Pereira & Barbeiro, in press).

The situation of negotiation occurs in reading texts out loud to the entire class and in the interactions produced by the group-class as a result of these reading activities. The integration, or not, of peer comments and suggestions into the final text is the student-author's choice.

The situation of systemization implies an active intervention of the teacher through the definition of different modules, focusing on the difficulties identified in the first construction of the student's first text. This intervention may centre more directly on the issues of macrostructural composition of the text or on more microstructural issues, with the development of teaching modules which privilege a certain linguistic and/or discursive category.

The situation of collaboration corresponds to organizing the students into pairs which carry out a joint revision/rewriting task based on the initial texts.

From a methodological perspective, the studies in this axis aim at evaluating specific teaching/learning interventions (negotiation, systematization and collaboration) of a more or less extensive nature on the quality of the texts. One of the most frequently tested practices is one which can be designated as a pre-text/test and post-text/test, with or without a control group. The analysis centres on some of the dimensions of the students' texts – extension, diversity of enunciating modes, organization of the text, punctuation, spelling, etc. – and on the interactions between students and between students and the teacher.

We took into greater account a study (Gomes, 2006) which aimed at analysing in what way the students, organized in pairs, carry out the joint rewriting task based on the initial texts, produced individually. The individual texts, according to what was proposed to the class, consisted in narrating an event experienced by the students entitled 'Our Carnival'. The analysis of the pre-texts allows us to identify problems which can be associated with common difficulties in the production of this text type: chronological disorder, lack of relevant information in order to understand the episode, oral traces and the lack of (or a deficient) introduction (Pereira & Azevedo, 2005).

The task of constructing a joint version, from the individual texts, brings about the contact with different possibilities of linguistic formulation and of contents, as well as the process of deciding which elements should remain in the joint version – incorporated through direct transcription or through joint reformulation. In this last case, the challenges are greater due to the need to shape sentences and paragraphs in order to incorporate elements from the two original texts, whether one of the original formulations is taken as the base, or whether there is an articulation between the

two, or, still, whether finding new formulations which integrate the initial stating points or which include elements resulting from the stage of joint collaboration.

The interaction developed during the moments of joint production and the work of linguistic reformulation with the objective of integrating contributions from both texts constitute aspects which become relevant within this strategy. We observed, in the case of some pairs, individual texts in which, despite the common ideas present in both texts, the students frequently choose to maintain the sentences of student 1's initial text (text 1). Therefore, there are isolated words, the same as the words in the text of student 2 (text 2), but the sentence structure, the organization in itself and level of informativity of text 1 are those which predominate, compared to text 2 which, sometimes, as of the beginning of the narration, presents traces of an explanatory text. In the joint text, despite the integration of some of the explanatory contribution of text 2, the explanation of each element is extremely reduced, and reveals a selection of original elements from text 2. In the interaction, the difference of perspectives between the two students emerges.

The texts produced by the pairs reflect gains for the students which result from the joint rewriting process. For one of the students, for example, the benefit is the result of being driven towards an important selection process, through the critical reading done by a colleague, and towards the confrontation with a different textual perspective. In the case of the other student, because he/she learns to read critically, the student is encouraged to know how to assess and judge peer work, learning to respect his/her peer in their differences and simultaneously enriching their own written work with the information in their colleague's work, as well as through the dialogue which was established in order to bring to light and solve various problems.

From the strategies presented, the student hopefully acquires mechanisms which reinforce his/her ability to decide and to reflect upon the task throughout the writing process. On the other hand, this does not mean that the final revision of the text is unimportant. Besides the surface corrections, the final revision should consolidate paths and solutions adopted or discover new paths when the evaluation of the written text points in that direction. Joint negotiation contributes towards a gradual definition of the revision task as a reasonably autonomous activity within the global process of writing which might safeguard a lot of its complexity and its recursive nature (Aleixo, 2005).

The collaborative environment created for joint rewriting of the texts promoted the discovery that the text can be the object of multiple reformulations (Gomes, 2006; Santana, 2007). Such a collaborative environment provided students with a space for discussion and exchanging of opinions and ideas, allowing them to share the cognitive burden which the complexity of the tasks inherent to revision and rewriting comprises.

The systemization by the teacher, incorporated in a teaching/learning device based on possible difficulties in the production of a certain text genre, facilitated the emergence of a representation of writing as rewriting (Ferreira, 2005; Pereira, 2007).

Despite the differences between them, the truth is that the devices underlying the studies mentioned allowed for the emergence of a reflexive relationship with writing, given the support towards negotiation, collaboration or systematization.

With regard to teaching, and by questioning the possibilities for such a relationship, we can highlight the need to create an environment in which writing is a continued practice and in which the reflection upon the process of writing is provoked, in a gradual approximation to purposes, interests and situations. For that reason, the activity of textual revision has to become autonomous from the activity of correction-classification – traditionally of the teacher's exclusive responsibility – and provide the student with the awareness of the gains to the revisited text and the possibility of mobilizing those gains in other, subsequent writing activities.

3.2. Axis 2 – The Subject and the Relationship with writing

As an emerging analysis axis, the recognition of the importance of the subject's relationship with writing has led to the development, firstly, of some pilot studies which, on the one hand, provide a better understanding of the area to be researched and, on the other, generate more consistent and operational working hypotheses. Hence, in this section, we aim to show some of our findings obtained from exploratory research which point towards the pertinence of considering the student's relationship with writing.

Concerning the teacher's connection to the act of writing, from interviews conducted with eighteen Second Stage Basic Education and Secondary Education teachers and based on a questionnaire handed out to 127 teachers from the same teaching levels, Pereira (2000) identified three different ideal-types of teachers: i) teachers that privilege essays as the archetype of verbal production are also those that rarely write and acknowledge writing uncertainty; ii) teachers that are concerned with textual production, including rewriting have a tendency for intimate writing and poetry in their personal lives; iii) predominance of an academic and perceptible text production in teachers who are accustomed to writing dissertations. These findings suggest that there is a clear connection between teachers' representations and their practices and point to the need to investigate and to work on teachers' representations as a way of inducing changes in their practices.

In the context of this research axis, we undertook an exploratory study concerning the relationship which students, in the final years of compulsory education, have with school and extra-school writing. The collection of data occurred in 2004 and 48 questionnaires were completed by students in three classes which were randomly chosen. We preferred a questionnaire with open questions in order to collect spontaneous anonymous answers from the students hence allowing us to become more familiar with our field of research.

In considering students' answers to the first question – *What do you think about writing? Is it an interesting activity? Why?* – we became aware of a positive and a negative attitude/position towards writing. We also encountered mixed statements which reveal a mixture of negative or positive attitudes towards writing. We provide some examples of these attitudes and Figure 1 illustrates the distribution of the answers according to the three positions towards writing.

Positive attitude: I think writing is a way to express ourselves and to stretch our imagination; I think it is motivating because it allows us to transmit and spread our ideas. (S 18)³

Negative attitude: Writing is something repulsive because it blots everything and it is a very tiring activity. I have never enjoyed writing and I never will. (S 48)

Mixed attitude: I think it is a little boring. But it helps us to improve our knowledge. It is also needed to write letters. (S 38)

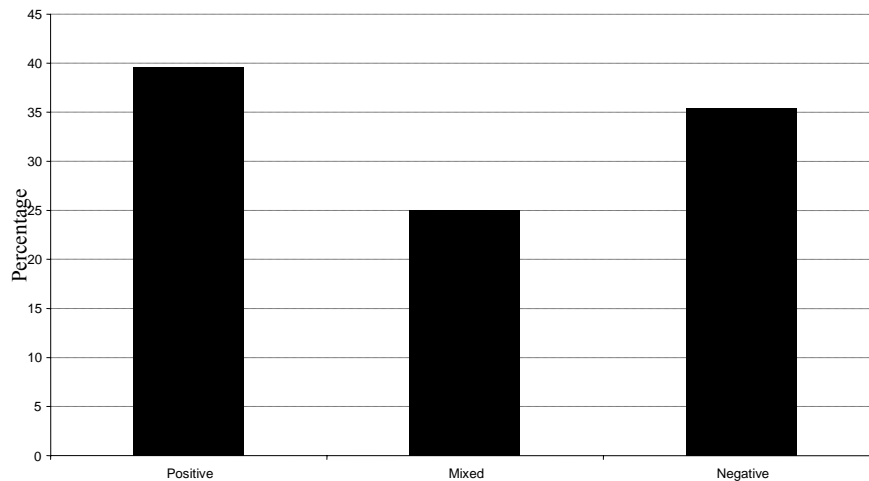


Figure 1. Positions towards writing (Percentage respondents).

The positive attitude or position is the one that gathers more “supporters”, and the answers collide with the ones considered negative – these are much less abundant and more redundant. In fact, in order to deepen the meaning and thoroughness of students’ discourses, we counted the “statements” and “reasons” used to justify their position and we arrived at the following conclusions: the subjects who have a positive attitude towards writing list 19 statements with different contents and clarify them, evoking 16 different justifications; however, those who have a negative attitude, despite listing 18 different writing attributes, only provide 7 distinct reasons. The subjects with a mixed position towards writing, as they seem to recognize favourable and unfavourable aspects, refer 14 different attributes; however, they limit their explanation of this duality to 4 reasons. Tables 1 and 2 provide examples both of the statements regarding writing (with the percentages for each of the answers) and of the reasons listed to justify those statements (also quantified in percentages).

³ ‘S’ means ‘subject’ and the number correspond to the number given to each student when handling data.

Table 1. Statements ordered according to position (Percentages in parentheses)

Positive	Negative	Mixed (examples)
Motivational (52.6%)	Non-motivational (33.3%)	I don't like writing, I only write when necessary (at school, letters).
Hobby (15.8%)	I don't like writing (22.2%)	Writing is good to develop our capacities, but not for me.
Interesting (10.5%)	I have never enjoyed writing and I never will (11.1%)	Writing is just a means of communication. I only write if necessary.
Highly important (5.3%)	Pretty annoying (5.6%)	
Way to express ourselves (5.3%)	Tiring (5.6%)	
I love writing regardless of the situation (5.3%)	Boring (5.6%)	
Way to free ourselves (5.3%)		
Form of reflection (5.3%)		

Table 2. Reasons: ordered by position

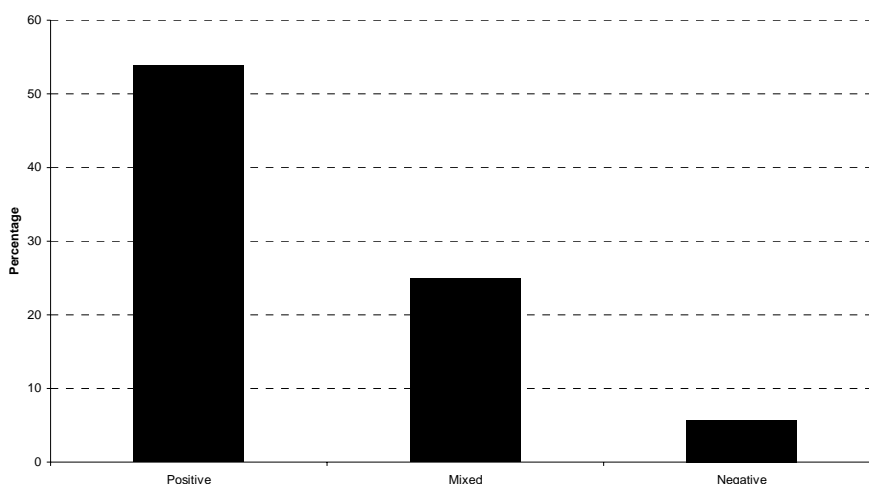
Positive position (examples)	Negative position (total percentage)	Mixed position (total percentage)
<i>Express feelings (12.5%)</i>	<i>Tiring (71.4%)</i>	<i>Moment to relax (25%)</i>
<i>Learn a lot with writing (6.3%)</i>	<i>It is hand tiring (28.6%)</i>	<i>Little patience (25%)</i>
<i>Express secrets, dreams and wishes (6.3%)</i>	<i>Boring (14.3%)</i>	<i>We can talk directly instead of writing (25%)</i>
<i>Writing when there's nothing else to do (6.3%)</i>	<i>Highly boring (14.3%)</i>	<i>A bit boring (25%)</i>
<i>Transmit and spread ideas (6.3%)</i>	<i>It is useless (14.3%)</i>	
<i>Success in developing ourselves (6.3%)</i>	<i>It blots everything (14.3%)</i>	

As we can infer from reading Tables 1 and 2, the only direct references to writing at school are associated to need, obligation and to a boring, dull and not very interesting activity, according to students' statements. We noticed, as did Barré-De Miniac

(2000), a clearly dual form of writing in the mixed content sentences where students clearly have in mind two opposite contexts of writing situations. Students with a positive position towards writing present a greater number of statements and reasons, and their sentences are more diversified. This confirms that the affective identification with writing stimulates a richer development of written answers, without the resistance and the redundancy that can mainly be found in the answers which show a negative position.

In order to unveil images on writing but in younger students (between the ages of 10 and 12), we handed out another questionnaire in a school randomly chosen in 2006. This questionnaire was designed taking into account the results mentioned above, which contributed towards the definition of categories for questions with closed answers, the preferred choice for a broader sample group. The students from the fifth and the sixth grades answered a total of 316 questionnaires. As far as students' position towards writing is concerned we arrived at the following conclusions:

Figure 2. Positioning in relation to writing (n = 316 students, 5th and 6th grades).



This question “What do you think about school writing?” merely refers to writing at school. Positive position students exist in greater number. The reasons which justify their positive position are related to an identity connection with writing, that is, we can consider their positive attitude to be based on “individual motives”. Other reasons are associated with school and extra-school activities, as we can see in the following examples (Table 3).

It is worth noting that students in the Second Stage of Basic Education enjoy writing and that, at the end of Secondary Education, students reveal clear conflicts concerning the activity of writing. It is important to bear in mind that all the explicit references to school were negative, in the case of the questionnaires completed by the students in Secondary Education. It appears that as students progress throughout compulsory education, they develop representations about writing that make them

react with repulsion, anger and dissatisfaction when faced with writing tasks. We might question if the teaching of writing is partially responsible for the (de)formation of certain representations regarding the process of written verbal production; and, that these representations, in general, might be an epistemological obstacle to the personal involvement in a meaningful learning experience of writing and hinder the ability to reflect upon the texts and of consequent autonomy in diverse writing situations.

Table 3. 5th and 6th grade students' statements about writing

Individual motives	School activities	School and extra-school activities
"It is creative, funny"	"Improves spelling"	"It is useful to learn"
"It is interesting"	"It is useful for assessments"	"It is useful to occupy our free time"
"It is fundamental"	"To improve hand-writing"	"To communicate"
"It is useful for the future"	"It keeps us from failing tests"	"It helps us to have ideas"
		"Because we can create stories"
		"It inspires us"

Taking again into account the statements from the questionnaire handed out to students in Secondary Education, some qualifying categories have emerged to characterize their relationship with writing and synthesise the main items that assure the subject's greater or lesser connection with writing (Tables 4 and 5).

Table 4. Relationship with writing revealed by Secondary Education students with positive position towards writing (Percentages)

Relationship	Percentage
Affective	12.5
Identity	29.2
Hobby	8.3
Practical	12.5

Table 5. Relationship with writing revealed by Secondary Education students with negative position towards writing

Relationship	Percentage
Indifferent	12.5
Repulsion	16.7
Repulsion/Aversion	6.3

Table 6. Relationship with writing revealed by Secondary Education students with mixed position towards writing (Percentages)

Relationship	Percentage
Affective	10.4
Inspiration, Work	2.1
Hobby	2.1
Practical	10.4

As the tables illustrate, positive and mixed position teenagers present some similarities, such as the predominance of affection and the practical convenience of writing (Tables 4 to 6). Positive position individuals are the ones who mostly associate writing practices to individual aspects, mainly the construction of their identity. Therefore, the planning underlying the teaching of writing cannot be done without un-chaining processes that call upon the construction of identity through written verbal production. This requires that the meaning of the writing activity is clear to the subjects, in this way stimulating their individual participation in the task. Only the learning contexts that evoke the *being* will be interiorized and lead to the creative emancipation of the student as an author and creator. Those who have the task of teaching writing cannot ignore the indifference, repulsion and even the reluctance demonstrated by students; the origins and causes of this problematic and conflicting relationship with this form of communication need to be understood so as to develop ways of helping them *reconcile* themselves with writing.

The conflicting relationship with school writing contrasts with an affective relationship with personal, extra-school and free writing. In effect, in the last question of the questionnaire handed out to Secondary Education students, which aimed at finding out if students wrote texts besides those proposed as school tasks and what types of texts were written, showed results that 71% of the students had extra-school writ-

ing habits, unlike the remaining 25% who answered negatively. Table 7 shows free writing practices as mentioned by students (although sometimes students referred to places and writing support devices instead of textual typologies).

*Table 7. Free writing practices of 48 students
(Secondary Education)*

Writing practices	Percentage
Poems	35
Letters	29
Diaries	17
Lyrics	10
Narrative texts	4
Lyric copies	2
Dedications	2
Games	2
Mobile Phone Messages (SMS)	2
At Sunday school	2
On the computer	2
On the mobile phone	2
On a sheet of paper	2
“Important” words	2
Pornography	2
Drama	2

We considered it relevant to establish a correlation between extra-school practices which each student stated to have and their attitude and relationship with writing previously characterized. In this way, for example, we realized that from the 35% of the teenagers who acknowledged writing poems outside school (see Table 7), 17% correspond to the students with a positive position in relation to writing; 6% of the poems are written by the students with a negative position, and 13% are written by students with mixed position. It was therefore possible to observe that the students who write the most – poems, in this case – are the teenagers who have acknowledged a more positive attitude towards writing; the same phenomenon was observed in other ‘texts’ – letters, lyrics, diaries and narrative texts – as illustrated in Table 8.

Table 8. Position towards writing of the subjects responsible for the writing practices identified (Percentages)

Writing practices	Positive	Negative	Mixed	Total
Poems	16,67	6,25	12,50	35,42
Letters	16,67	4,17	8,33	29,17
Diaries	14,58	0	2,08	16,67
Lyrics	8,33	0	2,08	10,42
Narratives	4,17	0	0	4,17

Therefore, ‘the greater writers’ are the ones who nourish an identity, an affective and practical relationship with writing and for whom writing is also a hobby. Although we might be surprised that a percentage of the texts are written by students with repulsion and reluctance towards writing, it also informs us and provides us with clues – although students barely write at school, they do it with considerable diversity, and for different purposes outside school. Hence, these results indicate that taking into account extra-school writing – currently in study (Cardoso & Pereira, 2007a, 2007b, 2008; Reuter, 2001) – can, surely, be a possible way of enriching the framework of the teaching/learning of Writing, since the existing school practices have proven to be insufficient to create autonomous writers. Besides that, the appropriation of the privileged written language at school cannot merely be done at the epistemic level, denying students’ identity, which is why it is important to become familiar with how a relationship with extra-school writing is built.

In order to deepen the analysis of the relationship with writing, we also conducted, during a period of four months, after the extensive analysis previously described, a case study with three teenagers. The main goal was to increase our understanding of the students’ relationship with writing in school and extra-school contexts, analysing their representations of writing in those divergent (convergent?) environments, in order to understand motivational and emotional factors which were influencing their writing.

We tested instruments which would provide us with more detailed facts about the individual’s relationship with writing that would assist us in obtaining explanations that would lead to the configuration of the subject’s relationship with writing and discussing the pedagogical contribution of the information gathered. Therefore, this study included an initial questionnaire, a specific support programme centred on the writing process, with two weekly sessions (students had difficulties in writing and this was influencing their school success) and two individual interviews with each of the participating teenagers (the former interview aimed at evaluating this ‘writing programme’).

The results obtained from the first interview are presented below. This interview had the purpose of recognizing and deepening each subject’s individual relationship

with writing – either at school or outside school. We used three dimensions that, according to Barré-De Miniac (2000), constitute the complex network of elements implicated in writing (Tables 9 to 11).

Table 9. Investment in writing

School	Extra-school
Maths and History – copy and dictation of notes and schemes; Portuguese – compositions, creative, narrative and literary writing; Writing for homework; Short frequency of specific (and totally achieved) writing activities in the classroom; Insufficient time to write in the classroom; Writing moments: tests and other means of evaluation/assessment (sheets of paper, questionnaires).	Letters; Diary; Lists; Copy of poems; Written virtual conversations; Ideas; Riddles, jokes and invented words; Copy of jokes; SMS.


Table 10. Opinions and attitudes related to Writing

School	Extra-School
Use of Writing – academic perspective – writing is useful to study, to solve exams and to write essays; Too many notes – physical tiredness – laziness, lack of will; Future use – to get a job; Repulsion – to write in a reluctant unwilling mood, asking to decrease the rhythm of dictation/note copying; Need to elaborate something carefully and to fulfil one's obligations; Socio-cultural superiority of those who know how to write; Writing allows communication - letters, Internet, mobile phone... Insecurity.	Relaxation; Will; Relief; Entertainment; Reminder; Communicate.

Table 11. Conceptions about writing and the learning of writing

School

To learn words;
 To improve handwriting;
 To consult a dictionary;
 To ask teachers the meaning of words;
 To read in order to have ideas to write;
 To read again in order to correct spelling mistakes and use punctuation correctly;

Micro-structural vision of Writing; 
 Writing: lonely work (teachers' intervention may be substituted by a dictionary) – students must prove that they can do it by themselves;
 Writing: transcription of ideas and pre-existing thoughts.

Even the students who do not like writing at school and who describe themselves as not being used to writing frequently outside school are in fact involved in frequent and varied 'free' writing tasks in extra-school contexts. This shows that a strong relationship between writing – in its occupational, communicational, relaxing, reflexive aspect (contributing to individual reflection) – and consolidation of the agent/pupil's identity.

At the same time, school writing is imbued with scholar and microstructural conceptions that misrepresent its meaning and demotivate students' mobilization in the writing activity. This observation was already evident in the results of the fifth and the sixth grade questionnaires, which revealed limited and inhibiting representations of the authentic writing process: the idea that it is the result of inspiration and the transcription of thoughts previously learned, or that it consists of good handwriting, without spelling mistakes, or the idea that writing depends on being imaginative and having ideas, without taking into account the possibility of the creation and the improvement of writing productions. These are some of the representations on writing and about the learning of writing that are traditionally conveyed to students at school. Thus, schools seem to influence these (misleading) representations of writing. However, schools should model a relationship with writing so as to encourage learning instead of creating obstacles. This should be done at the earliest possible stage in students' school life.

The studies mentioned above contributed to the shaping of a broader empirical project within the scope of a PhD project⁴. A questionnaire named 'Your Writing'

⁴ "Relationship with writing both in extra-school and school contexts – a study in compulsory Education", University of Aveiro, supervised by Luísa Álvares Pereira and financed by the

was structured for sixth and eighth grade students chosen randomly in the Portuguese district of Aveiro. We anticipated unveiling which school or extra-school writing practices were developed, the frequency with which they were practiced, and the nature of students' relationship with writing. This instrument is directed towards a quantitative analysis that will allow us to identify the percentage of students who write certain types of texts outside school. It also provides us with some correlations between variables such as: gender, school performance, socio-cultural background and progression/comparison from one school year to another. Qualitative methodologies were also contemplated, so as to gain a clearer understanding of the meaning subjects assign to their free writing.

Within the scope of this PhD project, we also planned and undertook a teaching/learning experience in a seventh grade class which we named "Writing Workshop". The objectives of the workshop were to become more familiar with the relationship each student has with writing, contributing to the improvement of the latter, to observe the dynamics of the (re)construction of the relationship with writing, and to discuss the teaching/learning pertinence of the knowledge concerning the relationship with writing and, within this relationship, of the contribution of extra-school writing, hence testing concrete modes of action. The research being carried out within this PhD combines quantitative and qualitative methods and an extensive and more intensive analysis likely to consolidate this analysis axis which focuses on the relationship of the subject with writing, highlighting the pertinence of this line of study and the need for this dimension to incorporate a teaching/learning module in the teaching/learning of Writing.

3.1.1 Axis 3 – Teaching practices and text genres

The study of common practices in the teaching of writing has caught the interest of several research studies due to the belief that important contributions will emerge from this greater understanding, hence allowing reconsideration and, eventually, the transformation of these practices (Schneuwly, 2000; Graça & Pereira, 2007, 2008). In fact, there are a growing number of studies based on methodologies which go into the classroom, with the intent of observing what is done, in other words, observing the teacher's actions when teaching writing. Besides this observation process, understanding the teacher's work also implies listening to the subjects, in the contexts of interviews, verbalizing the perspectives of their practices.

We shall focus on a PhD project⁵ in which we were interested in observing the teacher's work inside the classroom, before and after the introduction of a teaching/learning device directed towards the teaching of a specific text genre – the opinion text (Graça & Pereira, in press). The main objective of this study resides in the (possible) transforming action of this new teaching and learning instrument – the

Fundação para a Ciência e a Tecnologia (Foundation for Science and Technology), POCTI 2010 (Cardoso, 2009).

⁵ *PhD project under development since January 2005, at the University of Aveiro, supervised by Luísa Álvares Pereira and financed by the Fundação para a Ciência e a Tecnologia (Foundation for Science and Technology), POCTI 2010.*

teaching/learning sequence (DS) (Schneuwly & Dolz, 2004) – introduced by the researcher, not only concerning teaching practices, but also the object which is taught inside the classroom and its (re)construction in the interaction teacher-student. The essential objective of the DS consists in promoting the learning of a specific text genre by the students, and leading them to become conscious of their own processes of writing when placed in specific communication situations. The choice of the DS as an instrument to be distributed among teachers has to do with its potential facilitating virtues in the transformation of practices. In fact, we considered the hypothesis that the teachers' practices, in the first stage of our research, would be more or less traditional; then those practices would be questioned by the DS, given that the DS proposes, from our point of view, forms of action in agreement with the "new pedagogy of writing" proclaimed in official documents and still not very visible in the classrooms. In the DS handed out to the teachers, no time indications were provided.

The research device developed consists, broadly, in the non-participant observation and audiovisual recording of two teaching sequences centred on the writing of opinion texts: a sequence of lessons considered "spontaneous"/"common" and another instrumentalized sequence which included the teaching/learning device provided. An interview precedes and follows each of the teaching sequences. This study was carried out with six teachers and their sixth grade Portuguese Language students. The procedures concerning the collation of data are illustrated in Figure 3 below which we shall comment on next.

Our empirical research includes two relevant phases and an intermediate moment. In the first phase, each teacher teaches the object which is being studied – the opinion text – according to a lesson plan based on their personal choices. The teacher is therefore the decision maker concerning the extent of the activity and the materials to be used in the classroom. In the second phase, the teacher focuses on the same object but, this time, with a new teaching/learning instrument provided by the researcher: a teaching/learning sequence.

In the recording of the teaching sequences, our attention focused, essentially, on three elements: the teacher, the interaction with the class and the materials used. The semi-directed interviews, which aimed at clarifying each sequence before and after each of the two research moments, have different objectives. The objectives of the first interview (E1a – see previous image) were the following: i) characterize the teachers professionally; ii) become familiar with their usual teaching/learning practices concerning writing in general, and the writing of opinion texts in particular, and the main action procedures used if this genre was previously studied; iii) analyse the specific plan developed by the teacher for the teaching of writing, for the first phase of the study. With the first interview of the second phase (I2a), the aim was to identify teachers' reactions to the teaching/learning device proposed, which they would start working on for the activities to be developed in the second phase according to the appropriations and choices made by each teacher. The interviews at the end of each phase (I1b and I2b) had the same objective: encourage teachers to assess each stage of their work and to discuss their opinion about each one of the teaching sequences.

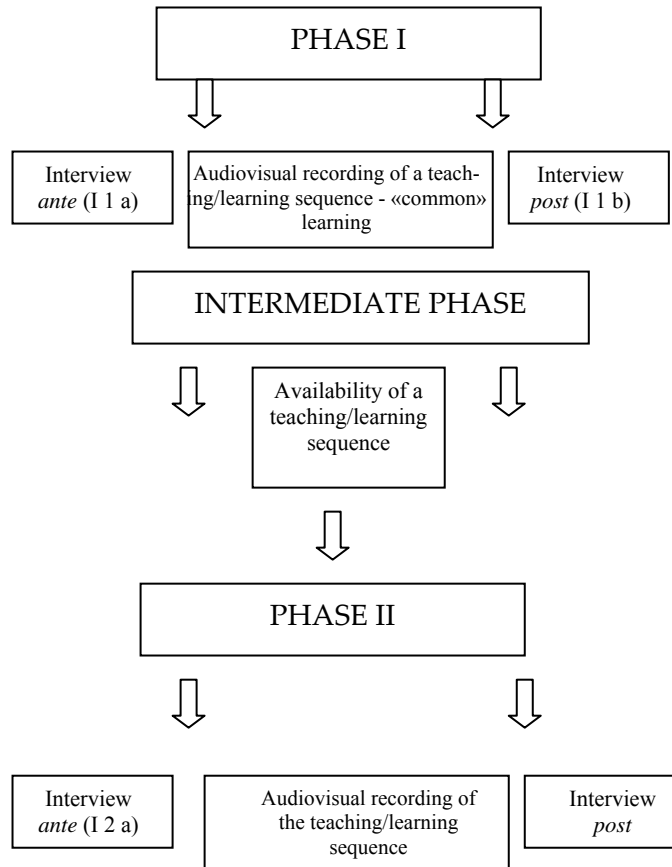


Figure 3 – Description of the empirical research

At the time we are writing this paper, data collected from this study is still being analyzed. Our analysis focuses on two points: i) the structure of each one of the teaching sequences and ii) some elements which allow us to become familiar with the object which is in fact taught in the classroom, during each of the two phases being studied. This study is done from a perspective of synoptic analysis, in which, on the one hand, we proceed to identify the global structure of the lessons and, on the other, to segment and analyze the specific moments which constitute each lesson (Schneuwly, Dolz, & Ronveaux, 2006). From the findings we have at this moment, it is already possible to present general tendencies.

Sequential organization of the lesson. The lessons were analyzed according to the sequence of their main activities. The first results showed some recurring teaching/learning procedures in teachers participating in the study.

In the first phase, all the lessons seem to be subordinated to the texts brought into class by the teacher, becoming the structural teaching element. The choice of the texts seems to be guided by two fundamental criteria: the possibility of furnishing students with ideas to write about and to motivate students for the activity of writing. The teachers' main concerns, which are at the centre of their planning and teaching, reside both in the comprehension of the texts presented and in the production of information which is to be integrated in the text which students will write. This activity essentially consists in reading and paraphrasing. Texts seem, therefore, to be a pretext: texts are read so that students may extract information which should be integrated in a future written text. After reading the texts, there is a moment dedicated to asking questions about the text, a conversation about the theme, and then the writing of a text. Some teachers invest exclusively in oral work; others combine oral debate with written registers, where relevant information is expected to be systematized. The writing of the texts is seen as the immediate textualization of thought and emerges as a natural consequence of the previous activities, in which the student appears to be responsible for the production of ideas and for their organization into sentences which might constitute a text.

In the second phase, the teacher starts by revealing the concern in presenting the writing project to the class, namely explaining the objective and the receiver of the text which is to be produced, hence providing more meaning to the tasks which shall follow. The texts chosen by the teacher now appear not only to be due to the content they convey, but also because they may function as a structural and linguistic model with regard to the text which students are expected to write. The opinion text, in fact, becomes the centre of lesson and is perceived a specific text genre within the structure of argumentation. In truth, most teachers dedicate a significant period to the analysis of the theme of daily argumentation and to the importance of the opinion text so as to contextualize and facilitate subsequent learning experiences. In the learning sequences of this phase, we observed more moments in which there was a collective systemization of contents and knowledge before beginning the new learning experiences so that the teacher guarantees that the entire class is keeping up. The work surrounding this text genre seems, therefore, to be organized into a recursive movement, in which new characteristics of the object being taught are focused on and continuously assessed from a formative perspective by means of questions and worksheets which allow students' performance to be supervised as the lesson progresses.

The objective (effectively) taught. The contents worked on in class are, in each of the two phases, very different. In the first phase, the content which needs to be mobilized is acknowledged as the main dimension around which all lessons revolve. The schematic structure is not present in some of the lessons and the lessons in which it does, this happens by means of an oral reference made by the teacher as a recommendation to students under the traditional formula of taking care to produce a text

with a “beginning, middle and end”. With regard to specific concepts relating to the opinion text, there is only a reference to the fact that the text should include an opinion and present a justification, without, however, a systematic approach to defining and understanding these notions.

In the second phase of our study, already exploring the DS, the difference in the ways in which the object taught is presented is quite significant. The content pertaining to the relevant concepts in argumentation takes on, at this stage, a relevant role, noting work on the definition and comprehension of the concepts – more precisely, the notion of opinion, argument and polemic issue. There is insistence on understanding argumentation, on the need to convince the other and the importance of communicative intentions. Textual planning is, at this stage, done by the students, with the teacher’s help, and is perceived as being a very relevant dimension around which the work previous to the production of the text is organised. There is also explicit work concerning units of textual organization allowing students to become more familiar with different forms of textualization, which diverge from those used by them more frequently. In this sequence, it is our understanding that there was a modification in the teachers’ perception of the teaching of writing. In fact, in the previous teaching sequence, the very few concrete indications about the textual production were so general that they could be applied to any genre. The information we have concerning this phase indicates that the teachers developed deeper knowledge on the way the text being studied works, as well as a perception that the learning of writing can be better directed if it has a textual genre as a structuring axis.

The changes brought about by the introduction of the teaching/learning device centred on a text genre give us sufficient reasons to continue to analyse the role of text genres as organizers of teaching/learning action. From the focus on the teaching supported by text genres there seems to result a precise orientation for the teacher, generating the need to also research the repercussions on the quality of the students’ texts and on their attitude when (re)writing. In this study, during which we centred ourselves on the teacher, it is clear that the text genres induced a different perception of teaching and the way of teaching in itself by facilitating the identification of the schematic structure of the text being studied, hence facilitating more systematic work.

The act of writing in itself seems to be measured according to other principles: the final task of writing depends on the knowledge of certain characteristics of the schematic structure of the genre in question and not only of information which is to be integrated into the text. If, during the first phase, particular attention was given to motivation and content production, this does not happen in phase two.

The differences in the representation of the opinion text are also significant. In the first phase, we seem to be in the presence of a representation of a less ‘authentic’ written composition, in which no particular communication situation is construed, unlike what happens in phase two, in which the idea of having to convince someone cannot be ignored (Graça & Pereira, in press). Clearly, it is important to continue and intensify the analysis of the data, in order to unveil, in a more refined manner, these transformations, as well as the representations which might have remained.

4. CONCLUSION

The analysis of the quality of the texts produced by students (structuring, coherence, cohesion, punctuation, spelling) has always been an important domain in the research of writing. However, from the point of view of the teaching/learning of writing and teacher training, it is important to understand the reasons underlying the production of students' texts, in other words, to know under what teaching conditions students improve their texts and develop the competence to reflect upon texts.

As a result, and consistent with other authors, we confirmed that collaboration, interaction and verbalization (joint reflection) induce the reformulation of the text, namely through operations of substitution, extension, dislocation, suppression and transformation of parts of the text. Further, we wanted to know if the reflection which presides over the textual reformulations is led by the teacher or if it is more student-centred. What our research seems to reveal is that, the greater the degree of verbalization (talking to write), the greater the students' ability to appreciate the texts. Analyses of the pre- and post-intervention data and of the students' interaction are propitious methodological options in the validation of these findings.

As we have highlighted, even if many of the ideal conditions for the pedagogical work concerning textual revision need to be studied, the truth is that some of the favourable conditions have already been identified, hence making it possible to develop the competence to evaluate the texts and propose alternatives. One of the evidences is that even when teaching takes place under those favourable conditions, many students continue to resist writing, which legitimates studies directed at understanding the meaning that students ascribe to writing.

Discovering that many students write outside of school contexts and find pleasure in writing constitutes, today, a starting point for studies concerned with identifying the way in which this knowledge may be put to use in the teaching/learning of Writing. In fact, although many students acknowledge difficulties in extra-school writing, these do not inhibit them from taking the risk of writing and finding meaning in such writing contexts. This might be explained by the way in which this writing is part of stating and constructing an identity.

Apparently, if at school there does not seem to be any pleasure associated to writing, only a significant degree of physical and psychological tiredness, this is due to the fact that students do not identify themselves with the type of activities which they are invited to participate in. It seems logical that this identitarian dimension be included in teaching devices, which does not mean allowing students to write about whatever they choose within a school context; quite on the contrary, it presupposes an attitude which ascribes value to what students are already able to do with language and, therefore, a pedagogical attitude in accepting their 'basic' writing. This 'basic' writing is, at first, acceptable at school, so that the student may be aware of and feel his/her author identity, a condition which seems to be essential for the student to become involved in the complex task of production and textual revision. On the other hand, if the teacher is not an assistant in this complex work, then the student may also end up losing the pleasure of authorship at school because he/she foresees an inability to fulfil school expectations. For this reason, and at a second moment, school should create conditions which allow the student to progress from

his/her condition of 'original' writer, providing working conditions which encourage him/her to improve multifunctional writing. In this sense, we might say that the epistemic and identitarian functions should coexist in the devices for the teaching of writing, contradicting the writing duality that data has evidenced.

In fact, what is worth stressing is that the relational dimension and attachment to children and young people's culture and language is not enough for them to establish an epistemic relationship with knowledge (and the knowledge of) writing. Only through pedagogical practices specifically derived from the field of writing knowledge will that epistemic relationship with the knowledge of writing arise, emerging with the awareness of the importance of that knowledge in order to survive in their school context and in certain social environments.

The teacher, as one can easily understand, has a fundamental role in accompanying the student, but should act according to a certain teaching/learning rationale which does not ignore the complexity of the writing process nor the student's relationship – as a subject of culture – with the written texts and the texts to be produced. On the other hand, recognizing the student not only as a knowledge subject, but also as an individual subject and social actor, leads to teaching situations which activate situations of socio-cultural experiences capable of generating knowledge concerning linguistic, textual and discursive mechanisms which should be mobilized to produce texts which cater to the most diverse situations and interlocutors. We believe that by anchoring writing in a communicative-textual competence this might unleash a greater involvement of the writing subject.

This means that the teacher has to design exercises which allow students to understand that not all texts are produced in the same way. Texts are the products of several constraints and, therefore, the teacher needs to consider and help in the resolution of the writing problems each genre generates. Hence the reason why writing competence is not unique in itself, but intrinsically related to the genre which is to be written. Text genres and the specificity of their language can, in this way, be the guidelines to curricula development in writing. This guidance and the structuring power of genres is sustained, on the one hand, by the teaching/learning attitude of adopting a genealogical matrix in which the text to be produced is necessarily anchored and, secondly, in an attitude of adapting that referential according to the factors which constrain writing and impact on the outcome of what is written.

The scheme presented below illustrates, in a teaching/learning module of research to action and from action to research, the considerations resulting from our findings and which are the outcomes of the studies carried out/being carried out, within the scope of the three research axes considered in this paper. Our purpose is, therefore, to illustrate a desired interaction in an integrating teaching/learning module (Figure 4), in which the identitarian and epistemic function of writing coexist throughout the curriculum.

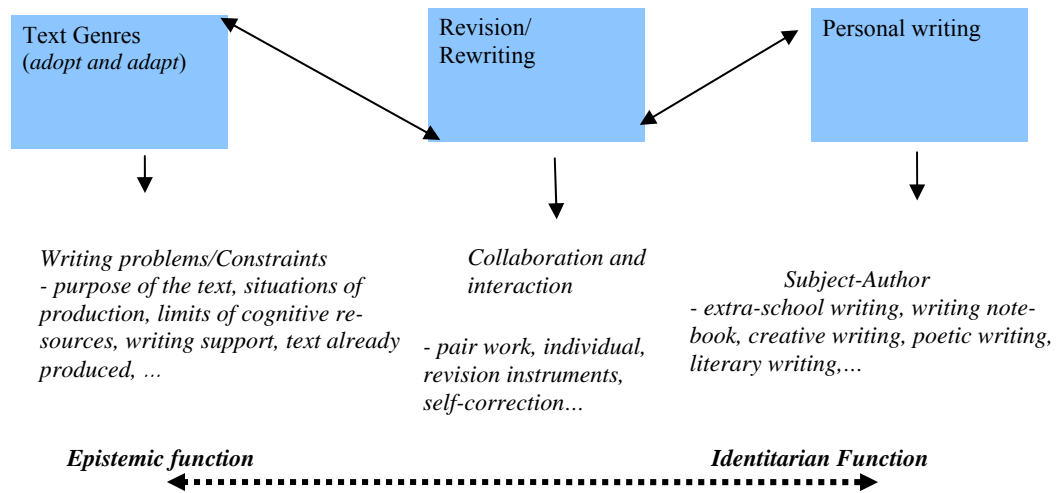


Figure 4. Integrating teaching/learning module

It is of our future interest to validate this teaching/learning module in articulation with the teacher's action, foreseeing studies which result from the three axes individually or in interaction. We therefore intend to produce information concerning:

- 1) the teacher's action with different text genres and the effects on the actions and on the quality of students' writing (relationship between teaching and development). The synoptic (Scheunwly, Dolz and Ronveaux, 2006) analysis of the teacher's actions and interactions in writing classes presents itself as a relevant methodological process for this type of research;
- 2) different conditions and methods of textual revision by children and young people. The comparative analysis of the pre-texts and post-texts, considering Bronckart's (1996) textual architecture as a reference, as well as the reflections carried out by the students during those two moments, present themselves as appropriate methodological processes;
- 3) the effects of motivation – translated through different means, such as poetic and creative writing, integration of extra-school texts – in school devices. The analysis of students' free texts guided by different criteria and the analysis of the students' discourses during different moments of working with writing (comprehension interview) seem pertinent from our view point, according to our findings.

From our position, further and more systematic studies which establish connections between the teaching/learning system which the teachers adopt and the effects produced on the students – on attitudes and knowledge – are considered pertinent. This knowledge is the result of deep consideration concerning the best way to train L1 teachers in the teaching of writing. The information from our research presented

here, by revealing the complexity of the composition process and learning of writing, contribute, precisely, to define more productive formative modalities. After all, the training of teachers is also a dimension of interest to the teaching/learning of Writing and is essential to unleash a true transformation in the teaching and learning practices which focus of text production.

ACKNOWLEDGEMENTS

We would like to thank Patrícia Silva, Paula Bastos, Denise Branco and Ana Luísa Oliveira for the translation and revision of this paper.

REFERENCES

- AAVV (2006). Pratiques. La Littératie autour de Jack Goody n° 131-132 [Practices: literacy from the perspective of Jack Goody]. CRESEF.
- Aleixo, C. A. (2005). *A vez e a voz da escrita* [Writing: its turn; its voice]. Lisboa: Ministério da Educação. Direcção-Geral de Inovação e de Desenvolvimento Curricular.
- Allal, L., Chanquoy, L. & Largy P. (Eds.) (2004). *Revision: cognitive and instructional processes*. Boston, MA: Kluwer.
- Amor, E. (2004). Littera: escrita, reescrita, avaliação. Um projecto integrado de ensino e aprendizagem do português para a construção de uma alternativa viável. [Littera: writing, rewriting, assessment. An integrated project for the construction of a viable path to the teaching and learning of the Portuguese Language]. Lisboa: Fundação Calouste Gulbenkian.
- Barbeiro, L. F. & Pereira, L. A. (2008). As dimensões do processo e do contexto no ensino da escrita [The dimensions of process and context in the teaching of writing]. *Intercompreensão*, 14, 111-127.
- Barbeiro, L. F. & Pereira, L. A. (2007). *Pnep.⁶ O ensino da escrita. A dimensão textual*. [Pnep. The teaching of writing. The textual dimension]. Lisboa: ME – DGIDC.
- Barbeiro, L. F. (2003). *Escrita: construir a aprendizagem*. [Writing: constructing learning]. Braga: Universidade do Minho.
- Barbeiro, L. (1999). *Os alunos e a expressão escrita. Consciência metalinguística e expressão escrita*. [Students and writing. Metalinguistic awareness and writing]. Lisboa: Fundação Calouste Gulbenkian. Serviço de Educação.
- Barré-De Miniac, C. (2000). *Le rapport à l'écriture: aspects théoriques et didactiques*. [Relationship with Writing: theoretical and teaching/learning aspects]. Villeneuve d'Ascq (Nord): Presses Universitaires du Septentrion.
- Barré-De Miniac, C. (1995). Note de synthèse. La didactique de l'écriture: nouveaux éclairages pluridisciplinaires et état de la recherche [Summary. The teaching/learning of Writing: new pluridisciplinary contributions and state of the art]. *Revue Française de Pédagogie*, 113, 93-133.
- Bazerman, C. (Ed.). (2007). *Handbook of Research on Writing: History, Society, School, Individual, Text*. Erlbaum: Routledge.
- Bazerman, C. (2006). *Escrita, Género e Interação Social* (Organizadoras: Ângela Paiva Dionísio e Judith Chambliss Hoffnagel). [Writing, Genre and Social Interaction]. São Paulo: Cortez.
- Bereiter, C. & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale (NJ): Lawrence Erlbaum Associates.
- Boscolo, P. & Ascorti, K. (2004). Effects of collaborative revision on children's ability to write understandable narrative texts. In L. Allal, L. Chanquoy, & P. Largy (Eds.), *Revision: Cognitive and instructional processes* (pp. 157–170). Boston, MA: Kluwer.
- Bronckart, J-P. (1996). *Activité langagière, textes et discours. Pour un interactionisme socio-discursif* [Language Activity, texts and discourses. Towards socio-discursive interactionism]. Paris: Delachaux et Niestlé.

⁶The National Teaching Plan of Portuguese.

- Camps, A. (2003). O ensino e a aprendizagem da composição escrita. [The teaching and learning of written compositions]. In C. Lomas (Ed.), *O Valor das Palavras* (pp. 201-222). Porto: Edições Asa.
- Cardoso, I. (2009). *A relação com a escrita extra-escolar e escolar. Um estudo no Ensino Básico*. Tese de Doutoramento [Relationship with writing both in extra-school and school contexts – a study in compulsory Education. PHD thesis], Universidade de Aveiro, Aveiro.
- Cardoso, I. & Pereira, L. A. (2008). A escrita livre dos alunos: que interesse para o Professor de Português? [Students' free writing: contributions for the Portuguese Teacher]. In I. Cardoso, E. Martins & Z. Paiva (Eds.), *Actas do Colóquio "Da Investigação à Prática: Interações e Debates"*. Aveiro: Departamento de Didáctica e Tecnologia Educativa, Universidade de Aveiro.
- Cardoso, I. & Pereira, L. A. (2007a). Moi, l'écriture et les autres: apports d'un dispositif didactique conçu par et pour l'approfondissement du rapport du Sujet à l'écriture [Me, writing and the others: Contributions of a teaching/learning tool based on greater knowledge of the Subject's relationship with Writing] [Electronic Version]. *Colloque AIRDF (Association internationale pour la recherche en didactique du français) - Didactique du français : le socioculturel en question*, Retrieved September 27, 2007 from <http://evenements.univ-lille3.fr/recherche/airdf-2007/PDF/Cardoso%20A8.pdf>.
- Cardoso, I. & Pereira, L. A. (2007b). O Aluno – Sujeito, a escola e a escrita. O Eu – Jovem e o Outro – Aluno. [The student - subject, school and writing. The Self – Young person and the Other – Student]. In R. Bizarro (Ed.), *Eu e o Outro – Estudos Multidisciplinares sobre Identidade(s), Diversidade(s) e Práticas Interculturais* (pp. 174-187). Porto: Areal Editores.
- Carvalho, J. A. B. (1999). *O Ensino da Escrita – da teoria às práticas pedagógicas* [The teaching of writing – from theory to pedagogical practices]. Braga: C.E.E.P. - Universidade do Minho.
- Cassany, D. (1999). *Construir la escritura* [Building Writing]. Barcelona: Paidós.
- Chabanne, J.-C & Bucheton, D. (2002). *Écrire pour penser, apprendre et se construire de l'école au collège* [Writing to think, learn and grow in Basic Education]. Versailles: CRDP, Delagrave.
- Chanquoy, L. (2001). How to make it easier for children to revise their writing: A study of text revision from 3rd to 5th grades. *British Journal of Educational Psychology*, 71, 15-41.
- Charlot, B. (1997). *Du rapport au savoir : Eléments pour une théorie*. [Relationship with knowledge. Theoretical elements]. Paris: Anthropos.
- Chenoweth, N. A. & Hayes, J. R. (2001). Fluency in Writing. Generating text in L1 and L2. *Written Communication*, 18(1), 80-98.
- Davis, J. & Hill, S. (2003). *The No-Nonsense Guide to Teaching Writing. Strategies, structures, and solutions*. Portsmouth, NH: Heinemann.
- Fabre – Cols, C. (2002). *Réécrire à l'école et au collège* [Rewriting in Basic Education]. Paris: ESF.
- Ferreira, P. C. (2005). *A Reformulação do Texto: autocorreção, correção orientada e replanejamento*. [Text reformation: self-correction, guided correction and replanning]. Porto: Edições Asa.
- Flower, L. & Hayes, J. R. (1980). The Dynamics of Composing: Making Plans and Juggling Constraints. In L. W. Gregg and R. Steinberg (eds.), *Cognitive Processes in Writing*. (pp. 31-50). Erlbaum, Hillsdale, NJ.
- Gomes, H. S. (2006). *A reescrita colaborativa e os seus reflexos na escrita individual*. [Collaborative rewriting and its reflexion upon individual writing]. Universidade de Aveiro, Aveiro.
- Goody, J. (1988). *The logic of writing and the organization of society*. Cambridge: Cambridge University Press.
- Goody, J. (1979). *La raison graphique. La domestication de la pensée sauvage* [Graphic Reasoning. Training wild thought]. Paris: Minuit.
- Grabe, W. & Kaplan, R. (1997). *Theory and Practice of Writing*. London e New York: Longman.
- Graça, L. & Pereira, L. A. (Forthcoming). « Le rôle des outils didactiques dans la construction de l'objet enseigné: le point de vue des enseignants et analyse de la pratique enseignante dans le cas d'une séquence didactique du texte d'opinion. ». [The role of teaching tools in the construction of the taught object: the point of view of teachers and analysis of teaching practices in a teaching/learning sequence of the opinion text]. *Travail et Formation en Education*.
- Graça, L. & Pereira, L. A. (2008). Como ensinar os alunos a escrever? Do que o professor de português já faz ao que pode vir a fazer. [How to teach writing to students? From what the teacher already does to what could be done]. In I. Cardoso, E. Martins & Z. Paiva (Eds.), *Actas do Colóquio "Da Investigação à Prática: Interações e Debates"*. Aveiro: Departamento de Didáctica e Tecnologia Educativa, Universidade de Aveiro.

- Graça, L. & Pereira, L. A. (2007). O trabalho do professor com o ensino da escrita do texto de opinião. [The teacher's work with the teaching of opinion texts]. In 2.º Congresso sobre Aquisição da Língua. Guarda: Escola Superior de Educação da Guarda.
- Hayes, J. R. (2008). A Framework for Studying Writing Development. Oral communication. Santa Barbara: Writing Research Across Borders, 22-24 February 2008.
- Hayes, J. R. (1996). A new framework for understanding cognition and affection in writing. In Levy, C. M. & Ransdell, S. (Eds.), *The science of writing theories, methods, individual differences, and applications*. Mahwah (NJ): Lawrence Erlbaum Associates.
- Hayes, J. R. & Flower, L. (1980). Identifying the organization of writing processes. In W. Gregg, e Steinberg, E. (Ed.), *Cognitive processes in writing*. Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers.
- Lahire, B. (2008). *La raison scolaire. École et pratiques d'écriture, entre savoir et pouvoir* [School Reasoning. School and writing practices, between knowledge and power]. Rennes: Presses Universitaires de Rennes.
- M. E. (2001). *Currículo Nacional do Ensino Básico – Competências Essenciais*. [National Curriculum for First Stages of Basic Education - Essential abilities]. Lisboa: ME-DEB.
- Penloup, M.-C. (Ed.). (2008). *Les connaissances ignorées. Approche pluridisciplinaire de ce que savent les élèves* [Undiscovered knowledge. A pluridisciplinary approach to what students already know]. Paris: INRP.
- Penloup, M.-C. (1999). *L'écriture extrascolaire des collégiens: des constats aux perspectives didactiques* [Teenagers' extra-school writing: Statements and teaching/learning perspectives]. Paris: ESF.
- Pereira, L. A. (2008). *Escrever com as crianças. Como fazer bons leitores e escritores. Para crianças dos 0 aos 12 anos*. [Writing with children. How to make good readers and writers. For children from 0 to 12.]. Porto: Porto Editora.
- Pereira, L. A., & Barbeiro, L. F. (Forthcoming). A revisão textual acompanhada como estratégia de ensino da produção escrita [Supervised textual revision as a teaching strategy in the teaching of writing]. In A. Spinillo (Ed.), *A revisão textual por crianças*. Pernambuco: Universidade Federal de Pernambuco.
- Pereira, L. & Azevedo, F. (2005). *Como abordar... a produção de textos escritos*. [How to approach... the process of writing texts]. Porto: Areal Editores.
- Pereira, M. L. A. (2000). *Escrever em português: didáticas e práticas*. [Writing in Portuguese: teaching/learning and practices]. Porto: Edições Asa.
- Pereira, S. C. F. (2007). *Efeitos da sequência didática em textos escritos no 1º Ciclo do Ensino Básico – O Relato*. [The effects of the teaching/learning sequence on written texts in Primary School – The Report]. Universidade de Aveiro, Aveiro.
- Reuter, Y. (2001). La «prise en compte» des pratiques extrascolaires de lecture et d'écriture: problèmes et enjeux. [Taking into consideration extra-school reading and writing practices: problems and practices]. *Repères. Pratiques extrascolaires de lecture et écriture des élèves*, 23].
- Rijlaarsdam, G., Bergh, H. v. d. & Couzijn, M. (Eds.). (2004). *Effective Learning and Teaching of Writing. A Handbook of Writing in Education*. Amsterdam: Amsterdam University Press.
- Rijlaarsdam, G., Bergh, H., & Couzijn, M. (1996). *Theories, Models and Methodology in Writing Research*. Amsterdam: Amsterdam University Press.
- Santana, I. (2007). *A Aprendizagem da Escrita. Estudo sobre a revisão cooperada de texto*. [The learning of writing. A study case on the cooperative revision of texts]. Porto: Porto Editora.
- Schneuwly, B., Dolz, J. & Ronveaux, C. (2006). Le synopsis un outil pour analyser les objets enseignés [The synopsis : a tool to analyse taught objects]. In M.J. Perrin & Y. Reuter (Ed.), *Les méthodes de recherche en didactique*. Villeneuve d'Ascq: Presses Universitaires du Septentrion.
- Schneuwly, B. & Thévenaz-Christen, T. (2006). *Analyses des objets enseignés. Le cas du français*: [Analysis of the taught objects. The case of French]. De boeck université.
- Schneuwly, B. & Dolz, J. (eds.) (2004). *Gêneros orais e escritos na escola* (R. Rojo & G. Cordeiro, Trans.). [Oral and written genres at school]. Campinas: Editora Mercado de Letras.
- Schneuwly, B. (2000). Les outils de l'enseignant: un essai didactique. [The teacher's tools: a teaching/learning essay], *Repères*, 22, 19-38.
- Schneuwly, B. (1998). Genres et types de discours : considérations psychologiques et ontogénétiques. [Genres and types of discourses: psychological and ontogenetic considerations]. In Y. Reuter, *Les interactions lecture-écriture. Actes du colloque Théodile-Crel* (pp. 155-173). Paris: Peter Lang.

- Swope, S. (2006). *Eu sou um lápis: um professor, os seus alunos e o seu mundo de histórias* [I am a pencil: the teacher, students and their universe of stories]. (Tradução de Lucília Filipe). Lisboa: Sinais de fogo.
- Vygotsky, L. S. (2005). *Pensamento e linguagem*. [Thought and language]. (J. L. Camargo & J. C. Neto, Trans. 3ª ed.). São Paulo: Martins Fontes.