# ACADEMIC LITERACIES, INTERNET AND MUNDIALIZATION IN THE INTERNATIONALIZATION PROCESS OF BRAZILIAN RESEARCH

In Brazil and on the international scene, particularly over the last three decades, significant investments have been made in research fronts related to reading and writing practices in universities. In this context, a strong tendency towards investigating academic genre writing has been developing, due to the knowledge construction process involved, as well as to the structural, lexical and enunciative characteristics which mark this kind of writing. Among others, this tendency is shown in research work by Kleiman (1995, 2001), Matencio (2002), Assis & Mata (2005), Motta-Roth (2007), Silva (2010), Komesu & Gambarato (2013). Even though the above-mentioned set of studies cannot be said to share one single epistemological paradigm for writing, all of them display a concern about academic education, regarding academic text reading and writing by students; as such, they show the intention to create an impact on this process.

One of the theoretical backbones of research dealing with writing practices, whether in a university or school context, lies in the socio-anthropologic tradition of literacy studies (STREET, 1984, 2003; LEA; STREET, 2006), whose impact in Brazil is quite significant if considering the dialogs maintained with that tradition (in that respect, we mention pieces of work by KLEIMAN, 2003; KLEIMAN; MATENCIO, 2005; CORRÊA, 2011; KOMESU; GAMBARATO; TENANI, 2015; KLEIMAN; ASSIS, 2016, among others). From this point of view, an instrumental view of uses of writing is refused, which implies in viewing literacy practices as activities with a transforming impact on subjects who engage in them (GEE, 1996; BARTLETT; HOLLAND, 2002).

At the core of this literacy concept, both the social and cognitive function of language, in their forms of discursive manifestation, and the subject's actions (an agent immersed in social relations) with (and in) language, bridged by writing, are taken into account. Therefore, productive dialogs can be established (as several studies in this field have already suggested) with the views of Vigotski (2001) and Volochínov (1990), since the referred literacy perspective assumes language, representing a social practice, to be an intersubjective (thus social and interactional) activity that is internalized and turns into an intrasubjective activity. In other words, as Barton & Hamilton (2004, p. 109) underline, "literacy is essentially social, and it is located in the interaction between people".

From this perspective, the emphasis on the dialogic character of the socialization process undergone at university or basic education prevents literacy from being considered a set of knowledge to be acquired or assimilated. In that sense, Barton & Hamilton (2004), mentioning Jay Lemke (1995), evoke the methodological order for studying language proposed by Volochínov, in order to argue that the starting point for studying literacy practices "should be the 'social event of verbal interaction', rather than the formal linguistic properties of the analyzed texts" (BARTON; HAMILTON, 2004, p. 114).

Investigating these interaction events, or literacy events, allows the researcher to observe regularities or patterns in them, which must be interpreted in view of the institutional and cultural contexts in which they occur. In order to perceive these patterns, knowledge about the multiple dimensions involved in literacy events is required: the social nature of the situation (family, school, profession, religion, arts etc.), the nature of the mobilized discourse genres, including the set of values, beliefs and discourses about writing, as well as attitudes and social constructions of the participants involved in the concerned writing situations (VIANNA *et al.*, 2015).

As such, these are factors that transcend the level of the physical dimension or immediate situation of interaction, taking into account the social and enunciative positions created therein, to include and consider the aspects of coercions constructed and nurtured by the social spheres of human activities, which requires associating the interaction event to social practices.

Considering the approach defined for this edition of the journal *Revista do Gel –* **Academic Literacies, Internet and Mundialization** –, two important aspects should be included in this discussion, which we assume to be interwoven. Namely, they are: the role of the internet (i) in literacy practices and research about these practices (ii) along with the internationalization process of Brazilian research.

Many changes followed the emergence and development of the internet as to the ways of reading, writing, studying, learning in interaction with others in formal or informal contexts, which has been drawing the attention of researchers and speeding up the development of studies about this reality (LANKSHEAR; KNOBEL, 2011; GOURLAY; HAMILTON; LEA, 2014). In this panorama of literacy in the contemporary scene (KLEIMAN, 2014), Brazilian research stands out for investigations of technology-mediated studying and learning environments, in so-called classroom, blended or distance learning (COLLINS; FERREIRA, 2004; TELLES, 2009; GOMES, 2011; ARAÚJO; ARAUJO, 2013; BRAGA, 2013; BUZATO *et al.*, 2013; ROJO, 2013; KOMESU; TENANI, 2015; PAIVA, 2015; ROJO; BARBOSA, 2015; ARAÚJO; LEFFA, 2016; COSCARELLI, 2016; RIBEIRO, 2016), which highlight attempts

and actions of school and university institutions to seize the dynamics in/of language "crossed" by digital technologies, considering the possibility of granting greater autonomy to the subjects (CASSANY; CASTELLÀ, 2010; BAILLY, 2010).

Concerning precisely the field of Brazilian science, undoubtedly it also has been experiencing, since the 90s and more remarkably since the 2000s, some great changes resulting from the possibility to connect and simultaneously record and compute this connection through bibliometric resources. In other words, on one hand, we have expanded ways of access and interaction introduced by the Internet and, simultaneously, as an outcome of the resources applied by means of it (as well as the political and economical forces arising from it and, at the same time, driving it) a set of regulations and other control devices meant to validate the so-called "scientific quality". This scenario has accounted for discussions arising from different areas of knowledge (THOMAZ; ASSAD; MOREIRA, 2011; ARAÚJO; SARDINHA, 2011, among others), a debate that lately has also included voices (not always in one sole chorus) about the centrality of the English language in the scientific field, evidently a discussion which is not restricted to the Brazilian context (HAMEL, 2013; BORDINI; GIMENEZ, 2014; CURRY; LILLIS, 2016, for instance).

This reflection could yet reach further levels if, beyond the use of quotation indexes as "validation" indexes of "scientific quality", we add the idea of "circulation" in science to the discussion, in terms of Raj (2015), by means of which the view of idea dissemination and transmission is opposed and priority is given to encounters, negotiation and transformation. Put differently, circulation, as approached by the author, is directly related to the idea of transformation, exchange, as opposed to the idea of mere reproduction: "by circulation we understand not the 'dissemination,' 'transmission,' or 'communication' of ideas, but the processes of encounter, power and resistance, negotiation, and reconfiguration that occur in cross-cultural interaction" (RAJ, 2015, p. 170).

In our view, the context which we have briefly described reinforces the need to invest in a multidisciplinary debate about contemporary challenges in the process of knowledge internationalization, which are directly related to matters of production and distribution/circulation of academic/scientific discourses and texts, driven by (new) discursive practices brought along by the Internet and the mundialization process. This is our aim with this thematic edition of the journal *Revista do Gel*.

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## Introduction to the Dossier

*Academic Literacy, Internet and Mundialization*, a thematic edition of the journal *Revista do Gel*, is organized in three sections: (i) critical analysis of scientific writing models enacted by internationalization policies; (ii) social academic literacy practices and related objects in different teaching levels (iii) (new) didactic/pedagogic approaches aiming at enhancing autonomy in the learning process of academic writing in languages, as opposed to classical education approaches, for which researchers of Brazilian (UEM, UFMG, UFSCar, UNESP, UNICAMP, UNIR) as well as international universities (Université de Chlef, Argelia) have collaborated.

In the first section, related to critical analysis of scientific writing models enacted by internationalization policies, Luciana Salazar Salgado and Letícia Moreira Clares, in the paper called "Mediação editorial em artigos científicos: um estudo de injunções e apagamentos nas Humanidades", propose an investigation, from a medialogic perspective, based on studies by Régis Debray, about the "mediation between subjects and objects, more precisely, the editor's mediation which co-relates, according to the current terminology, *researchers* and *products*, which form the editorial object *scientific paper*". The authors intend to reflect on the means of editing papers in the area of humanities, considering current assessment metrics, rules and categories in internationalization policies. In "Metapragmáticas da 'redação' científica de 'alto impacto'", Inês Signorini discusses processes of ideologic and socio-semiotic nature that support metadiscourses about scientific writing, in public institutions of the state of São Paulo, Brazil, committed to research internationalization, taking into account mainly ranking parameters of international organizations.

In the second section, "Social academic literacy practices and related objects in different teaching levels", Raquel Salek Fiad, in "Pesquisa e ensino de escrita: letramento acadêmico e etnografia", presents inputs from ethnographic research as a theory, as a foundation for doing academic research and teaching academic writing. She confronts this perspective and the tradition of doing research and teaching writing in the Brazilian context, which are based on text and discourse theories, showing benefits and limits of ethnography in language analysis. Wahiba Benaboura, in "Lecture-écriture du discours scientifique pédagogique en Français Langue Etrangère: savoirs et savoir-faire mis en jeu", proposes a reflection on obstacles found in scientific discourse comprehension and production in a university context, considering particularly the activity of teaching French reading as a foreign language to university students of a Biology course at an

Algerian university. In "Instâncias de nominalizações e a densidade lexical do texto acadêmico: algumas implicações para o ensino", Ana Larissa Adorno Marciotto Oliveira and Giovana Perini-Loureiro, based on assumptions of Systemic Functional Linguistics, aim, on one hand, to discuss data about the presence of so-called "ideational grammatical metaphors", containing nominalizations, in academic texts written in English. On the other hand, their objective is to present and suggest classroom activities promoting greater linguistic awareness of the student about the usage of grammatically metaphorized forms in academic texts.

In the third and last section organizing this thematic edition "(New) didactic/ pedagogic approaches aiming at enhancing autonomy in the learning process of academic writing in languages, as opposed to classical education approaches", we present three papers. In "Abordagem Orientada por Dados: desafios e aplicações no ensino de LE", Jean Michel Pimentel Rocha, based on assumptions of Corpus Linguistics, sets out to discuss the main challenges of applying *corpora* to the didactic/pedagogic practices of foreign language teaching, particularly in the production of abstracts, taking into account the Data-Driven Learning Approach, centered on the learner, who, facilitated by the teacher, tries to understand the language's way of functioning, perceiving these dynamics in a *corpus*. In "Teaching English for Agriculture through Proverbs in L1 and L2", Vivina Almeida Carreira and Odete Burgeile discuss the role of translation and of the native language in the process of teaching and learning English for specific purposes, considering, in particular, how sayings are studied and translated in English teaching and learning activities for agriculture. Distinguishing linguistic and cultural competence, linguistic and idiomatic meaning, literal and figurative language, written and spoken modality in vocabulary learning, the authors highlight this study's application potential. In "Práticas de letramento, TIC e autonomia em contexto universitário", Cristiane Carneiro Capristano, Tatiane Henrique Sousa Machado, Mônica Cristina Metz assess the relationship between Information and Communication Technology (ICT) and academic literacy practices of two universities in the state of Paraná, Brazil, with the purpose of reflecting on the effect of ICT usage on the student's autonomy. Based on a questionnaire applied, the authors analyze, from a quantitative and qualitative point of view, differences in perception/interpretation of ICT usage among those who used technologies by their own initiative or upon teachers' suggestions. Based on Paulo Freire's view of autonomy, the authors seek to critically discuss the idea of autonomy that derives from ICT usage by university students, understanding that certain literacy practices, which leverage technologies considered sufficient for knowledge building, must be questioned.

This thematic number is also the result of a wider effort of the organizers of this edition in the seminar *Escola de Altos Estudos (EAE) em Letramentos Acadêmicos, Internet e Mundialização* (High Studies School [HSH] in Academic Literacy, Internet and Mundialization), which took place at Universidade Estadual Paulista (UNESP), campus of São José do Rio Preto, from March, 20 to March 31, 2017, sponsored by CAPES and the Institute of Biosciences, Languages and Exact Sciences at UNESP/SJRP. For that occasion, 15 graduate programs, linked to 13 Brazilian Higher Education Institutions (FURB, PUC Minas, UECE, UEM, UEPG, UFGD, UFPB, UFRJ, UFSC, UFSCar, UNESP, UNICAMP, USP), spread across four geographic regions of Brazil (Northeast, Center-West, Southeast, South), joined two invited foreign institutions, forming an unprecedented partnership.

The EAE featured the foreign professors Prof. Dr. Daniel Cassany, from Universitat Pompeu Fabra, Spain, who imparted the 20-hour course *Leer y escribir en la red*, and Prof. Dr. Sophie Bailly (co-organizer of this thematic number), from Université de Lorraine, France, who imparted the course *Apprendre à rédiger des écrits scientifiques en auto-direction: questions didactiques sur les liens entre littéracies numériques et académiques*, also with a 20-hour workload. In addition to the 40-hour course workload, 20 more activity hours were spent debating theoretical texts, which were part of the bibliography of each course, by using digital resources (*chat*, *Wikispaces*, *Facebook*, *WhatsApp*) which allowed the university poles participating in the consortium to interact concomitantly. The lessons were broadcast by streaming at the web address (URL) created by TV UNESP, directly benefitting over 250 people, including professors linked to graduate programs certified by CAPES, students at Master and Doctorate level, Post-Doctorate researchers and listeners, located across 35 cities in Brazil. By offering the courses, in regular disciplines, 74 credits were added to the graduate programs in the consortium. The lessons have been recorded and edited and are available to free public access at UNESP's website, Technical Support Section for Teaching, Research and Extension (STAEPE), in the social video network *Youtube*, at: <https://youtu.be/HFY10kD61XU> (accessed on: Dec 20, 2017).

The involved programs consider that this experience of the High Studies School has created opportunities for further research and education activities, both internationally and nationally, thanks to the contact between the poles located in different geographic regions. For some of the programs in the consortium, this experience was the first direct contact to research professors (with longstanding research) from other countries. On a general evaluation of the positive aspects of this process, this internationalization activity, done in an unprecedented way in Brazil, strengthens partnerships in addition to creating others, with opportunities for research collaboration networks between Brazilian and foreign universities.

However, some difficulties had to be faced. Technical issues included the lack of a room properly equipped to receive high quality sound and image transmission in the universities. If the room already existed, it was difficult to schedule and book this appropriate room over a longer period, as was the case of the EAE, extending over ten days of the school calendar, with six hours of activities per day. Once more, it became clear that an appropriate infrastructure in universities, with a wider offer of properly equipped rooms and a skilled technical team available for support, a key to initiatives such as this one. If the relevance of technology for the exchange within national boundaries is already widely recognized – as in the case of qualifying examinations performed for Master and Doctorate degrees –, it should be even more so in the internationalization process, in which the investment in technology is essential. Among the aspects to be improved, the need of a broad array of foreign language courses in Brazilian universities has been mentioned, as well as the need to offer academic literacy courses, considering the challenge posed to graduate students when it comes to dealing with specific academic literacy practices.

In the evaluation of positive aspects and issues to be improved in an experience such as this High Studies School, it is clear that further investments – not budget cutbacks – in Science and Technology are required, as a means of strengthening partnerships and creating others with foreign universities (as well as national universities), in an internationalization process (also a process of appropriation of an agenda) of research for development and innovation in Brazil.

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