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PRESENTATION

In Alfa's second issue in 2017, we have gathered an excellent sample of the current development of language research in Brazil, in its diversity and scope.

The article by Grillo and Américo provides readers with the results of an archival research that made to emerge, as in an archaeological investigation, an unprecedented profile of Volóchinov's life and work. The survey was conducted in the St. Petersburg Branch of the Archives of the Russian Academy of Sciences, in a dive into primary sources. In addition to perfectly illustrating the historiographical method, the study brings undeniable contributions to the various theoretical approaches that are based or dialog less or more closely with the Bakhtin Circle thought.

In the second article, based on the theoretical-methodological approach of French Discourse Analysis, Santos and Romualdo invest in the analysis of the discursivization of presidents Lula and Dilma in an archive composed by the weekly *Carta Capital*, *Época*, *Isto É* and *Veja*, during the 2010 electoral year. The authors identify a discursive effect of copresence of these two actors in the political scenario, which results sometimes in qualification or in disqualification of the candidate; it reveals the process of construction of political-mediate discourse, so present in contemporary times.

An area as old as contemporary in linguistic studies is the domain in which the third article is located – Dialectology. Razky, Ribeiro and Sanches present us the research “paths” for the elaboration of the Amapá Linguistic Atlas, reporting the procedures and methodological challenges of an enterprise as complex as necessary. The study shows how little by little the great dream of Antenor Nascentes takes shape, to the extent that regions so far from the traditional focus of research begin, literally, to be “placed on the Brazilian linguistic map”.

Vasconcellos and Del Ré, authors of the fourth article, look at the language where it would seem that it is not or it could not manifest itself. Observing the effect of reading in the textual production of a child with cerebral palsy, they reveal a particular process of acquisition of reading/writing and, from specificity, contribute to a broader understanding of the Acquisition phenomenon.

The study of Alencar is located on the border between Grammar and Computing, illustrating an interface approach so characteristic of current linguistic studies – Computational Linguistics. The author successfully proposes a solution to a specific difficulty of *FrGramm* (a computational grammar of French based on the Lexical-Functional Grammar): the treatment of the passive and the compound past. The implemented change is tested with the aid of a syntactic analyzer proving to be

effective in distinguishing between grammatical and ungrammatical constructions of the language.

In the fifth article of the present edition, we see another example of an equally profitable interface: one that uses solid knowledge about language and pedagogical practice to evaluate the adequacy of a technological product designed to assist Portuguese language teaching – a digital pedagogical game. It is needless to point the relevance of producing instruments for the evaluation of such tools, so that education professionals can have quality materials, consistent with what is known about the functioning of language and that bring an effective gain to the teaching-learning process.

The last two articles address lexicon issues, although differently. The text of Budny discusses a quite relevant question to the lexicological and lexicographic studies dedicated to the elaboration of bilingual dictionaries – the equivalence between units of the different languages. The focus of the study are phraseological units with zoonyms included in Portuguese-English bilingual dictionaries. They are expressions that create particular difficulties in the translation process, because of their metaphorical character, closely related to the specific culture. As the author shows, they are poorly represented and subject to an inadequate treatment in the works analyzed.

The paper by Meirelles and Cançado concludes this edition with a study on the relevance of proposing a semantic property of movement in the characterization of Portuguese verbs. The authors analyze the semantic and syntactic properties and lexicalization patterns of verbs traditionally classified as ‘verbs of motion’ in Portuguese. And, also, they determine how the value ‘movement’ is carried out in the structure of these predicates, in their argument structure. This results in a detailed typology identifying at least five classes with specific semantic representation.

We are sure to offer Alfa readers a rich set of studies, attuned to current and pressing issues: new looks and insights about our exciting object of study.

Rosane de Andrade Berlinck

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ORIGINAL ARTICLES

VALENTIN NIKOLAEVITCH VOLOSHINOV: DOCUMENTED DETAILS OF HIS LIFE AND WORKS¹

Sheila Vieira de Camargo GRILLO*
Ekaterina Vólkova AMÉRICO**

- **ABSTRACT:** In this article, we report on and describe findings from our research, conducted at the St. Petersburg Branch of the Russian Academy of Sciences Archives, where we consulted documents from the Institute of Comparative History of Literatures and Languages of East and West (ILIAZV), and where Valentin Nikolaievitch Voloshinov worked between 1925 and 1932. The bibliographic research allowed us to understand the academic, and even personal, trajectory of this author, during the period in which he wrote *Marxism and the philosophy of language* and *Fundamental problems with the sociological method in the science of language*, among other works. The primary findings of this archival consultation include: a strong presence of Marxist theory in various activities of the ILIAZV; the participation of Voloshinov in those activities; Voloshinov's work in the sector of literature methodology; the presence of themes of works by Medvedev and Bakhtin, found in Voloshinov's reports to the ILIAZV; the recognition of Voloshinov's academic merits by ILIAZV researchers; Voloshinov's work methods; and, finally, changes in Soviet academic institutions between 1925 and 1932.
- **KEYWORDS:** Voloshinov. Bakhtin circle. ILIAZV archives.

Introduction

Valentin Nikolaievitch Voloshinov's archives were first released in 1955, in the second edition of *Dialogue, Carnival, Chronotope* by Nikolai A. Pankov, the then Editor-in-Chief of the publication. The material originated from the State Archives of the Russian Federation (GARF), located in Moscow, and affirms that Voloshinov

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¹ *Institut srovnitelnoi istórii literatúr i iazykov Západa i Vostóka*. The research in the archives of ILIAZV in St. Petersburg, Russia, was conducted between March and June, 2016, by Sheila Grillo with the financial of a PQ grant from CNPq (Proc. 309502/2014-4). The reading and interpretation of the manuscripts, as well as the production of an article were done in collaboration by Sheila V. C. Grillo and Ekaterina Vólkova Américo.

Translator: Jennifer Sarah Cooper

was “a real person and not a myth” or even Bakhtin’s alter ego (VASSÍLIEV, 1995, p. 5), as many at that time presumed. Some 21 years later, we return to Voloshinov’s archives, not only to the material stored at GARF, but also, and primarily those held at the St. Petersburg Branch of the Russian Academy of Sciences Archives (*Sankt-Peterbúrgski Filial Arkhiva - RAN*), having conducted our research there in the first semester of 2016. The question that arises is, what is the importance of this work to the present day? Firstly, the forthcoming publication of the translation of *Marxism and the philosophy of language* – the first, and the second Russian editions – and articles signed by Voloshinov (currently being translated), both from the original Russian, deserve, in our view, clarification, based on factual data, with respect to the texts attributed to Valentin Nikolaievitch Voloshinov, since the Brazilian public, as well as a great many Russian researchers are accustomed to attributing those works to Mikhail Bakhtin. Even though the controversy over the authorship of those works has not been resolved, we believe that the archival material, described in detail in this article, can help us understand the discrepancy at stake. Secondly, the research carried out at the archives of the Institute of Comparative History of Literature and Languages of East and West (*Institút Sravnitelnoi Istórii literatúr i iazykóv Západa i Vostóka* ILIAZV), proffered a portrait of the ideological and academic context. In addition – and perhaps the most relevant aspect – it provides a clear picture of Bakhtin Circle’s process of production – at least some of it – since articles and books signed by Voloshinov, as part of the reports on his activities at the Institute, demonstrate his contribution to the development of the sociological method in linguistic and literary theory. This was a method developed in the Subsection – Literature Methodology.

In this article, we will reconstruct facts related to the work of Valentin Nikolaievitch Voloshinov at the ILIAZV between 1924 and 1932, which, in 1930, was renamed the State Institute for Cultural Linguistics (GIRK *Gossudárstvennyi Institut Retchévoi Kultúry*). We do not intend to write a comprehensive history of the Institute, nor an exhaustive biography of Voloshinov². However, we do endeavor to produce a portrait of a particular period in the academic life of this author, which is corroborated by records found at the St. Petersburg Branch of the RAN, and at the GARF (from documents published by PANKOV, 1995). The data consulted in the archive provide contact with the concrete identity of an author who, after his death, on June 13th, 1936 (VASSÍLIEV, 1995, p.15), was practically forgotten until his name and publications appeared in Russian, associated with the work of Mikhail Bakhtin in the beginning of the 1970s, after the well-known pronouncement by Viatcheslav Ivanov (2009, 1995). In the 1990s and 2000s, articles and books by Voloshinov saw new editions – first in the collection, *Philosophy and Sociology of the Human Sciences* (1995b), which included an introductory essay by Vassiliev defending Valentin Voloshinov as the author, displaying the “Bakhtin Circle” on the cover, together with Voloshinov’s name. In addition, a collection that followed – *Bakhtin behind the mask* (2000), collected work originally

² Valentin Voloshinov’s biography was written by the Russian researcher Nikolai Vassiliev (1995).

published under the name of Voloshinov and Medvedev, in the 1920s, presenting them as “masks” of Bakhtin.

Enrollment and participation in ILIAZV

Valentin Nikolaievitch Voloshinov was accepted into the ILIAZV on March 10th, 1925 as a collaborator (*sverkhchťatnyi sotrudnik*). On the enrollment form found in Voloshinov's folder (Figura 1), we find information about his financial and family situation.

Figure 1 – Copy of the registration form for V. Voloshinov in ILIAZV (1924).

Source: Fond 302, op. 2, no. 51, page 3.

His father was an official at the administration of railways and abandoned the family in 1913, when Voloshinov was 18 years old. His mother had an illness that made it impossible for her to work. Due to these circumstances, Voloshinov reports that he made a living giving private lessons and went through a period of extreme financial difficulty. He was unemployed and married to a student. He reports that, at that time he was accustomed to teaching two classes in exchange for lunch and an insignificant amount of money. He did not serve in the army because of tuberculosis. Along with this personal information, the following data are detailed:

Date and place of birth: June 18, 1895 in St. Petersburg
Date and place of completion of higher education: University of Leningrad on June 1, 1924.
In what other institutions of higher education have you studied and degrees completed? At the University of St. Petersburg (Faculty of Law) of 1913/1914 to 1916/17. I did not finish because I withdrew from the university.³
Texts published during this period: magazines *Iskusstvo* 1921 and *Zapiski Peredvijnógo Teatra* 1922-1923.

Give your opinion about Marxism as a scientific method: *I think it is the only acceptable method.*
What are the Marxists works you have studied:
Aside from works by Marx himself, I have read the work of Plekhanov, Bukharin, etc.
Current party affiliation:
Not affiliated with any party.
Specialization: *Methodology of Literature.*
Scientific Advisor: *V. A. Desnitski.*⁴
(Source 302, Op. 2, no. 51, page 2).

The data contained in this archival document provides us with information on relevant aspects of the political, historical and academic contexts in which the texts signed by Voloshinov were produced and published. Among the various aspects plausibly developed, we highlight two: the hegemony of Marxist theory and his Soviet acceptance in research methodology, and the area of specialization in the methodology of literature in which Voloshinov worked with Vassili Desnitski, who was his scientific-academic advisor.

Some of Voloshinov's answers on the form show how Marxism became an official theoretical-methodological approach, and mandatory for being hired and working in Soviet teaching and research institutions. This line of interpretation affords a reading, with reservations, of Voloshinov's categorical answers regarding his "opinion about Marxism as a scientific method", as being the only ones possible at the time. Various records found in the ILIAZV and the GIRK archives attest to the Marxist leanings

³ Vassiliev (1995), from the documental research at the "The State Historical Archives of St. Petersburg" (GIA - *Gossudárstvennyi Istorístcheskii Arkhív Sankt-Petersburga*), reports that the only known fact about this period is that Voloshinov was in love with music and published his first musical compositions in the year he entered his law course.

⁴ Original excerpt: "Otnochénie k marksízmu kak náutchnomu miéodu: *Stchitáu egó edinstvenno priélemym v metodologícheskom otnochénii.*

Kakíe marksítskie proizvedeníya izutchali: *Krome samogó Marksá, tchital rabóty Plekhánova, Bukhárina i t. d.*

Partíinost v nastoiáchee vriémiya: *Bespártíinyi.*

Spetsiálnost: *Metodológiia literatúry.*

Náutchnyyi rukovodítel: *V. A. Desnitski.*"

in works produced by Voloshinov. In the first place, we observe the presence of Marxist works in the list of required readings, both general and specific, in the area of literature, as a condition for the selection into the Graduate program, enumerated in the Regulation Project of the Scientific Research Institutes and the Association of Institutes (29/01/1925):

1. General, for the entire Institute: *The communist manifesto* – Marx. Capital, t. 1. - Borchardt. *Capital/ exposition in 3 tomes/* -. Anti-Dühring.- Plekhanov. *Fundamental questions of Marxism.* - Plekhanov. *On the question of the development of monistic materialism.* - Bukharin. *Historical Materialism* – Lenin. *Imperialism as the newest stage of capitalism* – Lenin. *The State and revolution.*
2. For the Literature section: Plekhanov. *Articles on literature and art/* Collection, edition of the Institute K. Marx and F. Engels, t.t. 5,6,10,14/.- Mering. *World Literature and the proletariat.*- Vorovski. *Literary-critical Panorama.*- Nereverzev. *Dostoyevsky or Gogol.*- The resolution of the Central Committee of the Russian Communist Party on literature/Press and Revolution, 1925, N. 5-6; *Zvezda*, 1925, N. 4/.

For specialists in Russian Literature: Plekhanov. *The History of Russian Social Thought*, t.t. 1,2,2 and *Essays on literature of the 19th century*, ed. Priboi, 1924. (Source 302, Op. 1, n. 223, page 6).⁵

This excerpt confirms that, already by the mid-1920s, Marxism had become a hegemonic approach in the area of human sciences, and one of the possible motivations for the explicit presence of soviet Marxist authors, and of his methodological proposals in the works of Voloshinov and Medvedev.

Voloshinov himself, as the periodical reports he presented at ILIAZV contest (Source 302. Op. no 51, page 12), highlights some of his pedagogical activities outside of the Institute. He conducted classes on Marxist theory, historical materialism, the history of material culture – some of which (for example, the history of material culture) were mandatory classes in the curriculum, every year throughout the entire course. At ILIAZV, Voloshinov and his scientific advisor, Vassili Desnitski, were among the

⁵ Original excerpt: “1. Óbchaia dla vsegó Instituta: Kommunisticheski Manifest. – Marx. Kapital, t.1. – Borchardt. Kapital/izlojénie vsekh 3-kh tomov/ - Engels. Anti-During. – Plekhánov. K vopróssu o razvitií monícheskogo materializma. - Bukhárin. Istorícheski materializm. – Lénin. Imperializm, kak novéichii etap kapitalizma. – Lénin. Gossudárstvo i revoliútsia.

2. Dlia Otdelenia Literatúry: Plekhánov. Stati po literatúre i iskússtvu/Sochiniénia, izd. In-ta – K. Marxa e F. Engelsa, t.t. 5, 6, 10, 14/.- Mering. Mirováia literatura i proletariát. – Voróvski. Literatúrno-kriticheski ótcherk. – Pereviézzev. Dostoíevski ili Gógoł. – Rezoliútsia TsKRKP o literatúre/Petchat i Revoliútsia, 1925 g., N. 5-6; *Zvezdá*, 1925 g., N. 4. Dliá spetsialistov po rússkói literatúre: Plekhánov. “Istória rússkoi obchéstvennoi mýsli, t.t. 1,2,3 i ótcherki po literatúre XIX viéka”, izd. “Priboi”, 1924.”

members of the laboratories and sectors that contained content specifically addressing Marxist theories, as follows:

1) Literature Laboratory from the era of Imperialism and the Proletariat Revolution (*Kabiniét literatúry epókhi imperialízma i proletárskoi revoliútsii*) (Source 302, Op.275, p.10);

2) Methodology Laboratory (*Kabiniét metodológu*) (1929-1930) in which, the focus of the work was on the development of a notebook with classic quotes from Marxist theory, among others (Source 302, Op. 1, no. 270, page 10) and various themes linked to Marxist theory in literature, as the following excerpt from *The Methodology of Literature, Research Plan Sector* (Out.-Dec. 1930) confirms:

The investigation of the problem raised by Plekhanov on literary studies and critical analysis based on Marxist methodology with regard to the main tendencies of Western European literary theory. In the next three months the following lectures are scheduled: E. Kisličsina «Plekhanov on Russian Literature», Berkovski «the Aesthetic of Hegel», Ioffe «The theory of free art», Azadovski «The school of Sauer», Voloshinov «Hirt and genre theory».

In addition to these, in the seminars we continue the development of the history of Marxist literary criticism supervised by V.A. Denitski. The development of the Plekhanovian theme based on the material from the Plekhanov House is also proposed.⁶ (Source 302, op. 1, n. 271, page 1).

3) In the *Activity Plan of the Literature Sector of the State Institute of Cultural Linguistics* (GIRK, 1932 – Source 302, Op. 1, no. 56, page 73-75), Voloshinov's participation is evident in two laboratories, and in one group based on Marxist theory. The first of those is the Literary Process Laboratory (*Kabiniét literatúrnogo protséssa*), which, in fact, approaches literary genres from a Marxist perspective. The second is the Creative Method Laboratory (*Kabiniét tvórtcheskogo miétoda*), which aimed to develop a Marxist history of the system of poetics, among other things. The Antireligious Literature Group (*Grúppa antireligiúznoi literatúry*) aimed to fight religion using literary texts.

Voloshinov's bibliographic production also attests to his participation in publications dedicated to Marxist theory. In 1928, an article was published, entitled, *The newest trends in linguistic thought of the West* (*Novéichie tetchéniaa lingvistítcheskoi myšli na*

⁶ Original excerpt: "Izutchiénie Plekhánovskoi problemy v literaturoviédenii i kriticheskii analíz na osnove marksítskoi metodológu osnovnykh tetchíenii západno-evrópeískogo literaturoviédenia. V blijáichem kvartale namiécheny doklady: E. Kisličsinoi "Plekhnov o rússkoi literatúre", Berkóvskogo "Estétika Hegelia", Ioffe "Teória svobódного iskússtva", Azadóvskogo "Chkola Sauer", Volóchinova "Hirt i teoria járnov".

Krome togo seminárskim putiom budet prodoljátsia razrabótká istórii marksítskoi literatúrnoi kritiki pod rukovódstvom V. A. Desnitskogo. Plekhánovskuiu tiému predpolagáetsia razrabátyvat takje i na osnóve materiálov Doma Plekhánova."

Západe) in the journal *Literature and Marxism* (*Literatura i marksizm*) dedicated to the theory and the history of literature. In the footnote of the first page of the article, the reader is informed that

This article is an expanded abstract of three chapters of the book by the author of *Marxism and the philosophy of language (fundamental problems of the sociological method in the sciences of language)*, which is being published by the Leningrad branch of the publishing company Gossizdat. (VOLOSHINOV, 1928, p. 115).⁷

The book mentioned in this citation was issued a year later, in 1929, by the publisher of Leningrad, Priboi. In 1930, Voloshinov published the article *On the borders of poetics and linguistics* (*O granitsakh poétki i lingvistiki*), in a book organized by his doctorate advisor, Vassili Desnitski, in which the need for a Marxist approach to literary studies is affirmed; the book was entitled *The Struggle for Marxism in Literary Science* (*V borbié za marksizm v literatúrnoi nauke*), a volume that was part of the collection *Questions of methodology and the theory of language and literature* (*Vopróssy metodológu i teórii iazyka i literatúry*).

A second important element in Voloshinov's enrollment form is the definition of his area of specialization: literature methodology⁸. According to documents available in the archive, the Institute of Comparative History of Literatures and Languages of the West and the East was divided in two main areas: language and literature. All of Voloshinov's work records at the ILIAZV are contained in the area of literature, as follows:

- 1) In the activities report as a graduate student from 1925 to 1926 (Source 302, Op. 2, no. 51, page 9), work developed by Voloshinov was included in the Subsection on Literature Methodology. Among the works mentioned, there is the production of the well-known article, *The word in life and the word in poetry* (*Slóvo v jízni i slóvo v poézii*), and a parenthetical explanation ensues, which deals with a summary, written by Voloshinov himself, from some chapters of the book *Essay on poetic sociology* (*Ópyt sotsiologuítcheskoi poétki*). Aside from mentioning the book in the report, all we know is that a work with this title was never published by the author⁹.

- 2) In the report on activities in the graduate program during 1928-1929 (Source 302, Op. 2, no. 51, page 12), Voloshinov informs that he performed services as the secretary of the Subsection of Literature Methodology, assisting his scientific advisor,

⁷ Original excerpt: "Dánnia statíá - avroreferat triokh glav knigi ávтора "Marksizm i filosófia iazyka" (Osnovnyie problemy sotsiologuítcheskogo miótoda v iazyke)", vykhodiáchei v Leningrádskom otdeliénii Gosizdata."

⁸ Alpatov (2005, p. 45) observed that "The lack of correspondence between his [Voloshinov] place in the structure of the Institute and the theme of his publications is striking", referring to, *Freudianism: a critical sketch* (1927) and *Marxism and the philosophy of language. Fundamental problems in the sociological method of the science of language* (1929), which are not works of the methodology of literature.

⁹ Further on in the text, we transcribe the outline of the *Essay on Sociological Poetics* and present considerations about its relation to the later works both by Voloshinov himself, and Bakhtin and Medvedev.

Vassili Desnitski. In addition, Voloshinov, together with Desnitski, joined research groups about literature throughout the years he worked at the Institute: Literary Process group, Subsection of Literature Methodology and Theory (1928-1929).

Despite the fact that Voloshinov worked at the Subsection of Literature Methodology, it is important to note that ILIAZVA, referred to in 1930 by the State Institute of Cultural Linguistics (GIRK), was, according to a letter by Iakubinski, in 1933 (Source 302, op. 1, n. 97, page 3), the only institute in which language and literature were studied jointly. This general perspective of the Institute is an important element in the institutional context in which Voloshinov's and Medvedev's work are developed, the concepts and the research methodology of which are approached in an integrated way with regard to both language and literature.

Throughout the 1920s, the records from the Institute point to the inclusion and development of research addressing the domain of sociological poetics. If it is true that Voloshinov and Medvedev joined the majority of the research groups and lines of research in sociological poetics, we observed that this orientation transcended its execution. For example, addressing the goals of the literature sector in 1928 to 1929, collective themes appeared in which neither Voloshinov nor Medvedev are mentioned:

- 1) The sociology of genres in Modern Russian Literature, organized by Prof. Gorbatchov, and by the graduate student M. Maizel;
- 2) The morphology and sociology of literary genres and their development in the West, organized by Prof. V. Chichmariov and V. Jirmunski.

However, it is difficult to assess precisely how much sociological poetics contributed to Voloshinov's and Medvedev's work, since, on the one hand, the first records appearing with this theme, in the area of research conducted at the ILIAZV, are attributed to them. On the other hand, Voloshinov and Medvedev do not present the collective themes previously mentioned, in which the sociological method is also present.

Valentin Voloshinov's reports: translation, description and analysis

In this section, we move on to a more detailed description of Voloshinov's work, mainly at the ILIAZV, and later with the GIRK. As mentioned, Valentin Nikolaevitch Voloshinov filled out the enrollment form for the ILIAZV at the end of 1924 (Source 302, opic 2, no. 51, page 1-2), and was accepted as a collaborating researcher in 1925 (*sverkhchtátnyi sotrudnik*). In the beginning of 1927 (Source 302, op. 2, no. 51, page 17), he was accepted as a doctoral student at the Institute under the supervision of Vassili Desnitski, his scientific-academic advisor. On October 1st, 1929, he defended his doctoral thesis (Source 302, op. 2, no. 51, page 18), and in 1930-31 he became a permanent professor-researcher (Source 302, op. 1, no. 56, page 71). His paper, *Marxism and the philosophy of language* (2nd ed.) is found in the literature section – *Project plan for publications in 1930-31* (Source 302, op. 1, no. 270, page 58). In 1931, we also find an entry in the *Plan of activities of the History of Western European Literatures in the*

Era of Capitalism Group (1931) where Voloshinov worked on the theme *The problem of genre* (Source 302, op. 1, no. 270, page 76).

Along with his work as a researcher and a doctoral student at the ILIAZV, there is, in the reports presented by Voloshinov (Source 302, op. 2, no. 51), information about his activities before and outside of the Institute:

- 1) From 1919-1922, he was a teacher/lecturer (*liéktor*) at the Professional School of the Local Department of Political Education (*Gubpolít-prosvet*) in Vitebsk;
- 2) From 1922 to 1923, he was a teacher/lecturer (*liéktor*) at the Railway Workers Union of Petrograd (*Dorprofsoj*);
- 3) From 1925-1928, he was a teacher at the Local Department of Political Education (*Gubpolitprosviet*);
- 4) From 1925, he taught at the State Technical, Industrial and Art School of Leningrad.

During this time, he wrote articles, reviews and even poems, as follows:

- 1) Poem (untitled). *Zápiski peredvíjnogo teátra*, n. 37, p. 3, Petrograd, Nov. 6, 1922;
- 2) Sonnet and book review. E. M. Braudo. *Nietzsche. Philosopher-musician*. (*Nietzsche. Filóssof-muzykant*), Ed. Atenei, 1922. *Zápiski peredvíjnogo tátatra*, n. 38, p. 3, Petrograd, Nov. 14, 1922;
- 3) Book review of Igor Gliébov *Pyotr Tchaikovsky. His Life and Work* (*Tchaikóvski. Jizn i tvórtchestvo*). Petrograd, Ed. Mysl, 1922, 183 p. *Zápiski peredvíjnogo teátra*, n. 42, p. 5, Petrograd, Dec. 12, 1922;
- 4) Book review of E. M. Braudo. *Aleksandr Porfírevitch Borodin. His Life and Work*. (*Aleksandr Porfírevitch Borodin. Ego jizn i tvórtchestvo*). Petrograd, Ed. Mysl, 1922, 183 p. *Zápiski peredvíjnogo teátra*, n. 43, p. 5, Petrograd, Dec. 19, 1922;
- 5) VOLOSHINOV. V. *The problem of the work of Beethoven*. (*Probléma tvórtchestva Betkhóvena*). *Zápiski peredvíjnogo teátra*, n. 44, p. 2-3, Petrograd, Dec. 26, 1922.
- 6) VOLOSHINOV. V. *The problem of the work of Beethoven*. Final part. (*Probléma tvórtchestva Betkhovena. Okontchánie*). *Zápiski peredvíjnogo teátra*, n. 44, p.3-4, Petrograd, Jan. 16, 1923.
- 7) Book review, Romain Rolland. *The musicians of our day*. (*Muzykanty nachikh dnei*). Ed. "Mysl". *Zápiski peredvíjnogo teátra*, n. 56, p. 8, Petrograd, May 8, 1923.
- 8) VOLOSHINOV. V. *On concert styles*. (O kontsértnom stíle). *Zápiski peredvíjnogo teátra*, n. 58, p. 1-2, Petrograd, June 5, 1923.
- 9) Book review, Prof. K. A. Kuznetsov. *Introduction to the history of music. Part 1* (Prof. K. A. Kuznetsov. *Vvedenie v istóriiu múzyki. Tchast I.*) Gossizdat, 1923, 128 p, *Zápiski peredvíjnogo teátra*, n. 67, p. 9, Petrograd, Dec. 20, 1923.

Voloshinov's bibliographic production before joining the ILIAZV attests to his work as a poet and a music critic. After joining the ILIAZV, Voloshinov presented regular reports in which he detailed his written and published works, the conferences he participated in and his work as a teacher/professor at various schools. These reports seem to suggest the there was constant control of and strict demands on the graduate students and researchers at the Institute. In the archives, six reports by Voloshinov were found. Their description follows.

First report (1925-1926)

The first report recounts Voloshinov's activities in the years 1925/1926 and is organized in two major parts: the first is dedicated to scientific research, and the second to pedagogical work, both being interrelated from the methodological point of view, according to the author himself.

In the section dedicated to scientific research, the importance of the work already published, or what is reported as 'forthcoming' is highlighted, as follows:

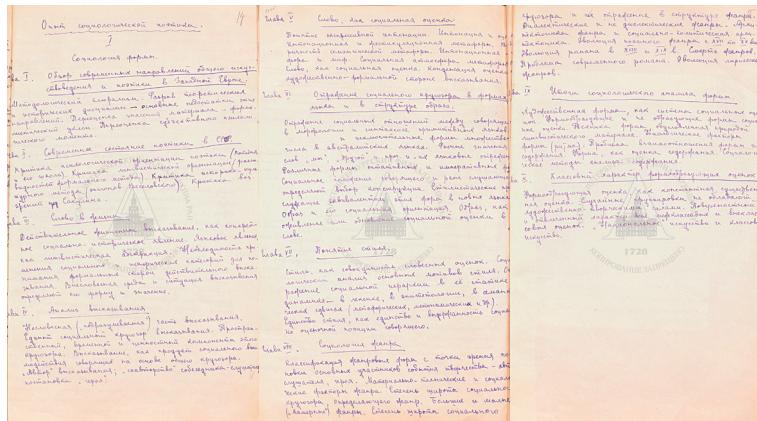
- 1) The long article *The other side of the social (criticism of psychoanalysis from the point of view of dialectical materialism)*, published in the magazine *Zvezdá*, 1925, n. 5;
- 2) Another extensive work, *The Word in life and the word in poetry* (expanded abstract of the book *Essay on sociological poetics*, also in the magazine *Zvezdá*, 1926, n. 6;
- 3) The book *Freudianism: a critical sketch*, forthcoming from Lenotguíz¹⁰;
- 4) Preparation for the publication of the book, *Essay on the sociological poetics*.

This relationship reveals a way of working in which, first came the publication of an extensive article in a journal, which was later expanded into a book on the same theme. This procedure garnered success in the case of the article, *The other side of the social*, which became the book *Freudianism: a critical sketch*. Meanwhile, the article *The word in life and the word in poetry: on questions of sociological poetics*, never materialized, despite there being an outline with the chapters and their contents in the material consulted at the St. Petersburg Branch of the Russian Academy of Sciences Archives (Sankt-Peterbúrgski Filial Arkhíva RAN) (Source 302, op. 2, no. 51, p. 14). In order to avoid overlooking any details, we would like to mention that the letter of this outline differs both from the letter that Voloshinov wrote himself, from what we observed in the personal material of the author, and of Bakhtin, according to what has

¹⁰ With regard to Voloshinov's and other members of the Circle's interest in Freud's works, Vassiliev (1995, p. 10) wrote: "The Russian Intelligencia lived at that time the generalized fervor of Freudianism, which was reflected directly in the scientific interest of the Bakhtinian Circle." Among the members of the Circle who were interested in Freud, Vassiliev relates having Sollertinski teach a course on psychology in which special attention was dedicated to Freud's works, and having Pumpianski prepare the article, *A criticism of Rank and psychoanalysis*.

already been pointed out by Penakov (1995), regarding the outline of *Marxism and the philosophy of language*. The following is a copy of images from the manuscripts (Figure 2), and our transcription of the translation of the outline of *Essay on Sociological Poetics*:

Figure 2 – Copy of the work plan “Essay on Sociological Poetics”



Source: Fond 302, op. 2, no. 51, pages 14-15.

Essay on Sociological Poetics

I

Sociology of form

Chapter I. Panorama of the current tendencies of the general theory of art and poetics in Western Europe

Methodological pluralism. The rupture between theory and history disciplines – the main defects of those tendencies. The reevaluation of the meaning of the material – The formalist trend. The reevaluation of the subjective psychological aspect.

Chapter II. The current state of poetics in the USSR. Criticism of the psychological perspective on poetry. (Potiebnia and his school). Criticism of the linguistic perspective (of the different types of formalist methods). Criticism of the historical-cultural method (from the followers of Vesselovski). Criticism from the positions of professor Sakulin.

Chapter III. Words in life

Real-life daily utterance as a concrete sociohistorical phenomenon. Linguistic phenomenon as an abstraction. The need for the application of social and historical categories for the comprehension of the formal aspects of real-life utterance. The extra-verbal means and the situation of an utterance determine its form and its meaning.

Chapter IV. Utterance analysis

The non-verbal part (“implied”) of the utterance. The social horizon of the utterance. The spatial, temporal and evaluative components of this horizon. Utterance as a product of the social interaction of speakers, based on the common horizon. The “author” of the utterance; the “coauthorship” of the listener-speaker; the presentation of the protagonist.

Chapter V. The word as social appraisal

The concept of expressive intonation. Intonation and appraisal. Intonational and gestural metaphors. The secondary character of semantic metaphor. The intonational metaphor and myth. The social sphere of the metaphor. Words as social appraisal. The condensation of appraisal in the formal artistic aspect of the utterance.

Chapter VI. The reflection of the social horizon in the form of language and the structure of the image. The reflection of the social relationships between the speakers in the morphology and syntax of the primitive languages and the exceptional forms of the plural in Australian languages. The different meanings of the words “we”, “other”, etc. and their reflections in the language. The different optional forms¹¹ and imperatives. The social position of the speaker and the listener determine the choice of construction. The stylistic procedures that they equate to these forms in the new languages. The image as a revitalization or renovation of social appraisal in words.

Chapter VII. The concept of style

Style as a set of verbal evaluations. Sociological analysis of the fundamental motives for style. The reflection of the social hierarchy as static and dynamic – in the lexicon, in the epithetology, and semantic alterations (metaphoric, metonymic, etc.).

The unit of style as a unit, and the strength of the socioevaluative position of the speaker.

Chapter VIII. The sociology of genre

The classification of forms of genre from the point of view of the position of the main participants in the event of creation: of the author, the listener, the protagonist. The sociological and technical-material factors of genre. The reach of the social horizon that determines the genre. Major and minor genres (“of chamber”). The reach of the social horizon and its reflection in genre structure. Dialectical and non-dialectical genres.

¹¹ This refers to the predicate that expresses a desire or will, that is, seems to pertain to the subjunctive tense in Portuguese.

The sociopolitical architectonic, and the architectonic of the genre. The evolution of the poem as genre of the 17th to the 20th century. The evolution of the novel in the 17th and 19th centuries. The death of the genres. The problem of the modern novel. The evolution of lyrical genres.

Chapter IX. The results of the sociological analysis of form

The artistic form as a system of social appraisal. Social appraisal shaped by and not shaped by the form. The technical form conditioned by the nature of the linguistic material. The biological factors of the form (rhythm). The problem of the interrelationship between the form and the content. The sociological methods of content analysis.

Chapter X. The character of the class of the appraisal formers of form.

The appraisal of form former as an essential constant appraisal. The occasional groupings that are not endowed with the artistic-creative forces. The superficial and abstract character of all the appraisals between classes and extra-classes. The “national” art and art of the classes. (Fond 302, op. 2, no. 51, pages14-15).

This long outline demonstrates various aspects of Voloshinov's intellectual production in consonance with other works produced by other authors of the Circle, especially Bakhtin and Medvedev. Primarily, we observe that the seven sections of the article, *The word in life and the word in art: On questions of sociological poetics* correspond to chapters III, IV, V, VI and VII in the outline above. Secondly, the fact that the outline of chapters I and II are very close to the beginning part of the book attributed to Medvedev, *The formal method of literary scholarship: a critical introduction to sociological poetics* (2012), seems to suggest a direct collaboration between the authors of the Circle. Next, some of the themes taken up in *Marxism and the philosophy of language*, appear in the outlines of Chapters III and X, with a special highlight on “The utterance as a product of the social interaction of speakers based on a common horizon”, which seems to be the embryo of the future central thesis of MPL, of which the “discursive interaction” and the “utterance” constitute a fundamental reality of human verbal language. Finally, we highlight the resemblances of themes related in the outline, to the themes of works published later and signed by Mikhail Bakhtin, as follows:

- 1) the paper on Dostoyevski, and the long study of the novel in 1930 that covers *The evolution of the novel in the 17th and 19th centuries. The death of genres. The Problem of the modern novel. The evolution of lyric genres*, as well as Chapter VII, *The concept of style*;
- 2) the essay *Genres of Discourse*, written by Bakhtin in 1950, are close to the topic found in the outline for chapter VIII, *The sociology of genre*. Besides the thematization

of the concept of “genre”, the presence of the term “architectonic”, which is recurrent in the texts signed by Bakhtin from the beginning of the 1920s, is worthy of note, and also that it is absent in texts published by Voloshinov.

This outline, in our view, is rich in material indications of the direct collaboration between, Bakhtin, Medvedev and Voloshinov in the second half of the 1920s, of which the three benefited in works published later on.

Within scientific research, Voloshinov reports having given two lectures: The construction of the theme of the Ode of Lomonosov¹². Sociological analysis of the Appraisal System of the Russian Ode (*Tematítcheskaia konstrútsia ódy Lomonóssova. Sotsiologícheski analíz tsénnostnoi sistémy rússkogo odízma*) and Lienski¹³ as a parody of sentimental romanticism (*Liénski kak paródia na sentimentálnyi romantizm*). These conference papers show two aspects of the author’s scientific work: primarily, we observe the methodological direction based on the sociological method that uses Appraisal System and parody as its object. It was a phenomenon that was frequently addressed in the works of the Circle in the 1920s; secondly, the analysis of classic Russian Literature in consonance with Voloshinov’s participation in the Literature Methodology Subsection, and with his work as professor of Russian Literature at the ILIAZV, and other institutions.

In the section dedicated to pedagogical work, Voloshinov reports that he taught History of Material Culture, Historical Materialism and the History of Literature at the State Technical, Industrial and Art School, an important institution of higher education in St. Petersburg, from which various leading Russian artists graduated. In addition to this regular work, Voloshinov delivered lectures, combined with piano concerts, on the history of culture, the sociology of music and the history of literature for the Local Committee of Education that carried out educational work at workers associations.

Voloshinov closed the report, highlighting an excess of teaching work that impeded him from furthering his scientific research on the sociology of art (verbal, musical and visual). Due to this overload, he solicits government support to be able to dedicate himself more fully to his main vocation: scientific research. He had planned to publish an extensive work on the theme, of which he had already finished the first part – the previously mentioned text, *Essay on sociological poetics*, with the chapters and their main themes found in Voloshinov’s folder of personal documents. With respect to this work, two questions remain unanswered: was the *Essay on sociological poetics* a book that was never published? Did the author transform this work into *Marxism and the philosophy of language*, in which we find mention of the various ideological signs (musical, verbal, visual, etc.)?

¹² Mikhail Lomonosov (1711-1765), eminent Russian encyclopedic scientist, founder of various scientific domains, (physics, chemistry, astronomy, geography, grammar, etc.), pioneer of the creation of a Russian poetic language and author of various odes.

¹³ Vladimir Lienski is one of the main characters of the novel in verse, by Alexander Pushkin, (1799-1837) *Eugene Onegin* (published in serial form from 1823 to 1831).

Second report (1926-1927)

The following report, corresponding to the academic year 1926-1927¹⁴, is not found in Voloshinov's personal folder, consulted at the St. Petersburg Branch of the Russian Academy of Sciences Archives (Sankt-Peterburgski Filial Arkhiva RAN), but is published by Pankov (1995, p. 76-77) in the journal *Dialogue. Carnival. Chronotope*. The report is divided into two main parts: scientific research and scientific practice. In the first, Voloshinov cites the following works:

- 1) He mentions again, *The word in life and the word in poetry*, and the book *Freudianism (a critical sketch)*, which includes an indication of the publisher (Lenotguiz) and the year of publication (1927);
- 2) The lecture *The poetic structure as a sociological structure (Poeticheskaja struktúra kak struktúra sotsiologicheskaja)* scheduled for June 18th, 1927 at the ILIAZ;
- 3) The preparation of the book *Introduction to a sociological poetics* with an indication that it was slated for publication.

At the end of this part, Voloshinov adds that he read and analyzed a series of works on Marxism for his doctoral exam.

The second part – scientific practice – is divided as follows:

- 1) Activities as a lecturer: lectures on the history of musical culture and on the history of literature, delivered at clubs, hospitals, etc.
- 2) Pedagogical activities: taught classes in historical materialism and the history of literature at the State Technical, Industrial and Art School.

At the end of the report the approval of the examiner, Gorbachov, is found, which spotlights the innovative and complex character of his questions of methodology and theory of literature, pointing out “[...] Voloshinov's significant success and very satisfactory work in the period reported.” (PANKOV, 1995, p. 77).

Voloshinov's second report allows us to accompany the evolution of his work, still as a collaborating researcher (*sverkhchtátnyi sotrudnik*) at the ILIAZV, of which we mention three salient aspects. Firstly, we observe that the article *The other side of the social* – following this sequence from article to book – had been transformed into the book *Freudianism: a critical sketch*, through publication. Secondly, our research found an alteration in the title of the outline for the book *Essay on sociological poetics*, which became *A Critical Introduction to Sociological Poetics*. This resemblance allows us (once again) to deduce that there was a direct collaboration between Voloshinov, Medvedev and Bakhtin in the 1920s. Finally, Voloshinov reports his preparations for the entrance exam in the doctorate program through readings of Marxist works that, as previously described, are found in the list of required readings for enrollment in the ILIAZ.

¹⁴ In Russia, the school year begins in September and ends in June of the following year.

Third report (1927-1928)

The third report¹⁵ covers the period from January 1927 to May 1928, when Voloshinov appears, for the first time, as a doctoral student at the ILIAZV, a statute that allows him to earn a scholarship for studies and, consequently, dedicate himself more fully to his research, his manifest desire expressed from the first report, when he was still only a collaborating researcher, with no formal link to the institution. The report is divided into four parts, and is accompanied by two manuscripts and the comments by his advisor, Vassili Desnitski:

- 1) Presentation of the two texts already published: the book *Freudianism (a critical sketch)* (*Freidizm (kritičeski ótcherk)*) (VOLOCHINOV, 1927), accompanied by the following description, “a sketch of the application of Marxist analysis on the work of Sigmund Freud and his school” (PANKOV, 1995, p. 77), and the article *The problem of the transmission of random discourse (sociolinguistic essay research)* (*Probléma peredátki tchujói riétki (ópyt sotsiolingvisticheskogo issledovania)*), accompanied by a detailed description of its chapters and contents, which Voloshinov affirms had already been accepted for publication in the collection, *Against Idealism in linguistics* (*Prótiv idealizma v iazykoznaníi*).¹⁶

Next, he presents four chapters of a book already cited in previous reports, *An Introduction to Sociological Poetics*: “Chapter I – Sociological structure of basic daily utterances; Chapter II – Sociological structure of “lived experience” and “expression”; Chapter III – Sociological structure of poetic form; Chapter IV – The sociological genre” (PANKOV, 1995, p. 77-78). The third chapter was presented as a lecture at the meeting of the Literature Methodology Subsection at the ILIAZV on the 28th of February of the corresponding year (PANKOV, 1995, p. 77-78). In the final report, Pankov presents a fragment of the minutes of this meeting, in which Vassili Desnitski, Voloshinov’s scientific advisor, comments on the presentation of his advisee: “[...] the lecture by comrade Voloshinov is extremely interesting; the spirit of our Marxist searches hovers over the entire work, and we hope that in the future the lecturer will present us with his work in an even more complete way.” (PANKOV, 1995, p. 78).

Still in this first part, Voloshinov mentions the expanded abstract (*avtoreferát*) of the book *Marxism and the philosophy of language (fundamentals of the sociological method in the science of language)* (*Marksizm i filosófia iazyká (osnovy sotsiologuítcheskogo miétoda v naúke o iazykié)*), which is accompanied by a detailed

¹⁵ This is also missing from Voloshinov’s personal folder, consulted at the St. Petersburg Branch of the Russian Academy of Sciences Archives (Sankt-Peterburgski Filial Arkhiva RAN), but it is found published by Pankov (1995, p. 77-78) in the journal *Dialogue. Carnival. Chronotope*.

¹⁶ Alpatov (2005, p. 84) makes two pertinent commentaries with respect to this article: firstly, he observes that, despite the publication being approved, the collection, for some reason, never materialized and “it is possible to suppose that, when the publication of the collection did not happen, Voloshinov decided to add the article that was already finished, to the book as the third part”; secondly, Alpatov observes that the term “sociolinguistics” was not preserved in *Marxism and the philosophy of language*, as, it was only from the 1960s on that it came to be widely used in the Soviet Union.

outline of its parts, chapters and contents. The author states that it was a work in the publishing preparation phase, and had already been accepted by the publisher GIZ in May of 1928.

- 2) In addition, a scientific bibliography in French and German, mainly on questions of poetics and the philosophy of language.
- 3) Professional activities, from 1925, as professor of literary history and material culture at the State Technical, Artistic, Industrial School, together with the Academy of Arts.
- 4) Up to January, 1928, the period in which he earns a scholarship, delivers lectures on historical-literary and historical-musical themes at three State institutions of scientific popularization: : Gubpolitprosviét (Departamento da Educação Política da Província), Gubprofsoviét (Departamento dos Conselhos Profissionais da Província) e Domprosviét (Casa da Educação).

Voloshinov closes the report with a mention of his work as a member of the board of directors within the greater area of literature, and as the secretary of the Literature Methodology Subsection.

This report offers some pertinent elements that contribute to understanding Voloshinov's academic trajectories at the ILIAZV, and his process of scientific production. On the one hand, the book *Introduction to sociological poetics*, appearing in the first report and throughout others, was never published, and some of its contents were addressed in Medvedev's book – *The Sociological Structure of Poetic Form* – and even in *Marxism and the philosophy of language* (Sociological structure of basic daily utterances, Sociological structure of “lived experience” and “expression”). It is worthy to note that, the fact that the themes proposed by Voloshinov in the outline of the book *Introduction to a sociological poetics* are also addressed by Medvedev in the book, *Formal methods. Critical Introduction to sociological poetics*, which seems to point to, according to what we have already commented on the previous report, a dialogue and a theme common among the authors. On the other hand, he mentions, for the first time that the texts *The problem of the transmission of random discourse* and *Marxism and the philosophy of language* were accepted for publication, but will become a single work, published at the end of 1929. One hypothesis for the accelerated production of these works is the fact that Voloshinov had a scholarship from the ILIAZV during the exact period of this report, which allowed him to dedicate more time to research activities.

We would like to mention his advisor, Vassili Desnitski's evaluation, as well, with respect to the lecture Voloshinov delivered – *The sociological structure of the poetic form*. Desnitski lauds the quality of the work and its importance in Marxist studies developed at the ILIAZV, which highlight the academic context of Voloshinov's intellectual production, in which Marxism is a hegemonic theoretical-methodological orientation.

Fourth report (1928-1929)

This report is divided into 5 parts in which the following activities are addressed:

- 1) Scientific work at the ILIAZV carried out at the Literature Methodology Subsection, which resulted in the publication of the book *Marxism and the philosophy of language*, in 1929, as part of the collection *Questions of methodology and theory of language and literature (Vopróssy metodológií e teórii iazyká i literatíry)* (ILIAZV-Pribói);
- 2) Scientific work outside of ILIAZV through the publication of the article *The newest trends in linguistic thought of the West (Noviéchie tetchiénia lingvistítcheskoi mysli na Západe)* in the journal *Literature and Marxism* (1928, book 5) and the collaboration in the collection, *Rabfák na domú*, published by GIZ, sections of Literature and the Theory of Literary Discourse;
- 3) Work with foreign languages through the preparation of two translations: the article by K. Bühler *Vom Esen des Syntax*, and two sections of the book by E. Cassirer *Philosophie des symbolischen Formen*;
- 4) Practical pedagogical work at the *State Technical, Industrial and Art School of Leningrad*, at which he taught the classes – the History of Material Culture and the History of Russian Literature;
- 5) Social work: as a member of the cultural commission, carrying out activities of cultural education at the *State Technical, Industrial and Art School of Leningrad*, such as lectures, interviews and literary-musical gatherings.

Voloshinov closes the report identifying himself as a doctoral student and the secretary of the Literature Methodology Subsection.

In this report, we find out that the book *Marxism and the philosophy of language* has already been published, as well as the article “The newest trends in linguistic thought in the West”. On consulting and photocopying this article in the Library of the St. Petersburg Academy of Sciences, we discovered that, according to a footnote by the same author, the work is an expanded summary of the three chapters of the book *Marxism and the philosophy of language*, repeating, however, the procedure already observed, for example, in the article “The other side of the social” (1925), which became the book *Freudianism: a critical sketch* (1927).

If in this previous report, we find mention of the addition of a bibliography on poetics and philosophy of language in French and German, now for the first time, Voloshinov reports completing the translation of two texts in German by authors cited in *Marxism and philosophy*, and in articles.

Finally, we would like to point out that Voloshinov's pedagogical activities concentrate on the areas of literature and material culture. In this domain, he collaborates on the project *Worker Education at Home (Rabfák na domú)* from the publisher GIZ, in the literature and theory of literary language section, which produced self-study didactic material for workers who wanted to obtain a degree in higher

education, but who, because of their work hours, could not attend university classes, or for those who simply wanted to broaden their knowledge. In addition, Voloshinov maintained his social activities of disseminating knowledge in the areas of literature, culture and music. It is clear, then, that Voloshinov continued to be involved in not only academic research, but also in the socialization of this knowledge to workers and non-specialists.

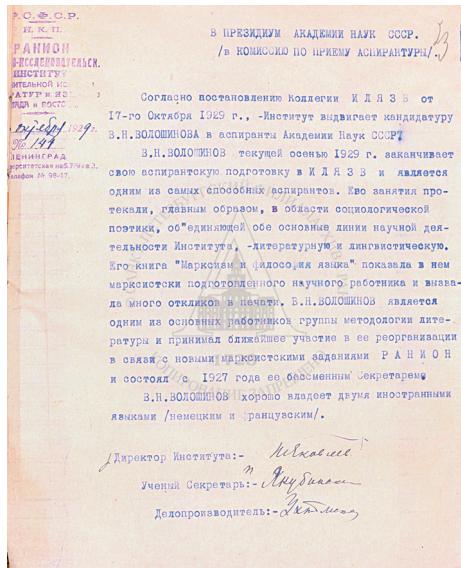
Voloshinov's doctoral thesis defense and performance evaluation

The information with respect to Voloshinov's doctoral defense is contradictory and filled with gaps. On the one hand, we find a document signed by Nikolai Derjavin, the director of ILIAZV, in the author's personal folder, which mentions Voloshinov's defense of his doctoral dissertation, on October 1st, 1929 (Source 302, op. 2, no. 51, page 18). On the other hand, we did not find any mention to the title of the dissertation, nor a report of the defense with the evaluation of the examining panel. Vassiliev (1995) writes that the theme of Voloshinov's dissertation was "probably" the transmission of random discourse and its relationship to linguistics and poetics, but does not provide the exact title of the work, nor any other concrete details.

In the bibliography, with respect to Valentin Voloshinov's trajectory, we also find contradictory information. On the one hand, in Valentin Voloshinov's biography, N.L. Vassiliev writes that "Voloshinov worked during this period on a dissertation with the theme that coincided with the theme of this chapter, that is, free indirect discourse" (VASSÍLIEV, 2003, p. 74), referring to the fourth chapter of the third part of MPL. The same information appears in the chronology of the Bakhtin Circle, prepared by Brandist, Shepherd and Tihanov (2004). On the other hand, Alpatov (2012, p. 181), an eminent Russian historian of linguistics and a scholar of the work of the Bakhtin Circle, affirms that between 1925 and 1930, the period of time when Voloshinov was a member of ILIAZV, "[...] the system of dissertations was abolished, however, the doctoral students should, periodically, report on the activities they have carried out." This leads to the assumption that, for this reason, Voloshinov would have obtained the title of Doctor (in Russian, *kandidat naúk*) without actually defending his dissertation.

In this same period, a request addressed to the Russian Academy of Sciences, recommends Voloshinov's acceptance into the graduate program. In the following, we transcribe this document (Figure 3) as it contains a description of Voloshinov's academic qualities:

Figure 3 – Request addressed to the Russian Academy of Sciences



Source: Fond 302, op. 2, no. 51, page 23.

To the Presidency of the Academy of Sciences of the Soviet Union
(Selection Committee for Entrance into the Graduate Program)

According to the resolution of the collegiate body of the ILIAZV on October, 17th, 1929, the Institute recommends that V. N. Voloshinov be accepted as a candidate for the graduate programme at the Academy of Sciences of the Soviet Union.

In the autumn of this year, 1929, V. N. Voloshinov finishes his preparation to enter graduate school at the ILIAZV, proving to be one of the most qualified graduates of the term. His studies mainly attend to the area of sociological poetics, which integrates the two main lines of the Institute's scientific activities: the literary and the linguistic. His book *Marxism and the philosophy of language* showed him to be an experienced Marxist researcher, gaining much recognition in the press. V. N. Voloshinov is one of the main participants of the group in methodology of literature and participated more actively in its reorganization due to the new Marxist tasks at RANION (Russian Association of the Institute of Scientific Research), and since 1927 has served as its permanent secretary.

V. N. Voloshinov is fluent in two foreign languages (German and French).

Diretor of the Institute: Iakovlev

Scientific secretary: Iakubisnki

Editor: Ukhtomskaia

We do not know the Academy of Sciences of the Soviet Union's response, or if Voloshinov managed to continue his studies there. However, it is clear that he desired to pursue his research and obtain the further degrees in his scientific/academic career. Voloshinov's academic performance is extremely lauded by the ILIAZV directors: "being one of the most capable graduates". According to the ILIAZV Board of directors, his research is exceptional in that it links two of the main lines of scientific activity – linguistic and literary – as well as demonstrating mature reflection from a Marxist theoretical-methodological perspective. Finally, his active participation in the administration and organization of the activities at the Literature Methodology Subsection is also featured in the resolution.

Fifth report

For the first time, Voloshinov appears as a first level professor-researcher at the institute currently known as the Institute of Linguistic Culture (*Gossudárstvennyi Institút Retchevói Kultúry* - GIRK). The report is organized in two main parts: works carried out at the ILIAZV, and works conducted outside of it. At the ILIAZV, he reports:

- 1) Scientific organization in which he describes his work as the Cabinet secretary (*kabiniét*)¹⁷ of the Literature Methodology Subsection; presiding over 7 meetings of the Cabinet and the sociological poetics group. He was the secretary for 10 meetings of the Cabinet council and plenary. He prepared the outline for the collection of translations, *Questions of theory and methodology of the languages and literatures in the West* (*Vopróssy teórii i metodológu iazyká i literatúry na Západe*). Voloshinov finalizes the account with the following declaration: "From the 13th of Februrary of the current year, I worked at a ravaging pace due to the fact that the Cabinet of the Literature Methodology Subsection has been declared a shock brigade of the Marxist theorists of literature."¹⁸
- 2) Scientific research: the publication of the article *On the borders of poetics and linguistics* (*O granítsakh poétki i lingvistiki*), a collection; and *The struggle for Marxism in literary Science* (*V borbié za marksízm v literatúrnoi naúke*)¹⁹, which was presented as a lecture in a meeting of the sociological poetics group.
- 3) Scientific popularization: publication of a series of articles for the journal *Literary Studies* (*Literatúrnaia utchióba*) under the general title, "Stylistics in Literary Discourse" (*Stilístika khudójestvennoi riétki*), as follows: *What is language?* (*Tchto*

¹⁷ In the earlier reports, Voloshinov used the word "subsection" to refer to the research unit in the methodology of literature.

¹⁸ Original excerpt: "S 13-ogo fevralia s.g. prechiol na udárnuiu rabótu v sviazi s obiavliéniem kabiniéta metodológu literatúrnoi brigádoi literaturoviédon-marksistov."

¹⁹ This collection was published in *Questions of methodology and the theory of language and literature* (*Vopróssy teórii i metodológu iazyká i literatúry*) by the publisher, Priboi, Leningrad, in 1930. It includes works produced by researchers at the ILIAZV.

*takóie iazyk?)²⁰, The construction of daily utterance (Konstrúktsia jíznennogo vyskázyvania)²¹, The word and its social function (Slovo i ego sotsiálnaia funktsia)²² and *Genre and style of literary utterance* (Slóvo i ego sotsiálnaia funktsia)²³.*

On his work outside of the ILIAZV, Voloshinov relates the following activities:

- 1) Leading the seminar on methodology of literature for professors in the Volodarski district where he delivered lectures on the Sociological Structure of “lived experience” and “expression”, (*Sotsiologuítcheskaia struktúra “perejivánia” I”vyrajénia”*) and *Essay on the sociology of the genre* (*Ópyt sotsiológuíjanra*);
- 2) Taught classes in Russian language and literature in the *State Technical, Industiral and Art school of Leningrad*, where he presided over the Cultural Commission, organizing lectures, workshops, etc.

This report distinguishes itself from the others for its emphasis on reporting works of scientific management in the first place, as well as the presence of propaganda terms from the Soviet Union (“shock brigade”, “ravaging pace”). Next, we highlight the activities he carried out to popularize science – a term employed for the first time – resulting in the production of the four texts. Despite Voloshinov’s mention of the 4 articles, we know that just 3 were effectively published in the periodical, *Literatúrnaia utchióba*, which displays on the front page the information that it is a *Journal for self-education studies* (*Jurnál dliá samoobrazovániia*). The change of the name of the Institute, and the fact that the scientific studies gave way to administrative activities in Voloshinov’s report, does not only mean formal alterations, but also broader changes in the organization of soviet scientific institutions at the time. On introducing a lecture on Olga Friedenberg, who was member of the ILIAZV at the same time as Voloshinov, Nina Braguinskaia comments on this reorganization:

In the summer of 1930, the Popular Commissary of Education renamed ILIAZV, State Institute of Cultural Linguistics. This name change was not only formal, but with it there was also a quantitative and qualitative change in the composition of the Institute: it was significantly reduced; renowned scientists and long-time academics were fired or resigned [...] and the graduates took their place, members of the Komsomol²⁴ and the Party, selected for party loyalty. [...] In the place of “abstract activities”, a soviet scientific institution emerged. (BRAGUINSKAIA, 1995, p.247).²⁵

²⁰ Volóchinov (1930a).

²¹ Volóchinov (1930b).

²² Volóchinov (1930c).

²³ In preparation for publication.

²⁴ Abbreviation of the “Communist Youth Union”.

²⁵ Itak, letom 1930 g. Narkomat Prosvetenia pereimenoval ILIAZV v Gosudárstvennyi institut retchevói kultúry. Pereimenovanie ne bylo formalnym, za nim stoíalo izmenenie i sostava instituta, kolitchestvennogo i káthchestvennogo -

Therefore, the second to the last report by Voloshinov, as well as the others, is a concrete utterance, which is constituted and understood in direct relation to the immediate social situation and the broader ideological horizon. The authoritarian word (“shock brigade”) invades Voloshinov’s utterance, which must be submitted to the first Five-year plan (1928-1932) imposed by the Stalinist regime, and its economic goals in all areas of Soviet society.

Sixth Report (1931)

Voloshinov continues here as a professor-researcher, however, unlike the previous reports, this one comprises only the first three months of 1931, and is divided in two parts: scientific research and administrative activities.

1) Scientific research work: preparation for publication of the first part of a book called, *Introduction to the dialectic of the word* (*Vvedenie v dialéktiku slova*); lecture, *Genre and style of literary utterance* (*Janr i stil khudójesvennogo vyskázyvania*) delivered at the Cabinet of Literature Methodology Subsection; active participation in all of the meetings of the Cabinet on the Methodology of Russian Literature; periodic attendance at the General Linguistics Cabinet;

2) Administrative work: substituted the head of the Literature Methodology Cabinet, where he presided over a series of meetings.

We highlight here the reduction of the period covered by the report, probably as a consequence of the administrative reorganization of the Institute, previously mentioned, revealing a reduction in the quantity of related activities. The book mentioned seems to never have been published, since Voloshinov’s last effective publications are the articles in the journal *Literary Studies*, mentioned in the former report. For the first time, Voloshinov reports that he attended the Cabinet meetings of General Linguistics, an area closer to the publication of *Marxism and the philosophy of language*. The administrative activities show that he left his post as secretary and became the Vice-director of the Cabinets of Literary Process and the Creative Method, as well as the Antireligious Literature group, thus it seems he was able to obtain a kind of promotion in his institutional position.

The final register of Voloshinov’s work at the Institute occurs in the *Production plan for the literature sector of the State Institute of Cultural Linguistics for the year 1932*, in which he appears as a participant in the Literary Process and Creative Methods Cabinets, as well as the Antireligious Literature group. Despite this, it is Voloshinov’s last continuous report in the St. Petersburg Branch of the Russian Academy of Sciences Archives (*Sankt-Peterbúržski Filial Arkhiva RAN*).

on sokratílsia v niéskolko raz, iz nego byli udalený i uchlí sami krúpnyie utchiónyie e stáryie akadiémiki [...] i prichlí “aspiránty”, sotsiálno orfiltróvannyie komsomoltsy i partiítsy. [...] Vmesto vsekh étikh “otórvannykh ot jízni” zaniátií voznikáiet soviétskoie naútchnoie uchrejdiénie.

According to Vassiliev (1995), Voloshinov – after the reformulation of the GIRK in 1932, when the literature sector was eliminated, and the linguistics sector became the basis for the Linguistic Institute of Leningrad – he gave classes at the Pedagogical Institute A. I. Guerstsen and at the Institute for the Advancement of the Art Workers up to 1934, when he had to stop due to severe tuberculosis, from which he died, on June 13th, 1936.

Discoveries of the Archival research

These reports on Voloshinov are concrete utterances reflecting and refracting the immediate situation of communication and the broader ideological horizon. It is impossible to analyze them and understand them without considering the transformations that occurred in the Soviet Union and their repercussion on the ILIAZV, which, from 1928 on, had to adapt to Stalin's new economic guidelines, called the Five-year Plan, aiming to transform USSR from an agricultural country to an industrial one. As a result of this Plan, even the scientific institutions in the area of human sciences suffered deep reorganizations and had to develop goals to be met. We can clearly see the influence of these political-economic macrocontexts in Voloshinov's reports.

The material found in the archives allows us, on the one hand, to provide concrete and precise information on some of the aspects of Voloshinov's academic and even personal trajectory in the context of his work at the ILIAZV and afterward at GIRK:

- 1) Before his admittance to the ILIAZV, Valentin Voloshinov was a musician, and composer, as well as an artist producing poems, reviews and short articles about music. Vassiliev (1995) reports that, while still at Vitesbsk, Voloshinov gave up on being a poet, recognizing that he did not have any special talent for it, preferring to maintain his musical activities as a composer and music critic;
- 2) Already by the mid 1920s, Marxist theory had become hegemonic and is found in the required readings for entrance into the ILIAZV, which can explain the presence of Marxist theory in Valentin Voloshinov's work;
- 3) Valentin Voloshinov's reports evidence of a recurrent work style in which he would mainly publish an extensive article in a journal, and then later expand it into a book on the same theme;
- 4) The general outline for the work, *Introduction to sociological poetics* comprised in the 1st report (1925-26) reveals that the content of the chapters included themes addressed later by Mikhail Bakhtin and Pavel Medvedev, indicating a direct academic collaboration between the authors between 1925 and 1929, when the three met up in Leningrad;
- 5) Valentin Voloshinov worked intensely in the Literature Methodology Subsection, both in administrative activities and scientific, despite the fact that two of his best known works in Brazil – *Freudianism: a critical sketch* (1927) and *Marxism and the philosophy of language. Critical introductions to sociological poetics*

(1929) – treat themes closer to the fields of study of the philosophy of language and linguistics. In this respect, it is worthy to note that, according to Iakubinski's 1933 letter (Source 302, op. 1, n. 97, page 3), the ILIAZV was the only research institute in the Soviet Union at the time, where research was carried out in both literature and linguistics. Consequently, the imprecise limits between the theory of literature and the theory of linguistics, and the resulting richness of works by Valentin Voloshinov, Pavel Medvedev and even Mikhail Bakhtin, lead us to surmise they may have benefited by this academic context;

6) In more than one document of the ILIAZV, commentaries that shower praises regarding Valentin Voloshinov's scientific production attest to his personal talent in producing the works that were attributed to him.

Nonetheless, on the other hand, we observe gaps, unresolvable so far, about those same themes: what could have happened with the book *Introduction to Sociological Poetics* cited in the first three reports?²⁶ Why was the book *Marxism and the philosophy of language* released in January of 1929, according to Alpatov's research (2005, p.91), and why did the defense of his dissertation occur in October of 1929, according to documents found in the archives? Why weren't Voloshinov's doctoral dissertation theme and the record of his defense found in the archives? What was the Academy of Sciences of the Soviet Union's response to the board of directors' recommendation to accept Voloshinov in to the ILIAZV as a graduate student?

If we were in the domain of aesthetic activity, as Bakhtin theorized (1993), the architectonics of the author would have found a way to give an ending and conclusion to these gaps. However, in the sphere of scientific activity, we have to content ourselves with a reporting of the records found, preserving both their concreteness and their unfinished quality, their inconclusiveness and their incompleteness.

GRILLO, S.; AMÉRICO, E. Valéntin Nikoláievitch Volóchinov: detalhes da vida e da obra encontrados em arquivos. *Alfa*, São Paulo, v.61, n.2, p.339-366, 2017.

■ **RESUMO:** Neste artigo relatamos e descrevemos as descobertas de nossa pesquisa realizada nos arquivos da Filial de São Petersburgo do Arquivo da Academia Russa de Ciências, onde foram consultadas os documentos do Instituto da História Comparada das Literaturas e Línguas do Ocidente e Oriente (ILIAZV), lugar de atuação de Valéntin Nikoláievitch Volóchinov entre 1925 e 1932. A pesquisa documental permitiu o conhecimento da trajetória acadêmica e mesmo pessoal desse autor, na época em que produziu, entre outras, a obra *Marxismo e filosofia da linguagem. Problemas fundamentais do método sociológico na ciência da linguagem*. Entre os principais achados da consulta ao arquivo destacamos: a forte presença da teoria marxista em diversas atividades do ILIAZV, a participação de Volóchinov nessas atividades, a atuação de Volóchinov na seção de metodologia da literatura, a presença de temas

²⁶ Alpatov (2005, p. 93) also states that the destiny of this book is a mystery.

de trabalhos de Medviédev e de Bakhtin em planos dos relatórios de Volóchinov entregues ao ILIAZV, o reconhecimento dos méritos acadêmicos de Volóchinov por pesquisadores do ILIAZV, a metodologia de trabalho de Volóchinov, as mudanças nas instituições acadêmicas soviéticas entre 1925 e 1932.

- *PALAVRAS-CHAVE: Volóchinov. Círculo de Bakhtin. Arquivos do ILIAZV.*

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THE PRODUCTION OF A LULA-DILMA CO-PRESENCE EFFECT IN THE POLITICAL MEDIA DISCOURSE IN BRAZILIAN WEEKLY MAGAZINES FROM 2010

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- ABSTRACT: Foregrounded by the theoretical and methodological framework of the French Discourse Analysis, the current study embodies the Foucauldian idea of History as a discontinuous set of temporalities and recovers the discourse of the most important event in Brazil during 2010, when Dilma Rousseff was indicated as the presidential candidate of the Workers' Party (PT), as the successor of Luis Inácio Lula da Silva. Facts and events that constituted the conditions of possibility for the presidential race during the period are discussed, while the power relations that delineate the political and media discourse are problematized, as our paper analyzes the regularities/dispersions that guide Dilma's and Lula's discourses within a 208-issues archive of the weekly magazines *CartaCapital*, *Época*, *IstoÉ* and *Veja* published during the election year. Results show the production of a discursive effect of a Lula-Dilma co-presence, which, in three of the magazines, show a lack of qualification of the candidate's image, as a product manufactured for electoral purposes. On the other hand, in *CartaCapital*, as dispersion, the discursive effect highlights the partnership of the two subjects as essential for the continuity of the Worker's Party policy.
- KEYWORDS: Co-presence. Regularities. Political and social media discourse. History.

Introduction

Michael Foucault (2008, p. 293) wrote that history is not a single time space, but “a multiplicity of time spans that entangle and envelop one another”. This assumption explains the analytical movements we propose in this text. Our view at the multiplicity mentioned by the author evokes here the discursive threads of a singular political event in the Brazilian context in 2010 – the repercussion of the nomination of Dilma Vana Rousseff as presidential candidate for the Worker's Party (PT) found in printed weekly magazines.

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In a historical reading, in the tangle of facts and events that make up the *conditions of possibility* (FOUCAULT, 2010a) of the presidential run of the period, the understanding of our object includes the problematization of various aspects: the emergence of a candidate without electoral experience, for the succession of a highly popular government; the power relations that are depicted in contemporary society as a hybrid discourse, marked by the coexistence of different spheres - the politico-media complex; and the *regularities/dispersions* (FOUCAULT, 2010b) that guide the discourses regarding the subjects Dilma and Lula in the pages of the *discursive practices* (FOUCAULT, 2010b) under analysis.

In order to enter the *risky order of discourse* (FOUCAULT, 2010a, p. 7) composing the described scenario, we gathered, as *archive* (FOUCAULT, 2010b) for investigation, the 208 editions of the magazines *CartaCapital*, *Época*, *IstoÉ* and *Veja*, published in 2010. In possession of this material, we adopted the theoretical and methodological principles of the Discourse Analysis from the French school, especially regarding the thoughts of the aforementioned French philosopher. Moreover, we selected the enunciative series that promote a regularity of the discursive effect of a Lula-Dilma co-presence expressed in media, also focusing on the dispersion of the produced meanings.

This process, as part of a larger research, is organized in three parts in this article. In the first one, we discuss what constitutes media, politics and the political media discourse category. In the second section, we outline the notion of co-presence as a discursive effect in order to explore, in the last part of this paper, the conditions for the emergence of this effect on the regularity of our archive of elections. With this path, we try to echo the words of the French philosopher, through the realization of a reading of history “[...] not as a great continuity underneath an apparent discontinuity, but as a tangle of superimposed discontinuities.” (FOUCAULT, 2008, p. 293).¹

Historical (dis)continuities and the political media discourse

When reflecting on contemporary sociability and measuring the re-signification of the ways of political interaction, the power relations that permeate many of the movements caused in humanity by the arrival of the third millennium are undeniable. The unstable interaction *a priori* of two distinct domains - media and politics – has generated several doubts in a humanity suspicious of the new discursive order, which presents itself within the discontinuity of history that marks the relation between the strategies of publicity of the public speech and the supremacy of discourses considered as eminently political.

On the list of common questions about the role of media, are those related to the cases in which media enters the political universe, that could be related either to the

¹ The original fragment reads the following: “[...] não como uma grande continuidade sob uma descontinuidade aparente, mas como um emaranhado de descontinuidades sobrepostas.” (FOUCAULT, 2008, p. 293).

government, to an electoral campaign, or to politicians' image management that occupy relevant positions in the Executive and Legislative powers. For Rubim (2000, p. 11), "[...] social scientists and politicians tend to oscillate between silence and attribution of a stigma of subalternity to communication in its interlocution with politics."²

In the context of the dispute that separates political scientists from social communicators, there is still a strong belief that the conjunction of media and politics is responsible for a depoliticization of the logic and essence of the second: "The insertion of politics in the reasoning of the commercial communication – the one of short, simple and "dialogued" messages – produces as one of its main effects, the deletion of the political debate" (BARONAS, 2005, p. 101)³.

For Lima (2004), a public event with the dimension of a presidential run can no longer be operationalized without the intervention of media. In fact, according to the author, the notion of 'public event' acquires a differentiated status with the advent of the media:

[...] before its development, a 'public event' implied sharing a common place (space); co-presence; seeing, hearing, visual appearance, spoken word; dialogue. After the advent of the media, a 'public event' is not restricted to a shared space. The "public" might be distant in time and space. This way, the media complements the traditional constitution of 'public', but also extends, transforms and replaces it. The 'public' is now mediatized. (LIMA, 2004, p. 51)⁴.

The media field is defined by Rodrigues (1997, p. 152) as a mediation institution comprising diverse instruments (formally and informally organized), with the main purpose of constructing legitimate values (to a certain extent, divergent from those of Institutions), "[...] which acquire in modern societies the right to autonomously mobilize the public space, in order to pursue its objectives and regarding its interests."⁵. Miguel (2002, p. 163), in turn, addresses this conflict with a reflection that we consider quite pertinent, since the author considers that the focus of many questions about

² The original fragment reads the following: "[...] os cientistas sociais e políticos majoritariamente tendem a oscilar entre o silêncio e a atribuição de um estigma de subalternidade à comunicação em sua interlocução com a política." (RUBIM, 2000, p. 11).

³ The original fragment reads the following: "A inserção da política na lógica da comunicação comercial – a de mensagens breves, simples e 'dialogadas' – produz como um de seus principais efeitos o apagamento do debate político." (BARONAS, 2005, p. 101).

⁴ The original fragment reads the following: [...] antes de seu desenvolvimento, um 'evento público' implicava compartilhamento de um lugar (espaço) comum; co-presença; visão, audição, aparência visual, palavra falada; diálogo. Depois do desenvolvimento da mídia, um evento para ser 'evento público' não está limitado à partilha de um lugar comum. O "público" pode estar distante no tempo e no espaço. Dessa forma, a mídia suplementa a forma tradicional de constituição do 'público' mas também a estende, transforma e substitui. O 'público' agora é midiatizado. (LIMA, 2004, p. 51).

⁵ The original fragment reads the following: "[...] que adquirem nas sociedades modernas o direito a mobilizarem autonomamente o espaço público, em ordem à persecução dos seus objetivos e ao respeito dos seus interesses." (RODRIGUES, 1997, p. 152).

the role played by the media revolves around not what it specifically shows, but what is silenced on the subjects published, considering that “[...] the problem is that the discourses it conveys do not include the plurality of perspectives and interests present in society.”⁶

Beyond this two-way perspective, in which each of the two domains influence and is concomitantly constituted, we believe that it is extremely relevant to focus on the political field as a rather unstable social space. In Bourdieu's (1989) sociological perspective, the so-called *political field* is described as a field of forces and of struggles, through which agents, in the name of power relations, remain in constant conflict.

Our understanding of this perspective already perceives a marketing nature in the products and political strategies inherent to this field. With or without media vehicles, the driving force of politics is guaranteed in the constant construction of public opinion given certain political discourse. According to Berger (1997, p. 7), in the relationship between the *Journalistic Field* and the *Political Field*, the first finds its material in the second, in a privileged way. In the author's words:

[...] the homology between the Political Field and the Journalistic Field is made through the correspondence between the events produced by a subgroup of the Political Field which, through spectacularization, appear on the agenda of the newspapers and, thus, dialogue with the agents of their own field. The symbolic power of politicians is to make people believe, because their capital is also credibility. But this credibility needs the support of the press, because, when informing, it is recognizing some to the detriment of others, and thus acclaiming them⁷.

In the search for understanding the ways through which this acclamation takes place in the discursive practices of the weekly magazines in our archive of the elections, our first step, after addressing the perception of these two fields and how this relationship occurs, is to delimit our work in this area as the reading of a political event as a media product; so the analysis we undertake in this research is related to an object that we understand to be of a compound nature: a *political media discourse*.

To indicate the action that the media develops with the political facts that are published in their vehicles, Weber (1999) explains that the political media discourse arises from the relation between the media vehicles, the politics itself and the subjects, and that it

⁶ The original fragment reads the following: “[...] o problema é que os discursos que ela veicula não esgotam a pluralidade de perspectivas e interesses presente na sociedade.” (MIGUEL, 2002, p. 163).

⁷ The original fragment reads the following: [...] a homologia entre o Campo Político e o Campo do Jornalismo se faz através da correspondência entre os acontecimentos produzidos por um subgrupo do Campo Político para, pela espetacularização, constarem da pauta do jornal e, assim, dialogar com os agentes do seu próprio campo. O poder simbólico dos políticos é fazer crer, pois o seu capital é também a credibilidade. Mas esta credibilidade necessita do aval da imprensa, pois, informando, ela está reconhecendo uns em detrimento de outros e, assim, consagrando-os. (BERGER, 1997, p. 7).

[...] alludes to a complex and interdependent configuration of power, as besides including the game of passions brought by the subject, it also excludes the complacent discourse of media supremacy over politics, or the discourse that admits the independence of politics from the media. (WEBER, 1999, p. 2)⁸.

In most studies, however, we find a movement contrary to Weber's, with hypotheses that support the idea that politics is depoliticized when media interferes by publicizing its events or when politics resorts to advertising resources to promote their discourses. Parallel to this idea of "contamination" of the public speech by marketing practices, which are recognized as common in media vehicles, there is still the current question about what is the true role of media – dissemination of information/communication or the common practice of shaping opinions.

In fact, this discussion leads to questioning the objectivity or impartiality of the media in relation to the content it disseminates, as media also acts symbolically as a tool of political discourse according to its engagement, and therefore interferes directly or indirectly in the (formation of) public opinion.

Once we determined the way our research comprehends media, politics and their relationship regarding political events such as presidential elections, in the next section, we present the notion of co-presence as a discourse effect inherent in the political media discourse that we focus on.

Co-presence as a discourse effect

The notion of co-presence, of corporeal nature, appears in the writings of Goffman (2010, 2012, 2013), Giddens (2009) and Merleau-Ponty (1999), in reference to face-to-face interactions in which individuals perceive and react to a mutual presence, consisting, more specifically, of the ways through which the subjects become accessible to others, in immediate situations that favor the physical contact between interlocutors.

Parallel to this view are the assumptions that conceive the sensation or the so-called sense of presence of individuals, with the communication process achieved through the mediation of electronic vehicles, for example. According to Zhao (2002), one of the great problems in the present forms of conceptualizing presence lies in the fact that there is an equalization between the concepts of presence and sense of presence.

With the intention of avoiding confusion, the author introduces the concept of *mode of presence*, which structures the physical relationships between individuals, while

⁸ The original fragment reads the following: [...] remete a uma configuração de poder complexo e interdependente, pois além de incluir o jogo de paixões interposto pelo sujeito, exclui o confortável discurso da supremacia da mídia sobre a política, ou aquele que admite a independência da política em relação às mídias. (WEBER, 1999, p. 2).

the *sense of presence* constitutes the subjective experience that allows an individual to perceive the other in a given environment. *Sense of presence* is, therefore, the subjective experience of being present in a specific environment outside one's body, which is produced through the impinging of external sensory stimuli upon the sense organs of the perceiver.

In the analysis carried out by Dias (2008) the notion-concept of “*corpografia*⁹” appears as an element arising from the materiality of digital media. Gallo and Romão (2011), in turn, analyze the role played by the individuals who surf the internet and use the artifacts of this technology to “shape their emergence in social media and to make their body speak through the letters (language)” (GALLO; ROMÃO, 2011, p. 14)¹⁰.

For the authors, “[...] the body is discursively an effect of constant presence originated by the impossibility of being there at all times [...]” (GALLO; ROMÃO, 2011, p. 16)¹¹. The presence of the individuals they call “surfing-subjects” can be understood as an effect of discourse in the situations in which they enter the universe of possibilities, which is inherent to all technological-digital machinery of contemporaneity, and present their body in the language/discourse.

Santaella (2007, p. 236) also discusses the notions of presence-absence based on the relation of the media with the cyberspace, explaining that in the virtual space, both the presence and the lack of presence - the absence - interchange and overlap in the same environment, “[...] generating the experience of ubiquity: to be there, from where they call me, and to be here, where I am called, at the same time.”¹²

On that subject, the author explains how, in radio and television, for example, a “light ubiquity” is created, meaning that “[...] listening about or seeing images of an event is a kind of mental transportation that generates the illusion of being in the event witnessing the facts.” (SANTAELLA, 2007, p. 236)¹³. Although not using the term co-presence, in the text “The present body”, Cardoso (1999, p. 47) also talks about the inventive creations of electronic correspondences, which use new codes to represent corporal expression and seek to “bring back the intensity of the physical presence and the carnality of communication.”¹⁴

⁹ The author created this term to express how the body (*corpo*) could be a relevant tool to understand the doings of discourse and enunciation through graphic (*grafia*) representations.

¹⁰ The original fragment reads the following: “dar corpo à sua emergência na rede e para fazer falar o (seu) corpo presentificado nas letras” (GALLO; ROMÃO, 2011, p. 14).

¹¹ The original fragment reads the following: “[...] corpo é discursivamente um efeito de presença constante furado pelo impossível estar lá a todo tempo [...]” (GALLO; ROMÃO, 2011, p. 16).

¹² The original fragment reads the following: “[...] gerando a vivência da ubiquidade: estar lá, de onde me chamam, e estar aqui, onde sou chamado, ao mesmo tempo.” (SANTAELLA, 2007, p. 236).

¹³ The original fragment reads the following: “[...] ouvir sobre ou ver imagens de um acontecimento é uma espécie de transporte mental que gera a ilusão de estarmos dentro do acontecimento como testemunha dos fatos.” (SANTAELLA, 2007, p. 236).

¹⁴ The original fragment reads the following: “trazer de volta a intensidade da presença física e das marcas carnais de comunicação.” (CARDOSO, 1999, p. 47).

The immersion in our archive of the 2010 presidential elections in Brazil shows that, especially through the discourses of political subjects in images printed on weekly magazines, the historicity of the political media discourse favors the creation of an illusion in the reader, such as pointed by the authors mentioned above. The illusion aspect found in the weekly magazines that we analyze, however, instead of making readers feel present in the scenes and facts about the candidates, creates an effect of presence and/or co-presence of the subjects, understanding and considering as reality the discourses of events portrayed through the lens of the media.

Regarding the role played by images, Le Breton (2001, p. 31) explains that, in different social universes, they “attempt to culturally reduce the mystery of the body”¹⁵. For him, “[...] a myriad of unusual images delineate the dotted presence of an inapprehensible transient object, but still apparently undeniable.”¹⁶ Knowing the communicative potential of the image, the displacement of the notion of co-presence that we propose consists, therefore, in focusing on the communicative situations established visually or verbally (by the presentation of images or through what can be said about them) as discursive events proper to the printed media. In the case of the communication printed in weekly magazines, the use of photographs is undoubtedly the element that favors the representation of empirical objects as theoretical objects, and therefore, produces the effects that mark the bodily presence in the discourse.

In this process, we also investigate the discursive scenes in which the co-presence of political subjects are identified through photo collages and/or verbal references of isolated images of the two subjects that present their bodily coexistence through enunciation, producing a symbolic effect of co-presence of one of them or both. In the coverage of the 2010 presidential elections by the weekly magazines that compose our archive, the popularity of the government of Luiz Inácio Lula da Silva’s configures an “apparently undeniable” “dotted presence” that transfers visibility of a strong public figure to his candidate, which is required to win the election.

Thus, based on the Foucauldian premise that “no event is immaterial; it is always at the level of materiality that it takes effect, that it is an effect” (FOUCAULT, 2010b, p.57)¹⁷, our understanding of co-presence as a discursive effect comprehends the presence/co-presence of political subjects as the result of the production of meanings through the materialities of discursive spaces (politics and media) that are constructed and sold as informational. Destabilizing the effects of evidence created in these discourses is a pertinent tool for reading the fragments of reality that circulate the printed communication vehicles of the country, especially in campaigns and electoral disputes.

¹⁵ The original fragment reads the following: “tentam reduzir culturalmente o mistério do corpo se sucedem”. (LE BRETON, 2001, p. 31).

¹⁶ The original fragment reads the following: “[...] uma miríade de imagens insólitas delineia a presença em pontilhado de um objeto fugaz inapreensível e, no entanto, aparentemente incontestável.” (LE BRETON, 2001, p. 31).

¹⁷ The original fragment reads the following: “nenhum o acontecimento é imaterial; é sempre ao nível da materialidade que ele adquire efeito, que ele é efeito” (FOUCAULT, 2010b, p. 57).

The Lula-Dilma co-presence effect in weekly magazines: regularities and dispersions

Through a perspective aligned with Foucault, analyzing any domains or objects as discursive is to “[...] look at the ways in which the discourse plays a role inside the strategical system in which the power is involved, for which power is working.” (FOUCAULT, 2010c, p. 253).¹⁸ When it comes to doing so in the compound field of what is political and mediatic, this relationship with the power of discourses is even clearer.

Aware of the power relations within this movement, our understanding of the 2010 electoral year through the archive of Brazilian weekly magazines takes the bundle of discourses produced as a series of events “[...] differing in amplitude, chronological breadth, and capacity to produce effects.” (FOUCAULT, 1979, p. 5).¹⁹ For the French philosopher, “[...] an utterance is always an event that neither the language (*langue*) nor meaning can quite exhaust.” (FOUCAULT, 2010a, p. 31).²⁰

When presenting the relation between this unit of analysis, the enunciative function and man, his main object of study, the author allows us to enter into historicity through the relation that a statement maintains with others, its repeatable materiality, but also through its rarity, considering that the enunciative function never repeats itself. We must also consider that, although there is a repeatable materiality of utterances, it arises as a singular event within an archive, materialized by a subject inscribed in a historical and social context.

Thinking about a political media archive within this perspective is to see it as “a practice that causes a multiplicity of statements to emerge as so many regular events” (FOUCAULT, 2010b, p. 147).²¹ In this sense, our investigation of the mechanisms of construction of these discourses in the electoral year is not premised by temporal notions related to the origin of facts. On the contrary, we address the discursive regularities of the electoral year with the boundaries of chronology lying only in the weekly magazines published between January and December 2010, since it is not possible to limit the historicity of facts and movements only to the researched period.

Therefore, we understand *discursive regularity* as “the set of conditions in which the enunciative function operates, and which guarantees and defines its existence”

¹⁸ The original fragment reads the following: “[...] é examinar as diferentes maneiras pelas quais o discurso desempenha um papel no interior do sistema estratégico em que o poder está implicado, e para o qual o poder funciona.” (FOUCAULT, 2010c, p. 253).

¹⁹ The original fragment reads the following: “[...] que não têm o mesmo alcance, a mesma amplitude cronológica, nem a mesma capacidade de produzir efeitos.” (FOUCAULT, 1979, p. 5).

²⁰ The original fragment reads the following: “[...] um enunciado é sempre um acontecimento que nem a língua nem o sentido podem esgotar inteiramente.” (FOUCAULT, 2010a, p. 31).

²¹ The original fragment reads the following: “sistema que rege o acontecimento dos enunciados como acontecimentos regulares” (2010b, p. 147).

(FOUCAULT, 2010b, p. 163)²². In its historical discontinuity, the regular enunciative sequences in the treatment that Dilma, Lula and the Worker's Party received in the 2010 weekly magazines explain a singular discursive movement by which the president was constantly remembered in co-presence with his possible successor.

In the editions published over the period and according to the analyzed media, this process was carried out by the use of distinct designations/marks, but, in general, the statements of the three media vehicles with the largest circulation in 2010²³ questioned the competence of the Worker's Party candidate, highlighting the transformations in her appearance and posture as an artificial product manufactured by the campaign marketers. Within the discourse about these changes, Lula's shadow becomes a presence in the texts and/or images published, as we will see in the enunciative sequences and in the figures we selected in this text.

In *Veja* magazine, for example, a photograph of the image of the candidate's body, with a forced smile on her face, along with an ironic verbal statement, denounces the "new" sympathetic tone of Dilma Rousseff as a result of the guidance of President Lula, who, co-present in the campaign movements, would have taught his candidate on how to be nice to the Brazilian electorate, as we can see in the Enunciative Sequence 1 (ES1): "Apprentice candidate. Time to smile. Dilma: Professor Lula's lessons on how to be nice to the voter" (VEJA, 2010b, p. 32)²⁴.

In the verbal statements that accompany the mentioned image, the relationship of teaching and learning in the art of political communication is shown metaphorically by the attribution of well-defined roles. President Lula is addressed as the (co)present teacher, the one who holds the power to teach his student the appropriate time to smile and how sympathy should emanate from a candidate. Dilma Rousseff, on the other hand, receives the role of pupil of the sympathy techniques - "apprentice candidate". By calling her "apprentice", the magazine depicts her as inexperienced, and also endorses an image of lack of spontaneity in the Worker's Party candidate.

In another edition of *Veja* magazine, the shallowness of PT's candidate is attributed to the humor and facial expression with which Dilma participated in public events, interviews and debates:

S2: Dilma Rousseff, Chief of Staff of Lula's government, was finally appointed as the candidate for the Presidency of the Republic [...]. With a superficial sense of humor that is easily soured and endowed with irrefutable, almost hieratic opinions on the most arcane technical themes,

²² The original fragment reads the following: "o conjunto das condições nas quais se exerce a função enunciativa que assegura e define sua existência" (FOUCAULT, 2010b, p. 163).

²³ In the reports provided by the Circulation Verifier Institute (IVC), in 2010, *Veja* ranked first in the ranking of national magazines, with an average circulation of 1,086,191 copies. Occupying the 2nd position, *Época* magazine had an average of 408,110 copies. In third place, *IstoÉ* magazine ranked with an average of 338,681 copies, and, occupying the 30th position in the ranking, *CartaCapital* magazine with an average circulation of 30,703 copies.

²⁴ The original fragment reads the following: "Aprendiz de candidata. Hora de sorrir. Dilma: lições do professor Lula de como ser simpática com o eleitor." (VEJA, 2010b, p. 32).

she will have to reciprocate the most stupid comments with artificial smiles on the podiums. (VEJA, 2010a, p. 52).²⁵

In sequence 2, the lack of political savvy is again subject to the judgment of the printed media, along with her inexperience in “electoral disputes”. Due to this lack of political practice, the magazine highlights in the rest of the article the work of PT’s advisers and marketers, responsible for the campaign to take off and, on the other hand, the role that president’s Lula popularity exercises on the candidate he “invented” for the continuity of his government in Brazil.

In several editions of the magazine *Época*, the statements that promoted the association of Lula’s support for Dilma’s candidacy were also regular, but these were mainly based on the use of specific names to this relation. Considered as a “Lula’s creature”, in 2010 the PT’s candidate behavior was addressed mainly from two points of view in this magazine. a) critics of her performance when not in the presence of her “creator” (according to ES3 and ES4); and b) discourses suggestive of a shallowness of the candidate’s image, expressing this identity with the metaphor of a piece of clothing changed according to the requirements of each public situation (figure 1).

In the following sequence (ES3) the condition of candidate chosen for the succession of Lula is questioned by magazine *Época*, in reference to the fact that Dilma is “unknown to the public” and has “no familiarity” with politics. In the midst of this interrogation, Lula’s co-presence is rescued by the lexicon itself, “pupil” and “guided by Lula”, as a possible omnipresence in the former minister’s government, should she win the election.

ES3: President Luiz Inácio Lula da Silva’s choice of Dilma Rousseff’s as presidency candidate for the *Palácio do Planalto*²⁶ has raised doubts since it was revealed, just over two years ago. Unknown to the public and with no familiarity with the political world, Dilma entered the electoral race guided by Lula, who has a popularity close to 80%. Lula outlined the strategy of federal and state alliances, indicated the main members of the campaign, and challenged electoral legislation to make his pupil known. Lula’s apparent ascendancy over Dilma produced the suspicion that if elected, she would remain dependent on the political guidance of her ex-boss. The movements made in recent weeks have reinforced the impression that, even outside *Planalto*, Lula will have a strong influence on an eventual Dilma government. (ÉPOCA, 2010c, p. 48).²⁷

²⁵ The original fragment reads the following: “S2: Dilma Rousseff, ministra-chefe da Casa Civil do governo Lula, foi finalmente apontada como a candidata à Presidência da República [...]. Com um humor superficial facilmente azeitável e dona de opiniões incontrastáveis, quase hieráticas, sobre os temas técnicos mais arcanos, ela vai ter de retribuir com sorrisos artificiais nos palanques os comentários mais estúpidos.” (VEJA, 2010a, p. 52).

²⁶ *Palácio do Planalto* is the name of the building where the President of Brazil live and work.

²⁷ The original fragment reads the following: “SE3: A escolha pelo presidente Luiz Inácio Lula da Silva do nome de Dilma Rousseff como candidata do governo ao Palácio do Planalto despertou dúvidas desde que foi revelada,

In the ES4, Dilma Rousseff, in the condition of former minister, therefore “out of captivity” from the Ministry, no longer counts with the possibility of going to government events, such as inaugurations, accompanying President Lula. This liberating solitude allows PT’s candidate to adopt a more personal profile, that is, not graceful. According to the magazine, contradicting any image based on a sensitive femininity that the party had “sold” at the beginning of the electoral year, the so-called “Lula’s creature”, without him, trades “barbs and put-downs”, showing that she is not a “little girl”, she is “manlier” than any of her political opponents.

SE3: Dilma has entered the game, now in non-governmental version. Or paragovernmental. In her first week as a former minister, Lula’s creature proved to be much more resourceful when out of captivity. She came out trading barbs and put-downs, making it clear that tenderness is a little girl’s thing. The aspirant for the first female president of the Republic seems determined to show that no one is manlier than she is. (ÉPOCA, 2010d, p.56).²⁸

The same masculinity exposed by the media as a device of vigilant power is also highlighted in her change process. In a cartoon published in the same magazine, Dilma as a “man” is finally replaced by the adoption of a very feminine posture: the use of Lula’s Fashion, with colorful outfits destined to the diverse identities that the “creature” of PT had to incorporate during the campaign:

há pouco mais de dois anos. Desconhecida do público e sem intimidade com o mundo político, Dilma entrou na corrida eleitoral guiada por Lula, dono de uma popularidade próxima a 80%. Lula traçou a estratégia de alianças federais e estaduais, indicou os principais integrantes do comando de campanha e desafiou a legislação eleitoral para tornar sua pupila conhecida. A evidente ascendência de Lula sobre Dilma produziu a suspeita de que, se eleita, ela continuaria dependente da atuação política do ex-chefe. Os movimentos feitos nas últimas semanas reforçaram a impressão de que, mesmo fora do Planalto, Lula exercerá forte influência em um eventual governo Dilma.” (ÉPOCA, 2010c, p. 48).

²⁸ The original fragment reads the following: “SE3: Dilma entrou em campo, agora em versão não governamental. Ou paragovernamental. Em sua primeira semana como ex-ministra, a criatura de Lula mostrou-se muito mais desenvolta fora do cativeiro. Saiu distribuindo farpas e caneladas, deixando claro que delicadeza é coisa de mulherzinha. A aspirante a primeira “presidenta” da República parece decidida a mostrar que ninguém é mais homem do que ela.” (ÉPOCA, 2010d, p. 56).

Figure 1 – “Lula’s Fashion”²⁹



Source: Época (2010d, p. 6).

In Fig. 1, in addition to the body image represented as a cartoon, with all the meanings that caricaturization brings in itself, the character Dilma is represented in front of four different possibilities to attend the orientations to “change her outfits”. In the outfits available to her, the colors (white, blue, lilac and red) are defined by the ideological order of events in the campaign trajectory. In the first clothing option, for example, the title “*sambando com gari*” refers to the visit that the presidential candidate made to the Rio de Janeiro sambadrome³⁰ on February 14th, 2010, when the candidate danced with a gari (thrash man).

At the heart of all the occurrences of this discursive practice in media, there was the emergence of criticism, both because Lula had chosen an unknown candidate with no electoral experience for his succession and because he used his prestige as president to build Dilma’s image as a political personality similar to his.

In *Editora Três* weekly magazine, the candidate’s personal care with her body appears on the agenda (plastic surgery, hairstyle, aesthetic interventions). The modifications are presented in the media discourse as prior to the beginning of the campaign - which reinforces the idea that they are aimed at building an image of a disciplined Dilma in the presidential race. The questioning tone concerning these changes is created around question-statements, which point to the creation of a theatrical identity that would not correspond to what the candidate really is, as we can see in ES5:

²⁹ Dilma changes her outfits after presidential advice. Outfits description: 1. *Sambando com gari* 2. Basic Lilac 3. Prussian Blue 4. Bolivarian Red

³⁰ This is where Brazilians celebrate *Carnaval*, a great Brazilian party.

ES5: Why is it that Dilma, on the eve of the election, is still searching for her role as a character? Or, putting it in another way, why isn't she happy being herself? Before the campaign, Dilma underwent several aesthetic interventions. She got plastic surgery and changed her hairstyle - which is commendable, since every woman has the right to vanity. But there are too many busybodies gravitating around the candidate. Some say that she must be spontaneous like Lula - and in her first attempt, when speaking to truck drivers, Dilma said that Brazil, in the era of FHC, was following a policy of 'stuck wheels'. (ISTOÉ, 2010, p. 41).³¹

In *IstoÉ* magazine the references to the candidate's lack of linguistic ability are treated addressing the preparation that Dilma, like her predecessor and mentor, had to receive in order to be able to speak in public and participate in debates/interviews. The difference is that while Lula received classes in 2002 to make less grammatical deviations in spoken language, the "lessons" for Dilma focus mainly on the need for a linguistic-discursive simplification. In this magazine, the reference to Dilma's lack of political experience is related to a lack of charisma and a lack of political savvy. These absences are shown through the comparison of the presidential candidate with Lula's political profile, in a movement that also recovers the presence of the president to characterize his candidate for succession.

The regularities presented in the magazines arise from the focus on the changes in the body, face, gestures and discourse of Dilma Rousseff, as transformations implemented by her, guided by Lula's presence and aimed at achieving victory at the polls; in addition to this, discourses that focused specifically on the co-presence of the two political subjects during the campaign were also regular.

An example of this process is Fig. 2, published by *Época* magazine, in which Lula-Dilma's co-presence is represented in a satirical cartoon. As in other editions of the magazine, through this illustration, the magazine implies that PT tried to attach the image of the president to the unknown and inexperienced candidate. In the discourse presented in this text, the notion of mirroring suggests a movement that implies a continuity of the eight years of public power exercised by Luiz Inácio in the political future of Dilma, if she were elected.

³¹ The original fragment reads the following: "SE5: Por que será que Dilma, às vésperas da eleição, ainda segue em busca de um personagem? Ou, dito de outra maneira, por que não se contenta em ser ela própria? Antes da campanha, Dilma se submeteu a várias intervenções estéticas. Fez plásticas e mudou o penteado – o que é louvável, pois toda mulher tem direito à vaidade. Mas há palpiteiros demais gravitando ao redor da candidata. Uns dizem que ela deve ser espontânea como Lula – e na primeira tentativa, ao falar para caminhoneiros, Dilma disse que o Brasil, na era FHC, seguia uma política de 'roda presa'." (ISTOÉ, 2010, p.41).

Figure 2 - “Mirror”



Source: Época (2010a, p. 39).

The sequence ES6 points out that, after the end of the partnership period, while the two political subjects hold their public offices in Lula’s government, Dilma Rousseff’s change, here referred to as “metamorphosis”, may be put to the test in order to identify if it is a complete transformation or restricted merely to the visual aspect. To support the suspicion as to the veracity of the candidate’s change, the opposition of “queen of PowerPoint” (reminder of the idea of minister/administrator) versus “politician craving for the podium” once again alludes to the inexperience of the candidate in electoral matters.

In another edition of the same magazine, instead of addressing Lula’s political support for his succession candidate, the magazine explains the PT’s partnership attributing to the president an image of ghost in the campaign and in the decisions of an inexperienced Dilma:

ES6: Without a single vote in the curriculum, without political savvy, calling the refrigerator a “white line” and using highfaluting words, Dilma has not yet competed with Serra, but with the ghost of her electoral leader: the ubiquitous president, who doesn’t get off her back. And who lectures her for not being straightforward and for highfalutin’ talk. Lula claims that the minister of the pre-salt layer, transformed into a candidate by his own imposition, represents the continuity of his government. Dilma projects the image of a manager who is tough but lacks flexibility, sensitivity and team spirit. Qualities associated with the feminine style of leadership, fairly or unfairly. (ÉPOCA, 2010b, p. 130).³²

³² The original fragment reads the following: “SE6: Sem voto no currículo, sem traquejo de palanque, chamando geladeira de “linha branca” e falando em “tecniquês”, Dilma até agora não tem competido com Serra, mas com o fantasma de seu cabo eleitoral: o presidente onipresente, que não larga de seu pé. E que a repreende por ser pouco objetiva e por “falar difícil”. Lula apregoa que a ministra do pré-sal, transformada em candidata por imposição sua, representa a continuidade de seu governo. Dilma projeta a imagem de uma gerenta que pisa forte, mas carece de flexibilidade,

In the inexperience attributed to the PT's candidate, the characterization promoted by *Época* highlights the lack of votes in her curriculum, the lack of eloquence traditionally required for the speeches of politicians and the use of a more technical language. Attributing this amateur profile to Dilma, the magazine relates her performance in the presidential race to an internal battle, that is, against "the ghost of her electoral leader" (Lula) and not against her PSDB opponent. In this veiled parties' dispute, the problem of the PT's candidate lies in the judgment and reprimand given by the president, omnipresent at every step of the campaign, especially for her usage of a very objective and difficult language.

In three magazines (*Época*, *IstoÉ* e *Veja*), the discursive effect of co-presence, when not presented by the use of the image of the political subjects, brings, in the enunciative sequences, the convocation of Lula and Dilma, creating distinct space/times and addressing this coexistence as an instrument of public power. The emergence of this co-participation as a means of guaranteeing the maintenance of power for the Worker's Party for another four years of government is as much in the report of these discursive practices as in the illegality of this partnership in advanced campaign, fomented by public resources in the writing of these political media discourses.

As the fourth bestselling magazine in circulation in the country (*CartaCapital*), the enunciation creates an interdiscursivity, addressing the discourses of the other magazines (*Época*, *IstoÉ* e *Veja*), seeking to deconstruct not the co-presence of the two political subjects, but the negative value that is attributed by these magazines to this process. In *CartaCapital* magazine, therefore, the same co-presence effect exhibits dispersion, since it is produced in a discursive orientation that questions the negative direction of the discourses of the other weekly magazines and presents the profile of Dilma as the necessary to continue the politics of the Worker's Party.

Committed to the Worker's Party, *CartaCapital* points to the fact that a lack of preparation and a lack of political savvy are features that the press itself attributed to Dilma in an approach of strategic opposition. Thus, it is in the process of denying the position of the other weekly magazines that the magazine of the *Editora Confiança* produces the effect of a Lula-Dilma co-presence: SE7: "With the support of the media, the opposition tries to pin in Dilma Rousseff the image of lack of preparation and lack of political savvy." (CARTACAPITAL, 2010c, p. 26)³³.

Despite the adoption of a more defensive discourse, Dilma's profile as "newcomer" in the electoral race as well as her need to adapt her linguistic style (aimed at appearing in media vehicles) also appears in *CartaCapital*, but in a discourse that highlights the condition of "ex-minister" of the candidate, depicting her as a political subject who was already engaged in the party's way of governing. In Fig. 3, the femininity of the Worker's Party candidate is linked to strength and to an ideal that does not exclude

sensibilidade e espírito de equipe. Qualidades associadas ao estilo feminino de liderança, justa ou injustamente." (ÉPOCA, 2010b, p. 130).

³³ The original fragment reads the following: SE7: "Com o apoio da mídia, a oposição tenta colar em Dilma Rousseff a imagem de despreparo e falta de trato político." (CARTACAPITAL, 2010c, p. 26).

her ideological position. In the photograph that reinforces this idea, the discourse of Dilma's corporeal existence is represented by Lula-Dilma's co-presence, evoking the image of the president, who appears as the background of his candidate: woman, strong, ethical:

Figure 3 – “Being a woman. The feminine look is not excluding”



Source: *CartaCapital* (2010b, p. 26-27).

In a movement contrary to the photographs in the other magazines of our archive, *CartaCapital* does not publish a smiling Dilma in fig. 3, nor does it present a metamorphosed face, but it explores a strong expression as a mark of what “being a woman” represents, socially and politically. With the shoulders tilted, the finger pointed and face in alert, the Worker’s Party pre-candidate has the space to speak out and show herself as the ideal political personality to continue the evolution experienced by Brazil in Lula’s government.

Although supported by the image of the president, the body of Dilma Rousseff appears endowed with its own vanity. If in the co-presence portrayed in the picture in the background of figure 3 the image of Dilma smiles, when she is alone on the scene and the co-presence with Lula is different, the main image already shows the energetic and serious side of the candidate. Lula’s image is equally pertinent, especially since this kind of discourse was common in 2002 in the other weekly magazines that showed an aggressive Lula, who presented himself as docile to win the elections.

In figure 4, we illustrate a discourse that was common in several editions of *CartaCapital*. The magazine of *editora Confiança*, unlike the others, brought the photograph of Dilma Rousseff in discourses in which the image of President Lula was in the background. In this magazine, however, the texts did not mention this partnership or this political support with statements that would direct this reading.

Figure 4 – “The activist Dilma and the archives”



Source: *CartaCapital* (2010a, p. 38-39).

The production of meanings in these discourses, in our view, comes from the reader's own identification of Lula's support and what he symbolizes in the campaign, in the history as activist of the Workers' Party candidate and in the production of an imaginary about how would Dilma's government be. In figure 4, the moderate gesture of the candidate with her corporeal presence and the simple and spontaneous smile relates to the image that shines on the background - the mark of the popularity of the president the candidate wants to succeed.

As it can be seen, through the non-verbal communication plan, *CartaCapital* ratifies the co-presence and induces an understanding that associates the political proposals of Dilma and Lula, as a way of supporting the Worker's Party candidate; in the verbal messages, most of the statements published in *Editora Confiança*'s magazine do not express any negative value regarding the co-presence of the subjects, and still seeks to produce a combative movement to the critics on this aspect.

Contrary to the process developed in the other printed media, the circulation of the political image of Dilma, Lula and both of them in *CartaCapital* maintained a discourse exhibiting dispersion. In this magazine, the co-presence is perceived in the enunciation but not explicitly highlighted, and it acquires a discursive orientation that questions the negative direction of the discourses of the other weekly magazines and presents the profile of Dilma as necessary to continue the politics of the Worker's Party.

Final Considerations

In this text, based on the sayings and writings of Michel Foucault, and thinking about history in its multiplicity, we looked for the indication of Dilma as the Worker's Party presidential candidate for the 2010 elections in the discursive threads of the coverage that the Brazilian weekly magazines carried out that year. In order to do so, we adopted the principles of the French DA to analyze the historicity in a political

media archive consisting of 208 issues of the magazines *CartaCapital*, *Época*, *IstoÉ* and *Veja*, published that year.

When we cross the conditions of possibility of the electoral dispute with the regular enunciative sequences in the printed media, considering the power relations in the hybridity of politics and media, our analytical procedure showed the production of a discursive effect of a Lula-Dilma co-presence. Three of the assessed magazines explicitly disqualify the image of the Worker's Party candidate, denouncing it as an artificial body-product, manufactured to circulate during PT's campaign. As dispersion, in *CartaCapital*, the discourse produced meanings orientated to highlight the partnership of the two subjects as relevant to the continuity of the politics of the party.

In all these cases, these are distinct enunciative strategies, which promoted different Lula-Dilma presence/co-presence effects and portrayed different forms of interaction of the two subjects. Thinking co-presence as an effect of discourse, based on this heterogeneity, presupposes the understanding that the meanings emerged from this situation are constructed in a specific type of interaction, which has its own duration and occurs between Lula and Dilma, through forged scenes, simulating their interaction through images.

Therefore, this format of co-presence is associated with meanings that occur within an act, as in the direct transmissions. The understanding of the different modes of presence in the textual manifestations is motivated by a discourse in which the text and the image of the body compose the plot of the production of meanings on Dilma and on her relation with Lula in those elections. Moreover, the way in which this constitution is given is subject to the historical moment of this political event.

This way, the presence or co-presence, as effects of discourse, maintain a direct connection with an enunciative time and space, established in the very act of its textual impression. In this printed nature, therefore, dimensions, which are semantic and material on the one hand, and discursive and mundane on the other, exist concomitantly.

SANTOS, E.; ROMUALDO, E. A produção de um efeito de copresença Lula-Dilma no discurso político-midiático de semanários brasileiros em 2010. *Alfa*, São Paulo, v.61, n.2, p.367-387, 2017.

■ *RESUMO: Com base nos pressupostos teórico-metodológicos da Análise do Discurso (AD) de linha francesa, este artigo assume a concepção foucaultiana de história, como um conjunto descontínuo de temporalidades, e recupera os fios discursivos de um acontecimento singular no contexto brasileiro de 2010 – a indicação de Dilma Rousseff como candidata pelo Partido dos Trabalhadores (PT), para sucessão de Luiz Inácio Lula da Silva. Tomando o emaranhado de fatos e eventos que compuseram as condições de possibilidade da corrida presidencial do período e problematizando as relações de força que delineiam na contemporaneidade um discurso político-midiático, o presente trabalho busca analisar as regularidades/dispersões que orientam a discursivização de Dilma e Lula em um arquivo formado pelas 208 edições*

dos semanários CartaCapital, Época, IstoÉ e Veja, que foram publicados no ano eleitoral. Os resultados mostram a produção de um efeito discursivo de copresença Lula-Dilma, o qual, em três das mídias analisadas, explicita uma desqualificação da imagem da petista, como produto criado com fins eleitorais. Enquanto dispersão, na CartaCapital, o efeito discursivo destaca a parceria dos dois sujeitos como essencial à continuidade da política empreendida pelo partido.

- **PALAVRAS-CHAVE:** Copresença. Regularidades. Discurso político-midiático. História.

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THE LINGUISTIC ATLAS OF AMAPA PROJECT (ALAP): PATHWAYS AND CURRENT STAGE

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- **ABSTRACT:** The field of dialectology, with a focus on the geolinguistic method, has expanded in Brazil, and it can be found in all the States with very significant projection. The linguistic Atlas of Amapa project (ALAP) evolves in this context. The present paper aims to show the state of arts of the ALAP Project and its first results. The project adopted the geolinguistic method (CARDOSO, 2010) and developed in three stages: 1) training of the research group members; 2) conducting the experimental investigations, training for phonetic transcription, conducting field work research (application of phonetic-phonological and semantic-lexical questionnaires), among 40 informants distributed in 10 cities; 3) review of phonetic transcriptions, preparation of the linguistic maps and organization of recorded data, in order to systematize and publish the results. Currently, the ALAP Project seeks financial support for its publication, which provides about 100 linguistic maps distributed in phonetic and lexical ones.
- **KEYWORDS:** Dialectology. Geolinguistics. Linguistic Atlas of Amapa.

Introduction

The expansion of dialecological and geolinguistic studies in Brazil is undeniable, and there is a long way of investigation ahead. Looking back at the two last decades, one can notice how much the areas of Sociolinguistics and Dialectology have developed through studies and research around the country. Indeed, the launching of the Linguistic Atlas of Brazil project - (ALiB), in 1996, contributed significantly to boost those studies.

Since the publication of the first linguistic atlas in 1963, the “Atlas Prévio dos Falares Baianos”, a total of 12 linguistic Atlases have been published, including the

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first two volumes of the ALiB, released in 2014. It does not seem much if one takes into account the time dimension, but considering the financial difficulties, the lack of specialized human resources and academic interest for this type of research, and especially the great bureaucracy in the teaching institutions and development agencies to subsidize scientific research in our country, it is certainly a great advance due to the adversities and peculiarities that the production of a linguistic Atlas requires.

This growth is also reflected in the large number of regional linguistic Atlases being developed. There are on average some 15 projects, in the vast diversity of bibliographical publications and numerous research projects in undergraduate and graduate scope that are annually produced and published all over the country. Thus, the area of dialectology has developed a lot in Brazil, and it is present and represented in all the States of the Federation and with a very significant projection. The ALAP Project is inserted in this context of emergence and expansion.

The trajectory of the ALAP Project

The ALAP Project was launched in 2010. It's linked to the ALAP research group of the Federal University of Amapa - UNIFAP, including students and professors of the course of Letters at that Institution and also from the Federal University of Para – UFPA. It is under the coordination of Abdelhak Razky (UFPA) and Celeste Ribeiro (UNIFAP). The ideas behind the project go back to 2008, thanks to the supervisions and records of lectures of Professor Razky during the master's degree programme at UFPA. This led first to a master's degree thesis on the behavior of the medial post-vocalic variable (r) in the states of Para and Amapa, exploring the data collected for the Linguistic Atlas of Brazil – ALiB, which was presented by Ribeiro in 2008. All this helped the creation of the ALAP research group registered in the Research Department of Graduate Degrees / UNIFAP and linked to the Group Directory of the Lattes Platform. Since the area of sociolinguistic variational studies is almost non-existent, in terms of studies and research, the group initially limited itself to fulfill theoretical and methodological readings in order to broaden the knowledge of researchers, providing them with clear and consistent training about the work they would develop, i.e. the production of a linguistic atlas.

Thus, the ALAP Project's main objective is the description and mapping of Brazilian Portuguese spoken in 10 cities of the State of Amapa, to account for the linguistic varieties, focusing more specifically on the phonetic-phonological and semantic-lexical aspects of each locality. It is worth mentioning that linguistic atlases constitute one of the main mechanisms for the dissemination of the linguistic reality of a locality at different levels. Therefore, a linguistic Atlas has a great scientific and social relevance in the university context and for society as a whole.

It should also be remembered that linguistic atlases should not only be viewed as a way of documenting and registering the language, in the form dictated only by linguists,

but must also be considered as a teaching and learning resource of the mother tongue, as they reflect diversity and dialect heterogeneity, concretized in diverse communicative situations, of different linguistic fields.

About Amapa

According to IBGE (2016) statistics, Amapa State has an extension of 142,828,521 km², where, currently, approximately 750,000 people live in 16 municipalities. Its borders are the State of Para, in the West and the South; French Guiana to the North; The Atlantic Ocean to the East; and Suriname to the Northwest.

Historically, the incorporation of Amapa to Brazil begins in 1901 according to the Swiss Report. Switzerland acted as arbiter in the territorial and diplomatic disputes between France and Brazil. The sovereignty over the disputed Territory was granted to Brazil. For Nunes Filho (2009), these disputes are common features of the roots of the Amazonian formation. Other factors related to this formation were the discovery of gold and the extraction of rubber in the region, which generated a great migratory flow.

Until 1988, Amapa was a Federal Territory, when, through the Brazilian Constitution, it was elevated to position of a State. According to Andrade (2005), this transformation from a Territory into a State enabled new opportunities for work and employment. This influenced the increase of the population contingent in the State. According to this author, since the 1990s, the migratory dynamics has been significant in the State, mainly composed by migrants from the states of Para and Maranhão.

Methodology

The ALAP Project has been developed strictly under the geolinguistic method (CARDOSO, 2010), taking as a reference the Linguistic Atlas of Brazil project (CARDOSO et al., 2014) and, consequently, adopting the presuppositions of multidimensional dialectology and geolinguistics. The ALAP is a multidimensional atlas, as it presents aspects of the diatopic and diastratic variation since it controls age and sex variables. Data collection for the composition of the corpus was carried out from 2012 to 2014, by professors and trained students of the course of Letters of the Federal University of Amapa - UNIFAP who integrate the ALAP research group. It's worth mentioning that in 2011 some experimental investigations were carried out as a form of training for members of the group who then acted as inquirers.

The ALAP Project was carried out in three stages:

- 1st stage: the training of group members;

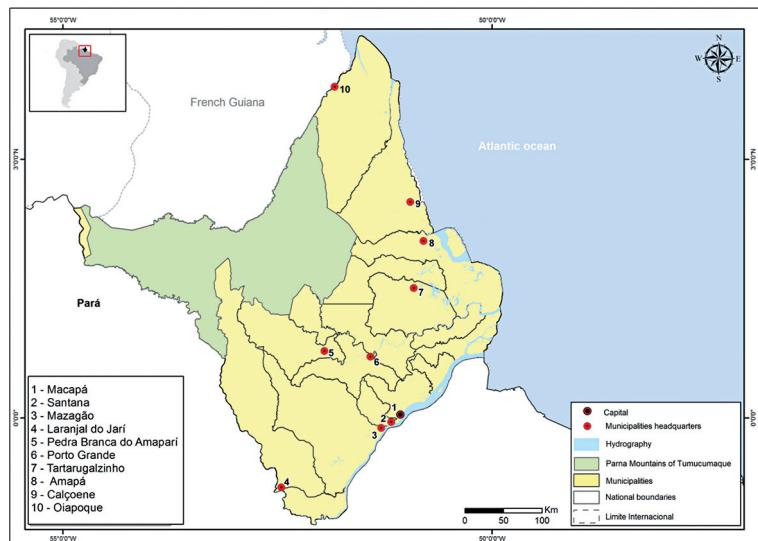
- 2nd stage: the experimental investigations, the training for phonetic transcription, and the application of on-site research (phonetic-phonological and semantic-lexical questionnaires) with the participation of 40 informants distributed in 10 points for the survey;
- 3rd stage: the review of the phonetic transcriptions, the preparation of the linguistic maps and the mapping of the recorded data in order to systematize, organize and publish the results.

Selection of the geographic points

Amapá State has 16 municipalities, but the selection of the network of points followed the tradition of Dialectology. 10 municipalities were chosen, considering demographic and population density a priori, as well as historical (time of origin), economic and socio-cultural criteria.

The points fixed for the field work were: (1) Macapá, (02) Santana, (03) Mazagão, (04) Laranjal do Jarí, (05) Pedra Branca do Amapari, (06) Porto Grande, (07) Tartarugalzinho, (09) Calçoene and (10) Oiapoque. Figure 01 shows these points, according to the geographic location of each one.

Figure 01 – The network of geographical points of ALAP



Source: Razky, Ribeiro e Sanches (2017, p. 53).

Profile of the informants

A total of 40 informants were selected, 04 in each location. They were stratified by age, sex and schooling. The sample consists of 04 speakers - 1 man and 1 woman from 18 to 30 years; 1 man and 1 woman from 50 to 75 years old. The following criteria were also considered: a) being born in the municipality; b) be the child of parents born in the region; c) not having lived in another State or Region for more than one year; d) have a level of school education ranging from illiterate to complete Elementary School; e) have good health and phonation conditions; and f) be available for the interview.

Data collection questionnaires

The data originated from the phonetic-phonological (QFF) and semantic-lexical (QSL) questionnaires proposed by the ALiB Project team (2001); The QFF consists of 159 closed questions and the QSL of 202 open questions distributed in 22 semantic fields. There are almost 400 questions that usually take place in an average time of 2 to 3 hours, since it depends a lot on the behavior and availability of each interviewee, as in some surveys he/she may be shy, indifferent or of limited elocution. On the other hand, there may be an informant who is eloquent and spontaneous. From what was observed in the speech of the 40 informants who participated in the interviews, the participants of the second age group were the ones who were more receptive, spontaneous, willing and, consequently, took the longer inquiries.

Interviewers

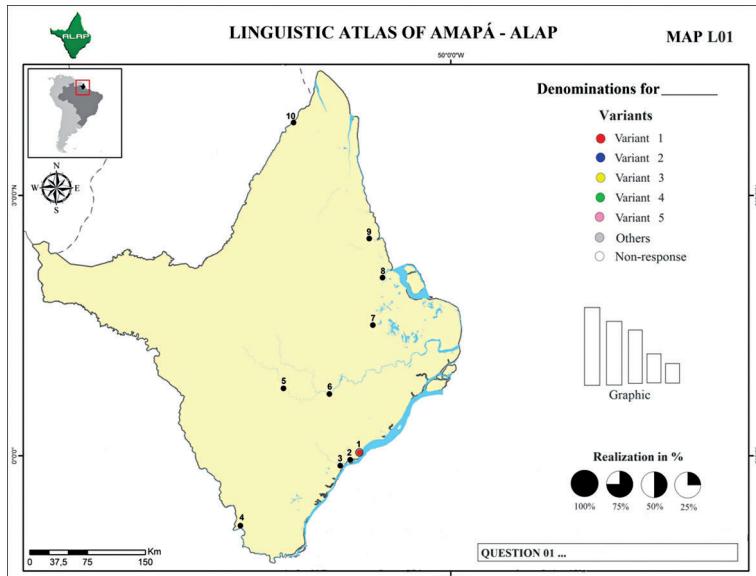
The ALAP Project team is made up of professors Celeste Ribeiro (UNIFAP) and Abdelhak Razky (UFPA), both project coordinators; professor Romário Sanches (UFPA/UEPA), teacher Doraci Guedes and teacher Aldenice Couto (UNIFAP). The project counted on the participation of undergraduate students of letters (UNIFAP) who are currently teachers of the basic education network of Amapá: Monique Jacques, Jefter Gonçalves, Francisco Tiago Meirelles, Natália Almeida, Hanna Line, Veg Andrade, Elicelma Sena, Maria Cristina Amaral and Sarah Cristina Gibson.

Elaboration of linguistic maps

Thanks to current cartographic art, modern dialectology has a set of techniques called linguistic cartography. Through the cartographic process, maps that constitute a linguistic atlas are elaborated. For the production of the linguistic maps that form the

atlas of Amapá, a cartographic base was produced by a specialist of the area. Initially, a layout of the base map was drawn up indicating the positions of each element that would be inserted in the map. This resulted in the ALAP base map in which geographical and linguistic information are recorded. Geographic information includes: scale, geographical orientation, a localization map of the area in relation to the Latin American Continent, Brazil, the State, and the municipalities. The linguistic information includes the atlas title, the map number, the type of question, the geographical points under research, the organization of linguistic items and their occurrences. Figure 02 is an example of this base map.

Figure 02 – ALAP lexical base map



Source: Razky, Ribeiro e Sanches (2017, p. 42).

For a better understanding of the phonetic and lexical maps, the following convention scheme will be adopted:

a) the number of the map is on the upper right side, next to the title, and will be represented by a letter marking the linguistic domain under study - be it phonetic or lexical - and the number of the question. For example in MAP L01, the letter L indicates that it is a lexical map and 01 refers to the sequence of lexical items; in MAP F01, the letter F indicates that it is a phonetic map and 01 refers to the sequence of phonetic phenomena;

b) From the upper right side, below the title, the most frequent variants will be listed, with orthographic transcription. To simplify the reading of the data, only the five most frequent variants with their respective colors in the form of circles will be

mapped. The order of the colors indicates the order of occurrences (from the more productive to the less productive variant). The colors were selected according to the RGB¹ system (color system), and based on the Linguistic Atlas of Brazil. The non-productive variants will be grouped under the title ‘Other’ and ‘Non-response’, and will be available in a chart displayed on the back of the map, showing all the mapped and unmapped variants;

Table 01 - Colors for the lexical maps, up to 5 variants (RGB)

Colors	R	G	B
1	255	0	0
2	0	0	255
3	255	255	0
4	0	200	0
5	248	150	201
Others	204	204	204
Non-response	255	255	255

Source: Razky, Ribeiro e Sanches (2017, p. 43).

c) the graphs showing the percentages corresponding to the occurrences of each variant in all the geographical points of the survey are below the listed variants, and further down, the percentage of realizations through pie charts (from 25% to 100%);

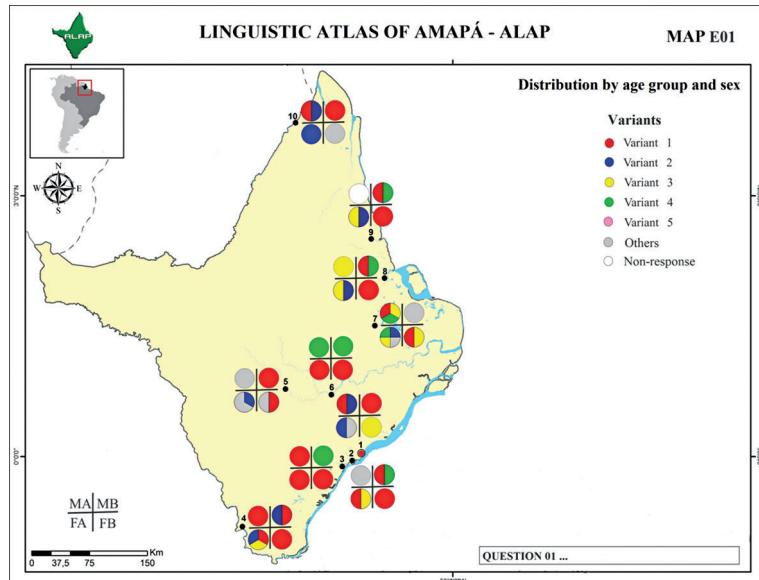
d) the respective questions with a number referring to the questionnaire are also on the lower right side;

e) in the center of the chart, the map of Amapa is presented along with the 10 geographical points of the survey, (see Figure 01).

As for the reading of the stratified maps we present an organization of the data based on the cross stratification, as shown in the following figure:

¹ RGB is an additive color system that represents light mixture, as opposed to subtractive CMYK, which represents a mixture of pigments. The name RGB is an acronym formed from the initials of the names of its primary colors: red, green and blue. In the RGB system, each color is defined by the amount of red, green and blue which composes it.

Figure 03 – ALAP Stratified base-map



Source: Razky, Ribeiro e Sanches (2017, p. 44).

- a) the upper right side, next to the title, will show the number of the map that will be represented by the letter E (stratified) and the question number. For example, MAP E01, the letter E indicates that it is a stratified (multidimensional) map and 01 refers to the sequence of lexical items. Only the lexical items were mapped in the stratified map;
- b) from the upper right side, below the title, the most productive variants will be listed with orthographic transcription. To simplify the reading of the data, only the five most frequent variants with their respective colors (as shown in the lexical and phonetic maps) will be delimited;
- c) the respective questions numbered according to the questionnaire are below the listed variants, on the lower right side,;
- d) from the lower left side, the stratification cross is presented with the following conventions: MA indicates the male informant (M) and the first age group (A); FA indicates the female informant (F) and the first age group (A); MB indicates the male informant (M) and the second age group (B); FB indicates the female informant (F) and the second age group (B);
- e) the center of the map shows the 10 geographical points under investigation (see Figure 01) as well as the distribution of the variants according to the age and sex of the speakers. For example, at point 01 (Macapá), the stratification cross shows that the informant MA produces the variants 01 and 02; in the case of FA, she produced variant 02 and others; MB uses variant 01 and FB uses variant 03. The other geographical points can be read following the same pattern.

Procedures for data processing

Data collected follow the guidelines of the ALiB National Committee (2001). After the audio recordings, the following procedures were adopted for data processing:

a) archiving all interviews recorded in MP3 format in folders corresponding to the points of inquiry and informants. A symbol convention was used to represent points and informants. The following table shows an example using the point (01) Macapa:

Table 02 – Symbol convention for data archiving

01AHF	01BMF
01 = geographical point (Macapá)	01 = geographical point (Macapá)
A = age (1st age group)	B = age (2nd age group)
H = Sex (Man)	M = Sex (Woman)
F = Education (Elementary school)	F = Education (Elementary school)

Source: Sanches (2015, p.56).

b) after the data were properly archived, audio files were cut using the Cool Edit Pro 2.1 software. For phonetic and phonological questions, only the immediate context preceding and following the expected response was selected from the survey. For the lexical questions, on the other hand, the clipping was done from the beginning of the question up to the end of the interview related to each lexical item;

c) once the audio data base was organized, phonetic transcriptions were initiated using tables, indicating the type of questionnaire, the point of inquiry, the questions and the four informants interviewed. The codification of the phonetic symbols adopted the *International Phonetic Alphabet - IPA* within the Times New Roman 12 font;

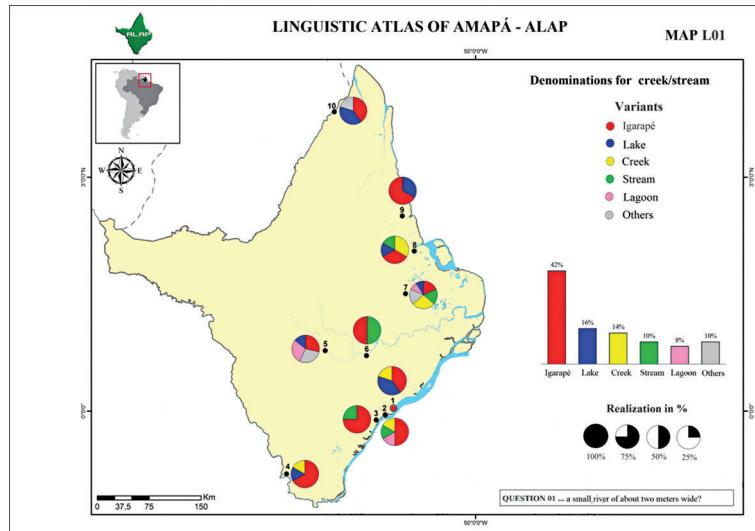
d) After reviewing all the transcriptions and preparing all the base-maps, the process of cartography of the linguistic maps was facilitated. All maps were designed with CorelDRAWX5 software.

Preliminary results

For the first analyses, experimental diatopic lexical maps were elaborated to register the five most frequent variants, the first being predominant, in all the geographical points. Figures 03 and 04 are a sample of these maps to account for the first results. These are lexical map samples, the phonetics ones are under elaboration.

Figure 04, about lexical L01, shows answers to the first QSL question.

Figure 04 – Map L01 – córrego/riacho item



Source: Razky, Ribeiro e Sanches (2017, p.74).

Fig. 4 shows that from a geographical point of view, *igarapé* (little river) is the predominant variant in Amapá, thus characterizing the Portuguese spoken in this region. It was followed by *lago* (lake), *córrego* (stream), *lagoa* (lagoon) and the group others - *rio* (river), *grotá* (grotto) and *enseada* (cove). It was more frequent in four localities of the State: Santana (02), Mazagão (03), Laranjal do Jari (04) and Calçoene (09). It is worth noting that, in the capital Macapá (01), the use of *lago* predominates for this designation. Table 03 below reflects these results in percentage, confirming the use and predominant frequency in Amapá of *igarapé* variant in the designation of a small river of about two meters in width.

Table 03 – Percentage of the lexical variants per geographical point (*Córrego/Riacho*).

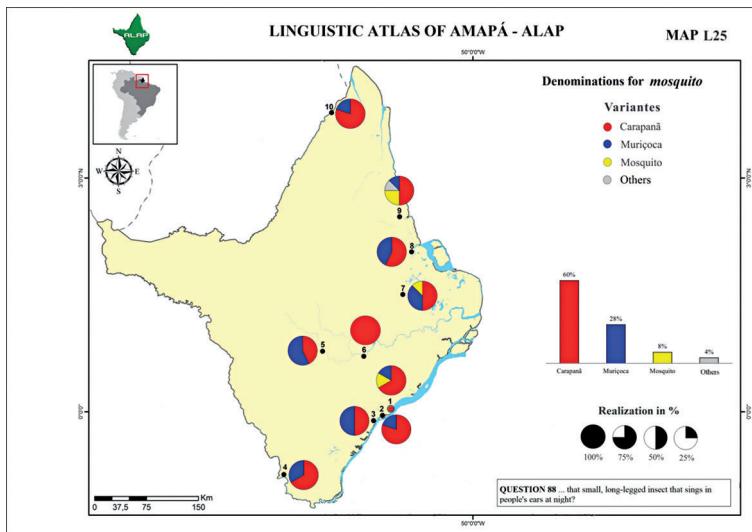
Locality	01	02	03	04	05	06	07	08	09	10
Variants										
1. <i>Igarapé</i>	33%	49%	75%	57%	25%	50%	22%	67%	33%	40%
2. <i>Lago</i>	50%	-	-	14%	13%	-	-	33%	17%	40%
3. <i>Riacho</i>	17%	17%	-	29%	-	-	34%	-	33%	-
4. <i>Córrego</i>	-	17%	25%	-	-	50%	22%	-	17%	-
5. <i>Lagoa</i>	-	17%	-	-	25%	-	-	-	-	-
6. <i>Rio</i>	-	-	-	-	13%	-	11%	-	-	20%
7. <i>Grotá</i>	-	-	-	-	25%	-	-	-	-	-
8. <i>ENSEADA</i>	-	-	-	-	-	-	-	11%	-	-

Source: Sanches (2015, p. 60).

This variant occurs in all 10 ALAP investigation points, being almost categorical in Mazagão (point 03) and less frequent in Tartarugalzinho (point 07). It is interesting to note that, in the capital Macapá (point 01), the predominant variant in the study appears as the second most used. These results also reveal that the cities where *igarapé* is predominant, points 02, 03 and 04, are concentrated in the southern part of the state, portraying, in a certain way, a dialectal area, although it is also quite frequent in point 08, which is located in the North. Therefore, the variants *igarapé*, *lago*, and *riacho* are the most frequent in Amapá State. The others have very limited use, once per informant, like in *grotá* and *enseada*.

Map L25 (Figure 05) refers to the answers given to question 88 of the QSL, which searched for the names used for *the small, long-legged insect that sings in people's ears*.

Figure 05 – Map L25 – mosquito



Source: Razky, Ribeiro e Sanches (2017, p.122).

As shown in map L25, *carapanã* is more frequent in almost all points, except at point 05, where *muriçoca* prevails, with 57% of occurrences. It is worth mentioning that the *carapanã* variant occurs in 100% in point 06 and the *mosquito* variant occurs only in points 01, 07 and 09. Table 4 shows these occurrences in statistical terms.

Table 04 – Percentage of the lexical variants per geographical point (*pernilongo*)

Locality variants	01	02	03	04	05	06	07	08	09	10
1. <i>Carapanã</i>	66%	80%	50%	67%	43%	100%	50%	57%	50%	80%
2. <i>Muriçoca</i>	17%	20%	37%	33%	57%	-	37%	43%	12%	20%
3. <i>Mosquito</i>	17%	-	-	-	-	-	13%	-	26%	-
4. <i>Maruim</i>	-	-	13%-	-	-	-	-	-	-	-
5. <i>Pium</i>	-	-	-	-	-	-	-	-	12%	-

Source: Sanches (2015, p.78).

From the above results, the predominance of *carapanã* is confirmed in almost all points, except in point 05 where *muriçoca* accounts of 57% of occurrences. The variant *carapanã* appears in point 06 where it registered 100%. On the other hand, the *mosquito* variant occurs only in points 01, 07 and 09, while *maruim* appears only in point 03 and a very little use of *pium* in 09.

These percentages also reveal an interesting aspect regarding the locality of Pedra Branca (05), in which the most frequent variant was *muriçoca*. It is probable that this frequency is related to the fact that this point has a very heterogeneous population and is formed, mainly, by inhabitants of the Northeast of Brazil, migrants who came to work in mining companies and who settled there in the 1990s, to join their families. This municipality has between 8000 and 9000 inhabitants, of which about 40% correspond to migrants from the Northeast, 50% from the North, and the remaining 10% from other Regions of the Country. It is therefore valid to infer that this Northeastern population introduced a variant that has spread in the locality. The variant *muriçoca* is predominant in the Northeast, according to a study by Costa and Isquierdo (2010), and does not have much vitality in the state of Amapá, which is characterized by the use of *carapanã*, like other Northern States.

Therefore, under the local geographic aspect, which will be part of the ALAP, it is valid to say that the use of *córrego* e *mosquito* (suggestion for the first answer to questions 01 and 88 of QSL ALiB), does not figure in the state of Amapá. In both previous maps, regional variants predominate, which reflects the dialectical heterogeneity in the State, especially in the case of the item depicted in the map L01.

Covered and future paths

This paper aimed at giving an outline of how the ALAP project has been developed, up to the present phase, showing its organization and improvement of the maps in order to guarantee a coherent and adequate Atlas to the linguistic reality of the State. In the last five years many difficulties were encountered, mainly organizing meetings among the members of the group, since most were involved in other academic and institutional activities. The project had a great lack of infrastructure as there was no proper space for the development of its activities.

However, despite the various obstacles, the ALAP Project is developing its activities. Due to lack of financial support, fieldwork was significantly delayed and only began to be carried out at the end of 2012, when the Project was granted financial support under the public announcement 476225/2011-6/CNPq. Thanks to CNPq's subsidies, all data collection in the 10 geographical points, as well as the purchase of equipments and materials were possible.

The contribution of UNIFAP has been modest, but the Pro-Rectory of Extension and the Pro-Rectory of Research have lately granted financial support for the group members to participate in scientific events throughout the country. A scientific initiation grant (PROBIC / UNIFAP) to a team member, and a space belonging to the ALAP group, equipped with a table, chairs and a computer, were provided by the university. However, for us on the team, the important thing about all this has been the learning experience, the interchange, the knowledge acquired, and the motivation to move on and reach the final objective. The last maps are being produced, and the next challenge is seeking the financial support for publishing the long awaited atlas.

Final considerations

As a conclusion, the ALAP project has contributed significantly to the diffusion of scientific knowledge, since it has developed within its members and academics of the UNIFAP Letters course, interest in variation research. After the implementation of the ALAP project, the number of monographs at the undergraduate level and articles related to geo-sociolinguistics increased considerably within the University. It is worth remembering that, before the ALAP Project, there was nothing produced or published in this area and, from 2010 to the present, production has been quite intense.

In order to illustrate this progress, the Scientific Initiation Report includes three final undergraduate papers, one master's thesis and one PhD dissertation in progress, a research project for thesis production, the publication of five scientific papers in journals and two in the proceedings of Scientific events (national and international). All these, as well as several other oral communications and posters/banners presented in events all over the country, are partial results of this Project, on phonetic and lexical aspects of the Portuguese language spoken in Amapá State.

The ALAP project will provide a great help in language teaching in the region, since the different ways of speaking of people from Amapá can be subject to objective classroom enabling students to know their linguistic reality. Therefore, because the project emphasizes the linguistic uses of Amapá State, it has a very significant social relevance, since it will present a faithful portrayal of this language for the entire community that uses the Portuguese language in its daily interactions, showing the specificities of usages. Another important aspect is that language is a form of identification both geographically and socially and through the Atlas it concretizes the culture of the people, the community and the nation.

RAZKY, A.; RIBEIRO, C.; SANCHES, R. O projeto atlas linguístico do Amapá (ALAP): caminhos percorridos e estágio atual. **Alfa**, São Paulo, v.61, n.2, p.389-403, 2017.

- **RESUMO:** *O campo da dialetologia, com foco no método geolinguístico, tem crescido muito no Brasil, está presente e representado em todos os Estados da Federação e com uma projeção bastante significativa. Neste contexto se insere o Projeto Atlas Linguístico do Amapá (ALAP). O objetivo principal deste artigo é mostrar a trajetória do Projeto ALAP e os seus primeiros resultados. O projeto adotou o método geolinguístico (CARDOSO, 2010) e foi desenvolvido a partir de três etapas: 1º) formação e treinamento dos membros do grupo de pesquisa; 2º) realização dos inquéritos experimentais, treinamento para transcrição fonética, execução da pesquisa in loco (aplicação dos questionários fonético-fonológico e semântico-lexical), com a localização de 40 informantes distribuídos em 10 pontos de inquéritos; 3º) revisão das transcrições fonéticas, confecção das cartas e mapeamento dos dados registrados, tendo em vista a sistematização, organização e publicação dos resultados. Atualmente, o Projeto ALAP busca apoio financeiro para sua publicação, que prevê cerca de 100 cartas linguísticas distribuídas em cartas fonéticas e lexicais.*
- **PALAVRAS-CHAVE:** *Dialectologia. Geolinguística. Atlas. Amapá.*

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CEREBRAL PALSY: EFFECTS OF WRITING ON A CHILD'S WRITING

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Alessandra DEL RÉ**

- **ABSTRACT:** We attempted to grasp the effect of reading texts on a child's writing. The child, henceforth S., cannot speak or write on her own due to Cerebral Palsy. The teacher reported S.'s difficulties with reading activities, thus a weekly activity involving one of Eva Furnari's books was suggested by the speech therapist at the school-clinic class the child attended. The activity resulted in the child producing several texts. Film transcriptions where these texts were read were added to these productions, which integrated the corpus located in the NALingua-CNPq data bases. The data analysis was based on Borges (2006) who recommends a literacy process through the reading of different texts. The results point to a particular reading and writing acquisition process in which intersections between symbols/writing and writing/writing operate the child's reading process. S.'s writing productions present effects of the matrix-texts read, in a set of mirrors which reveal the functioning of language, and at the same time differences denoting the singularity of a person. Objective and subjective changes due to the assumption of a divergent theoretical approach by the speech therapist in relation to the teacher's approach resulted in objective and subjective changes of the child's relationship to writing.
- **KEYWORDS:** Cerebral palsy. Language. Acquisition of writing skills. Alternative communication. Blissymbolics.

Introduction

Our research deals with introducing writing to a child. S.'s motor disability derives from her neurological disorder – cerebral palsy (CP) – preventing her from oralizing¹ and writing in her own handwriting. However, more than the motor impairment S.

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¹ The term 'oralize' refers to 'orally articulated speech'. See Vasconcellos, 1999, 2006, 2014. Nevertheless, as the term 'vocalized speech' is more commonly used in English, it will be used in this article from now on.

presents, there was something we could observe that seemed to surpass this organic impediment, since the beginning of her school and clinical attendance. The movements the child presented because of her neuromotor dysfunction, already significant and meaningful, even if restricted to glances or pointing and answers to “yes” and “no”, denoted a subject ready for the interpretation of the other. Bearing this aspect in mind, led us to implement Bliss Symbols² in clinical speech therapy with S., which are among the Augmentative and Alternative Communication Systems³, since, in clinical evaluation, the child showed understanding and interest in the transformations and logic that these ideographic symbols involve, which did not occur with the Picture Communication Symbols (PCS)⁴. It is important to note that Bliss offers a broader possibility of addressing language and requires a greater potential in this area than PCS, according to our clinical practice and literature in the field. From the interpretation of data collected in clinical situations, the singular presence of a “spoken body”, which spoke, even though this speech involved modalities other than vocalized speech was evidenced.

Thus, we understand that the fact of not vocalizing speech out does not exclude the subject with CP from a relation with language, since in addition to hearing, this subject listens (DE LEMOS, 1992; ARANTES, 1994; VASCONCELLOS, 1999, 2014; ANDRADE, 2003). In fact, the clinic attests that the motor impairment does not prevent the subject from being symbolically involved, as pointed out by S.’s speech-writing data (VASCONCELLOS, 1999, 2006, 2014). The data reveals that the motor disability cannot be taken as a cause or justification for the problems in this domain, when dealing with subjects who have CP.

In our previous research work the aim was to investigate the clinic. In this article, we propose to investigate S.’s relation to writing, which was introduced in conjunction with the Bliss Symbols (VASCONCELLOS, 1999, 2006, 2010, 2014). We are particularly interested in investigating the effects of a reading activity conducted in the classroom that S. attended, at the request of the teacher, who confirmed S.’s difficulty in performing such a task.

² In the early 1970s, Bliss Symbols appeared as precursors to the graphic-visual systems that figure among Augmentative and Alternative Communication Systems (AACs). This System has the name of its idealizer, Charles Karel Bliss (1897-1985). About Bliss, see BCI (2016) and Vasconcellos (1999, 2006, 2010).

³ According to Tetzchner and Jensen (1997, p. 1), “Augmentative and alternative communication involves the use of non-speech modes as a supplement to, or a substitute for, spoken language.” and comprises face-to-face communication capabilities (TETZCHNER; MARTINSEN, 1992) that allow communication for people who present oral and/or writing losses. Augmentative and Alternative Communication Systems are among the features of Augmentative and Alternative Communication (AAC).

⁴ Picture Communication Symbols (PCS) brings together black and white line drawings, originally developed by Johnson in 1981, to be used as Augmentative and Alternative Communication Systems. It is a basically pictographic system, “[...] for whom a simple level of expression is acceptable, because the system has limited vocabulary, although it allows the inclusion of other drawings and photos [...]” (FERNANDES, 2001). It is the most widely used alternative graphic-visual communication system in the world, having been translated into 40 different languages. Original text: “[...] para quem um nível simples de expressão seja aceitável, porque o sistema tem um vocabulário limitado, apesar de permitir a inclusão de outros desenhos e fotos [...]” (FERNANDES, 2001).

Cerebral Palsy

Although attributed to an English surgeon, William Little, in the 1860s the first medical descriptions of a motor disorder affecting some children in their earliest years (NINDS, 2006), it was Freud in his “neurological phase”, who coined the term “Cerebral Palsy,” when he was studying Little Syndrome.

According to the National Institute of Neurological Disorders and Stroke (NINDS), the American agency conducting biomedical research on the cerebral palsy, as well as other neurological disorders, the expression “cerebral palsy” is comprehensive enough and has been used to describe non-progressive neurological disorders, which occur in early childhood and permanently affect body movements and muscle coordination. It is claimed that such neurological disorders are caused by abnormalities in the brain (NINDS, 2006), which hinder movement and postural control. In some cases, it is noted that the motor cortex did not develop according to parameters considered “normal” during fetal growth. In other cases, the injury is assumed to be a result of brain damage that may occur before, during, or after birth. It is important to say that, regardless of the etiology, the lesion is not reversible and the resulting impairment is permanent (NINDS, 2006).

From the medical point of view, CP symptoms differ from one person to another, according to type and severity and may change over time. Type and severity are determined by the extent and location of the neurological lesion. The classification of CP is circumscribed by the nature of the motor disorder involved: spasticity, athetosis or ataxia⁵. The motor impairment resulting from the neuromotor sequel can also result in different levels of vocalized speech: the oral expression of people with CP is marked by the nature of motor impairment and there are cases in which it becomes impracticable.

Additional symptoms may occur such as mental deficiency, seizures, growth failure and spinal deformities, in addition to others such as incontinence, visual and auditory impairment, as well as perceptual and sensory abnormalities.

In most CP cases, the lesion is present from birth (congenital CP). However, it can take a long time to be detected. Acquired CP occurs to a lesser extent and is related to changes that happen after birth (brain damage in the first months or years of life, brain infections such as bacterial meningitis or viral encephalitis, trauma due to accidents or falls). According to NINDS (2006)⁶, the other 90% to 95% of CP cases result from four types of brain damage that lead to typical symptoms⁷: (1) White matter injury (Peri-Ventricular Leukomalacia – PVL); (2) Abnormal brain development (Brain Dysgenesis); (3) Cerebral Hemorrhage (Intracranial Hemorrhages); (4) Brain damage caused by brain oxygenation lack (Hypoxic-ischemic Encephalopathy or Intrapartum Asphyxia).

⁵ Regarding the classification of different CP types, see NINDS (2006) and Monteiro (2001). It should be noted that CP motor disorders often do not correspond to only one type, but to a combination of them.

⁶ The data we bring here about the definition and etiology of CP are the result of recent research, gathered at NINDS (2006).

⁷ On the characterization of brain damage types compatible with CP, see NINDS (2006).

Neuroimaging techniques allow for visualization of abnormalities and make it possible to treat neuromotor problems. Magnetic resonance imaging may indicate the location and the type of lesion. Cranial ultrasonography is more commonly used with premature infants because it is less aggressive, although it is not very effective in capturing subtle alterations of the white matter. Computed tomography is able to generate images of brain structure in injured areas. These techniques allow the problem to be mapped with greater precision.

Despite the importance of a dialogue with Medicine to understand the research subject S. in her relationship with alphabetic writing and in her inability to organically commit herself, we intend to highlight that there is something that goes beyond the motor impairment of this subject with CP: her presence in language, even if she is not able to express herself orally.

Writing acquisition and Cerebral Palsy

In the search for studies related to the acquisition of writing in the case of subjects with CP who do not vocalize speech, we find the absence of work presenting data of these subjects' written productions and research similar to ours, suggesting the text as a starting point for writing acquisition.

In this paper, we present some studies that focus on the importance of knowing graphic-visual communication systems, as well as software that facilitate these subjects' access to alphabetic writing (CAPOVILLA; CAPOVILLA; MACEDO, 2001; CAPOVILLA, 2008; HEIDRICH et al., 2010; OLIVEIRA; ASSIS; GAROTTI, 2014; TOLEDO; ROGATO, 2010; HEIDRICH; SANTAROSA; FRANCO, 2012; JORDAN; NOHAMA; BRITTO JÚNIOR, 2009; FREIRE, 2002).

It is noteworthy that in some of these research studies only the acquisition of writing at the vocabulary level is privileged and associated to symbols or figures; the subjects' writing data is not presented and the positive results are only confirmed (OLIVEIRA; ASSIS; GAROTTI, 2014; TOLEDO; ROGATO, 2010; CAVALCANTE, 2012). It seems to us that such research studies are aimed more at emphasizing or diffusing the supposed effectiveness of the software and less at the process of acquiring writing itself.

Some authors point out the importance of phonological awareness development in the literacy of these subjects who do not vocalize speech (HOFMANN; TAFNER; FISCHER, 2000; CAPOVILLA; GUTSCHOW; CAPOVILLA, 2004; TOLEDO; ROGATO, 2010; OLIVEIRA; ASSIS; GAROTTI, 2014). According to Seabra (2009), the studies of Millar, Light and Mc Naughton (2004) and Johnston et al. (2009) show that programs which develop phonological awareness and promote the teaching of graphophonic correspondence are effective to increase reading and writing performance with users of Augmented and Alternative Communication who do not vocalize speech.

On the other hand, Seabra (2009) quotes Paul (1997) and Sandberg and Hjelmquist (1996) who refer to studies which suggest that the phonological development awareness

may be relatively independent of speech, so that subjects unable to vocalize due to neurologic lesions (dysarthric) can perform tasks of analysis and manipulation of phonological information very well. These studies, according to Seabra (2009), suggest that the deficit in phonological awareness is more related to lack of stimulation than to intrinsic limitations of the condition.

There are papers that refer to Teberosky, Colomer and Moll (2003) as a theoretical reference (HEIDRICH et. al, 2010) or Vygotsky (2000) and (HEIDRICH; SANTAROSA; FRANCO, 2012) as a starting point for the investigation of reading and writing acquisition in children with CP.

Other authors understand reading and writing as a behavior to be acquired by the child with CP and advocate that the development and systematization of a teaching procedure that starts with Experimental Analysis of Behavior (AEC), an approach that derives from research called equivalence of stimuli (RODRIGUES; MEDEIROS, 2001). On the other hand, there are those who associate this theoretical framework with the use of strategies and resources of Assistive Technology and teaching technology (OLIVEIRA; GAROTTI; SÁ, 2008) or propose this correlation, besides the association with the methodology of phonological awareness combined with the use of low-cost individualized technologies (ALVES DE OLIVEIRA, 2008).

According to Seabra (2009), many children with CP do not have access to reading and writing because priority is given to basic skills such as communication and self-care or due to parents' and teachers' low expectation of literacy in the case of Augmentative and Alternative Communication users. Seabra (2009) reports that 70-90% of Alternative Communication users present a low reading and writing performance, which could be associated with the restricted opportunity of contact with reading and writing at preschool age, intellectual downgrading, language problems or absence of functional speech and downgrading to phonological awareness. Still according to Seabra (2009), these factors may be associated with different causes, such as neurological impairments, social or pedagogical limitations.

The problem

After the clinical and pedagogical assessment, our subject S. seemed to have every chance of making great strides in relation to her schooling process but, according to the teacher, the child had difficulty mainly with reading. In meetings with students and the teacher in the classroom, several aspects related to the proposals and practices addressed to this group of children that aimed at literacy were observed:

- (1) The initial investment in writing was focused on recognizing the letters of the alphabet and working with isolated words taken from didactic materials;
- (2) The theoretical basis assumed that the child had hypotheses about writing;

- (3) Blocks of wood with letters corresponding to a certain word dictated by the teacher, plus a few more, were offered to the children. Perhaps, in the teacher's imagination, this kind of procedure was enough to "guarantee" that the child would make the correct composition of the word. In the dictation, the teacher emphasized each word sound, as if she wanted to "facilitate" the task, implying that the phoneme/grapheme correspondence determines the child's writing acquisition process;
- (4) The children had to produce short texts from a hypothetical figure or situation (such as their weekend) and not from written texts. For their production of texts, the children had symbols, letters of the alphabet, numbers and punctuation signs arranged on their communication boards.

The teacher reported that she had some difficulties regarding the types of text offered to those children, supposedly related to CP, since the texts offered should be well taken care of regarding the size and type of letter and the spacing between the lines (adapted to the difficulties of each child), to the size and complexity of the content.

Understanding the difficulty of the children in this way brought some consequences: they ended up being rarely submitted to the reading of texts; the records of their productions were made by someone who lent them the gesture of writing (which was not always reliable); they were prevented from returning to what they had written (as oftentimes the teacher recorded the child's productions, but this was not a guarantee that the child could follow this record).

Besides, these children's written productions were characterized by the absence of written marks, such as punctuation, for example. In fact, they contained marks of orality and difficulties with vocabulary boundaries, which made it clear that written texts were not the starting point for these productions.

The ultimate goal of literacy should have been the representation or communication of meanings in the reading and the writing of texts, which shows that writing was conceived as a representation of orality, as a matrix of fixed meanings to be discovered by the child. The error – a valued instance in the language acquisition process by Brazilian Interactionism, a theoretical vector adopted in the present article – was erased, disregarded and not elevated as constitutive.

Language, in pedagogical and even in clinical practice involving children with CP, was seen as an accessory, since it was anchored in the Genetic Epistemology of Jean Piaget (1986), a theory according to which sensorimotor work is a foundation on which the cognitive structure itself and language, at last, came to name the concepts acquired by the child. The investment in children with CP should then recover the sensorimotor steps they had not fulfilled, due to their organic impediment, so that language was reached as an ultimate result. It is necessary to remember that, in the case of these children, gaps were detected between stages, which, according to a Piagetian developmental perspective, would prevent a new stage from being inaugurated.

It must also be remembered that many of these children do not even come to vocalize speech, or even experience the articulation of some sounds. How can we expect them to arrive at writing if we look at the process they should follow from a point of observation that predicts the fulfillment of a series of steps and their organization? (FERREIRO; TEBEROSKY, 1986). If there is no possibility of vocalizing speech, how can we understand it as previous, in the sense of it being “necessary” for a supposed oral-written correspondence to be established?

In a path to be traced according to the assumptions previously outlined, the child with CP and, especially, the one who does not vocalize speech, would be doomed to failure in the acquisition of writing skills or in presenting a pathological relation with this modality of language.

Our proposal

In view of the above issues, we proposed an investment in reading to understand its effects on S. We sought an alternative way of presenting alphabetic writing to this child and her classmates.

It was a matter of discussing S.’s writing acquisition taking into account some theoretical assumptions that emphasize impediments and disabilities which end up limiting what could/should be presented to this subject.

We hypothesized that children with moderate to severe neuromotor abnormalities, such as S., could acquire writing skills as long as (1) their potentialities were not revealed by the preconception that they needed materials, special methods and conditions according to beliefs and (2) it was possible to access different written texts, so that their productions can be submitted to the functioning of language (the Other), endorsed by the other as the place of functioning of constituted language (teacher or speech therapist, in the present research). We argue that, in the case of such children beginning to write, it can occur in a pleasurable way, without a pathological relationship with writing being necessarily established or assumed in advance.

Theoretical anchorage

When we planned and performed the activity in S.’s classroom, the work of Mota⁸ (1995) seemed to be, at the same time, a challenging and unique way to guide the proposal of investing in reading and writing aimed at S. and her classmates. This is because Mota’s (1995) proposal is precisely based on a theorization – Brazilian Interactionism in Language Acquisition as formulated by De Lemos⁹ – which, conceived by the

⁸ Mota’s (1995) thesis later gave rise to the book published in 2006. In this research, we will refer to both the book and the thesis. It is important to mention that the names Borges and Mota refer to the same researcher.

⁹ The Brazilian Interactionism in Language Acquisition started as a theoretical aspect at the University of Campinas – UNICAMP – in the late 1970s and went through different phases. Ester Scarpa, Maria Cecilia Perroni, Rosa Attié

research group coordinated by Lier-DeVitto, it has already guided our questions arising from the Language Clinic involving children with CP. The author seeks theoretical support in Saussure and Jakobson in the field of Linguistics and in Derrida and Lacan in the field of Philosophy and Psychoanalysis. Mota (1995) states that the complexity of the literacy process seemed to have been lost amid its simplification. Therefore, she argues that the process does not consist of a mere codification or mechanical decoding of words (MOTA, 1995; BORGES, 2006, p. 14).

At this point, we highlight the moment of theorization of Brazilian Interactionism that forms the basis of the work made by Borges as well as ours. From 1992, De Lemos began to approach European Structuralism, through the reading of Lacan. We can take this moment as a trigger for a complex relationship between Linguistics and Psychoanalysis, when theorists begin to discuss the “relationship among child-language-speech of the other” and there is a definite break with Developmental Psychology (DE LEMOS, 1992).

Metaphorical processes (substitution operations) and metonymy (contiguity operations), the laws of internal language composition (MILNER, 1987), are called to explain the changes in children’s speech and their passage from *infants* to speakers. The articulation between language and speech, as idealized by Jakobson (1960) based on Saussure (1972), is made explicit.

It is from that moment that changes in a child’s speech are seen, according to Interactionist theory, as structural effects. They are seen as subject changes of position regarding the speech of the other, the language and the child’s own speech. The theory is scaled up by the need for articulation among language-speech-speaker. The difficulty of relating language’s subjectivation and objectification processes is added. Interactionism:

[...] goes in the sense of defining the acquisition of language as a subjectivation process shaped by changes in the child’s position in a structure in which the *langue* and *parole* of the other in its full sense are inextricably related to a pulsional body, i.e., the child as a body whose activity demands interpretation. (DE LEMOS, 2002, p. 28).¹⁰

In this constitution of De Lemos Brazilian Interactionism (2002), we speak of “capturing” the subject through language (and not “appropriation” of language by the child). It can be understood, therefore, that the “other” of the child is conceived as the “other speaker”, as “instance of the constituted language; as an instance of linguistic-

Figueira and Maria Fausta Pereira de Castro participated in the project during De Lemos doctorate and Castro has been leading the project since the beginning of the current century.

¹⁰ Original text: “[...] vai no sentido de definir a aquisição da linguagem como um processo de subjetivação configurado por mudanças de posição da criança numa estrutura em que a *langue* e a *parole* do outro, em seu sentido pleno, estão indissociavelmente relacionados a um corpo pulsional, i.e., à criança como corpo cuja atividade demanda interpretação.” (DE LEMOS, 2002, p. 28).

discursive functioning" (DE LEMOS, 1992, p.128) and not as an "other-social" one (LIER-DEVITTO, 1996, 1998, our quotation marks).

Borges (2006) states that De Lemos (1995) research has led her to realize that, also in the field of literacy studies (as in language acquisition), the linguistic nature of the process has not been recognized and as a consequence,

[...] the acquisition of writing is reduced to the supposed construction of a perceptual-cognitive relationship on the relations of representation between writing and orality. As a consequence of the presuppositions adopted – from the field of Psychology and linguistic theories – the description of the process is limited to the 'steps' that the child takes in the construction of 'correspondence' between oral and written language. (BORGES, 2006, p.20, author's quotation marks).¹¹

In this way, initial writing is excluded from the descriptions and the process of acquiring writing is reduced to the construction of representations of the language constituted from relations already established in the child's speech that, hopefully, will be represented in his/her writing. Also in literacy theories, Borges (2006) states that there is little or no place left for the Other as an effective presence in the child's writing.

According to Borges (2006), the affiliation to Brazilian Interactionism led her to recognize what is common between the processes of acquisition of oral and written language: the effects of language functioning itself, i.e., the process of mirroring (DE LEMOS, 1995) led the researcher to manage a radical shift in the understanding of the *raison d'être* of literacy practices, as well as their effects on the writing acquisition process:

[...] our perceptions of the teacher's role, the nature of the text, and child-text relationships were affected because the notions of language, *langue*, and discourse were [set in motion]¹². Finally, there was a displacement of all the theoretical presuppositions on which the experiment was based. From that point on, our effort in the classroom has become, above all, to describe the effects of intensification of children's relationships with written language on their own writing. It was, after all, the description of the 'effect of language on language itself', as De Lemos (1992, p. 127) said (BORGES, 2006, p.21).¹³

¹¹ Original text: "[...] a aquisição da escrita fica reduzida à suposta construção de uma relação perceptual-cognitiva sobre as relações de representação entre escrita e oralidade. Em consequência dos pressupostos adotados – do campo da Psicologia e de teorias linguísticas – a descrição do processo limita-se aos 'passos' que a criança dá na construção das 'correspondências' entre a linguagem oral e a escrita." (BORGES, 2006, p. 20, aspas da autora).

¹² We inserted a word in square brackets because it was missing in this quote from Borges (2006). We chose the expression "set in motion" to complete it.

¹³ Original text: "[...] foram afetadas as nossas percepções do papel do professor, da natureza do texto e das relações criança-texto porque foram [movimentadas] as noções de linguagem, língua e discurso. Houve, enfim, um deslocamento

For Borges (2006, p.21), “[...] to place the possibility of “productivity” in the reading and production of the text on the acquisition and development of the child’s writing means to attribute primacy on the work of the signifier in this process [...]”¹⁴, which explains, according to this author, the systematicity present in the movements of composition and decomposition of combinatorial possibilities in children’s writing. Its purpose is to “understand the effects of reading and the production of texts in the literacy process” (BORGES, 2006, p. 15)¹⁵. The representational position of literacy research, which places the subject as an observer, is questioned by Borges (2006) who argues that:

[...] ‘making the term-to-term correspondence’ as Ferreiro suggests, implies that the child, as the subject of his/her literacy process, objectifies oral and written words, subjecting them to analysis and synthesis. Thus, only when the logic that regulates their representation relations is constructed, it would be possible for the child to understand how, point by point, graphic units take the place of phonological units of representation. (BORGES, 2006, p.93, author’s quotation marks).¹⁶

However, and it matters, Borges (2006) considers that:

Understood in this way, language inevitably ‘loses’ its systematicity. Letters, sounds, syllables and words are artificially removed from linguistic-discursive functioning, making it impossible to constitute them as linguistic terms, when positivity, a substance, that is, a value of its own is attributed to them. In terms of graphemes and phonemes, their negative and relational natures are not recognized, which only allows for an actualization, that is, a value, in the game of language functioning [...] (BORGES, 2006, p. 93-94, author’s quotation marks).¹⁷

do conjunto dos pressupostos teóricos sobre os quais a experiência se embasava. A partir desse momento, nosso esforço na sala de aula tornou-se, sobretudo, o de descrever os efeitos da intensificação das relações da criança com a linguagem – escrita – sobre a sua própria escrita. Descrever, afinal, como disse De Lemos (1992, p. 127), ‘o efeito da linguagem sobre a própria linguagem’.” (BORGES, 2006, p. 21).

¹⁴ Original text: “[...] depositar no texto – leitura e produção – a possibilidade de “produtividade” quanto à aquisição e ao desenvolvimento da escrita das crianças significa que atribuímos primazia ao trabalho do significante nesse processo [...]”. (BORGES, 2006, p. 21).

¹⁵ Original text: “compreender os efeitos da leitura e da produção de textos sobre o processo de alfabetização” (BORGES, 2006, p. 15).

¹⁶ Original text: “[...] ‘fazer a correspondência termo a termo’, como sugere Ferreiro, implica que a criança, como sujeito de seu processo de alfabetização, objetive as palavras orais e escritas, submetendo-as à análise e à síntese. Assim, só quando construída a lógica que regula as suas relações - de representação -, seria possível à criança compreender como, ponto por ponto, as unidades gráficas assumem o lugar de representação das unidades fonológicas.” (BORGES, 2006, p. 93, aspas da autora).

¹⁷ Original text: “Compreendida desse modo, a linguagem, inevitavelmente, ‘perde’ a sua sistematicidade. Letra, som, sílaba e palavra são artificialmente retirados do funcionamento linguístico-discursivo, impossibilitando a constituição deles como termos linguísticos, no momento mesmo em que lhes é atribuída uma positividade, uma substância, ou

Hence the importance of introducing written texts when a child is starting to write, in the author's point of view, which would determine the deconstruction of literacy as a process of representation.

Borges (2006) developed her research based on the writing skills acquisition of 30 children between the ages of six and nine, in different moments of their relationship with writing (some of them were already able to write, and others scribbled or drew when they were asked to write). Collective situations of reading and writing involving different kinds of texts were distributed to the children. After reading the texts, the children were invited to write "their own" texts and they could exchange ideas about the content or the form of the matrix-text, or about their own productions. According to Borges (2006), they tried not to explain rules for the children's written production, for example, graphic aspects and linguistic relations, or content, mainly to avoid the understanding that to read or write it is necessary to fragment words into syllables and make correspondences between graphic and phonic units.

Even though the children's writing in Borges's research (2006, p.22) could not be considered as "text", it had a "text style" that refers to something alive, ongoing, "something to be discovered": there was meaning in its lack of meaning. The play of letters in children's writing, which constitutes pseudo-words and pseudo-sentences can be seen, according to Borges (2006, p.147) as "[...] the effect of the inscription of the discourses of the Other, represented in the classroom by oral discourses and matrix-texts, in their 'memory extracts'"¹⁸:

Thus, letters, pseudo-words, pseudo-sentences, units of all sorts – which have no value in themselves – assume, albeit provisionally, structural values and places [...] determined by the positions open to them in oral and writing discourses of the Other, that is, of those who circulate in the classroom. The status of 'signifier' of the units at stake gives them this virtuality. (BORGES, 2006, p. 148, author's quotation marks).¹⁹

In order for the child to have access to written language, he/she needs the "other-discourse" and it is the role of the teacher to interpret the child's production as a written text. The teacher is, therefore, given a place of supposed knowledge and he has the power to pull the child's writing out of its "drift". The teacher had to define what was

seja, um valor próprio. Do ponto de vista do grafema e do fonema, não são reconhecidas as suas naturezas negativas e relacionais, que só permitem a atualização, isto é, um valor, no jogo do funcionamento da língua [...]. (BORGES, 2006, p 93-94, aspas da autora).

¹⁸ Original text: "[...] efeito da inscrição dos discursos do Outro, representado na sala de aula pelos discursos orais e textos-matriz, em seus 'extratos de memória'." (BORGES, 2006, p. 147).

¹⁹ Original text: "Assim, letras, pseudopalavras, pseudofrases, unidades de toda natureza – que não têm valor em si mesmas – assumem, ainda que provisoriamente, valores e lugares estruturais [...] determinados pelas posições que lhes são abertas nos discursos orais e escritos do Outro, ou seja, daqueles que circulam em sala de aula. O estatuto de 'significante' das unidades em jogo lhes confere essa virtualidade." (BORGES, 2006, p. 148, aspas da autora).

and what was not written texts, based on the child's oral discourses, allowing the child to participate in his/her reading and writing practices (BORGES, 2006).

Borges (2006, p. 149) states that "in these processes the child is captured by writing"²⁰, but it is not a question of being a spectator, but rather the participation in situations in which oral discursive practices give meaning to writing. It is a reference to the writing act in which the child will "recognize the reading act as another way of speaking" (DE LEMOS, 1998, p.11)²¹.

Borges' research data (2006) shows that it is through repetition of someone else's knowledge – of the teacher, who is already in the "symbolic" place of constituted writing – that access to the "symbolic" is possible and this is how the child can go from an intuitive or "imaginary" relationship with writing to a "symbolic" one. In children's initial writing, letters and drawings mix themselves and the insistence of the letters in their dimension of drawing or geometry makes us think of the *The instance of the letter in the unconscious* (BORGES, 2006, p. 152). In an article with the same title, Lacan (1998, p.225) says "we designate a letter as the material support that concrete discourse lends to language"²². It is precisely because they have a physiognomy (materiality) that letters support the concrete discourses, and, this is why they establish relationships, gaining an unrepresentative but symbolic nature.

It is worth noting here that the idea of "capturing" the subject by language in literacy, according to Borges (2006), based on De Lemos (2002), refers to the conception of oral or written language acquisition as a subjectivation process in which the subject is conceived as a body-language, that is, as a body whose action demands interpretation and whose listening allows us to interpret what comes from the other as language. Differently, in a writing skills acquisition proposal based on the representation of orality, the child is expected to "learn to write" from pre-defined rules that regulate the relations between written and oral language in the attempt to homogenize their initial written productions.

In the words of Borges (2006, p.229):

Writing has the force of subjectivation because it neither expresses nor is the expression of fixed categories. Its properties make it a relationship game. There is polysemy, sliding, change of unit status according to the movement of *diferencia*²³ established between units. In the intervals opened in this game, the emergence of the subject is possible.²⁴

²⁰ Original text: "nesses processos, a criança é capturada pela escrita" (BORGES, 2006, p. 149).

²¹ Original text: "reconhecer o ato de ler como outro modo de falar" (DE LEMOS, 1998, p.11).

²² Original text: "designamos por letra esse suporte material que o discurso concreto empresta à linguagem". (LACAN, 1998, p.225).

²³ *Diferencia* is a term used by Derrida (1973). The expression "movement of *diferencia*" refers to the notion of value in Saussure, and, therefore, to the functioning of language, capable of producing differences.

²⁴ Original text: "A escrita tem força de subjetivação porque não exprime nem é expressão de categorias fixas. Suas propriedades fazem dela jogo de relações. Há polissemia, deslizamento, mudança de estatuto das unidades conforme

For Borges (2006), the notion that linguistic-discursive functioning is constitutive of the child's writing questions the possibility of objectifying this writing, while, at the same time, discusses its teaching. The author argues that, in the teaching perspective, writing transforms the child into a "mere user or vehicle of a system" expected to "[...] learn to write from the previously defined rules representation which regulate the relations between written and oral language [...]"²⁵ (BORGES, 2006, p. 226).

Borges (2006, p.238) concludes her research by saying that its core – the child's initial productions – "[...] may be a privileged place for literacy process analysis, i.e., the alienation of writing to the Other, albeit in constitution, as well as the subject's emergence in the breaches of its significant chains [...]"²⁶. Concerning the movement of insertion of signifiers into the chain and the latent chains in the initial process of the child's relationship with reading and written texts, Borges (2006) brings the magic block metaphor that Freud (1973) uses to explain the notion of a mnemonic trace. In turn, Lacan (1986) assimilates it as being significant: "[...] the magic block metaphor refers to the movement between significant chains. While one appears clearly, another one, which is parallel to it, only appears interstitially and symptomatically, although remaining inscribed 'in the wax' [...]" (BORGES, 2006, p. 162)²⁷.

According to Borges (2006, p.239),

Letters are, ultimately, what the scissors of language [or repression] cut out from the text of the Other, constituting the text of the child, already elevated to the position of signifiers. Neither author nor plagiarist: it is the movement of letters that constitute the subject that emerges in a child's writing – although strange. It is strange, because the metaphorical-metonymic functioning, as the work of a signifier, sometimes dissolves the communication effect of language.²⁸

Regarding Freud's notion of repression (1973), Borges (2006) brings Lacan (1991) and his metaphor of day and night, which states that "a signifier, to be uttered, must

o movimento da *diferença* – que se estabelece entre unidades. Nesse jogo, nos intervalos que abre, é possível a emergência do sujeito." (BORGES, 2006, p.229).

²⁵ Original text: "[...] aprenda a escrever a partir de representação das regras – previamente definidas – que regulam as relações entre a linguagem escrita e a oral [...]" (BORGES, 2006, p. 226).

²⁶ Original text: "[...] pode ser um lugar privilegiado de análise do processo de alfabetização, ou seja, da alienação da escrita, ainda que em constituição, ao Outro, assim como da emergência do sujeito nas brechas de suas cadeias significantes [...]" (BORGES, 2006, p. 238).

²⁷ Original text: "[...] a metáfora do bloco mágico fala do movimento entre cadeias significantes. Enquanto uma comparece manifestamente, outra, que lhe é paralela, só comparece intersticialmente, sintomaticamente, embora permaneça inscrita 'na cera' [...]" (BORGES, 2006, p. 162).

²⁸ Original text: "As letras são, em última instância, o que a tesoura da língua [ou recalque] recorta do texto do Outro, vindo constituir o texto da criança, já, então, alçadas à posição de significantes. Nem autor, nem plagiador: é o jogo das letras que é constitutivo do sujeito que emerge na escrita - ainda que estranha - da criança. É estranha, porque o funcionamento metafórico-metônimo, como trabalho do significante, por vezes dissolve o efeito de comunicação da linguagem." (BORGES, 2006, p. 239).

emphasize the other" (LACAN, 1991, p. 85)²⁹. In other words, latent signifiers must be repressed in order for the child to advance in his/her relation to writing, without, however, achieving its completeness.

If Brazilian Interactionism of De Lemos is the starting point for thinking about the acquisition of alphabetic writing in Borges (2006), so is the Language Clinic³⁰. According to Lier-DeVitto (2006), categories or nodal operations of Interactionism proposed by De Lemos were mobilized to think about issues raised by "symptomatic speech" and by the clinic that acknowledges them. Therefore, they must be thought of as a "difference".

In the context of this singular interaction, interpretation must be thought in relation to the problematic of the symptom in speech: it is an event in speech that expresses the subject's prison in a fault or failure (LIER-DEVITTO; ARANTES, 1998) which prevents him to "move to something else" (expression from ALLOUCH, 1995). A symptom differs, therefore, from an error, as much by the resistance that it imposes to interpretation/change, as by the particular effect that it produces in the listening of the other. The reflections of Lier-DeVitto (2006) on the symptom in speech also deviate from the appeal to chronology. Thus, says the author, the time of the symptom is not chronological, but it is the time of insistence and of repetition³¹.

There is a lack of knowledge about why this speech is "disarranged" and about the impossibility of the subject changing it: these are indications that the form of the subject's presence in speech implies the hypothesis of the unconscious introduced by Freud (LIER-DEVITTO, 2006, p. 187). Here we bring the notion of symptom in speech – and writing –, so that we can analyze the productions of our subject S. in the relationship she establishes with alphabetic writing. In the present research, we intend to discuss the erratic character of her written productions. Are they symptomatic?

Methodology

The focus of our study was to analyze productions of our subject of research, S., who does not vocalize speech, based on reading situations and on some of this child's texts, made in her personal computer after the readings.

Activities were filmed in the literacy room of an integrated school-clinic in the city of São Paulo. The group was composed of six children with cerebral palsy, including S. From the six children, only two were able to communicate orally. S. joined the

²⁹ Original text: "um significante, para ser proferido, tem de recalcar o outro" (LACAN, 1991, p. 85).

³⁰ It is a theoretical effort that since 1990 has been carried out in the CNPq Integrated Project, first named "Acquisition of Language and Pathologies of Language" and, as of 2000, "Acquisition, Pathologies and Language Clinic", by the CNPq Research Group, under the coordination of Lier-DeVitto and Arantes, at LAEL, PUC/SP.

³¹ It is a fact, says Lier-DeVitto (2006), that the listeners' listening captures a repeating speaker, and the clinician, in turn, faces resistant speech. The time of the subject in the symptom suspends chronological time, suspends that of the development. Concerning the subject of symptom in Language Clinic, see also Lier-DeVitto (2003).

classroom and the institution when she was six years and one month old. It was a special private school and S.'s classmates were between six and fifteen years of age. This association of parents counted on a team of teachers graduated in pedagogy, under the coordination of a pedagogue and another clinic team, composed of speech therapists, occupational therapists, physiotherapists and a psychologist under the coordination of a physiotherapist. Both teams worked in an integrated manner and, in addition to individualized clinical services, carried out activities and/or orientations in classrooms, according to students' needs and teachers' requests. The filmed activities were performed by the speech therapist, at the request of the teacher who referred to S.'s difficulties with reading and did not have a pedagogical character.

We clarify that this school-clinic followed an orientation based on Piagetian assumptions. Our proposal, differently, followed an approach based on the Brazilian Interactionism assumptions in which language is foundational and the subject is that of desire. The approach we proposed was based on texts, and considered linguistic-discursive functioning. In this approach, the acquisition of writing by a child is not a linear process, and has its vicissitudes, changing according to the effects of the constituted reader's interpretation who authorizes the child's writing and reading to move towards the position of a reader/writer.

In one-hour weekly activities, with the participation of the classroom teacher and assistant, the reading of one of Furnari's books (1983), *The charming little witch and her secret admirer Gregory* was carried out. This work lasted for six months, when S. was between 8 years and 7 months old and 9 years and one month old. The choice of this material was made by the speech therapist because it contained different kinds of letters and genres such as messages, telephone conversations, cartoons, illustrations with legends and texts referring to them and dialogues between the characters.

The book was read page by page ('in chapters'), with the text transposed on the board in each activity, which generated suspense, provoking the interest and curiosity of the children who tried to turn the page to see the sequence of the story, at the end of the activity.

The filming of the activities occurred with an irregular frequency, as they were dependent on the availability of the necessary equipment. To type the texts produced by S. in the classroom activities, the child made use of a tip attached to a helmet, and to facilitate access to the keys, S. used a key separator, consisting of an acrylic plate placed over the computer's keyboard.

The data extracted from the filming for the research proposed here focuses on S.'s productions and also shows moments of her joint writing with the other classmates.

During the activities carried out in the literacy room, the children – who were almost exclusively wheelchair users, excepting R., who had a table and chair adapted to his needs – were all facing the blackboard. The speech therapist stood in front of them, from where she carried out the proposed reading. Each child had his/her own text arranged on the table attached to his/her wheelchair. The children who could speak also had a table with the letters of the alphabet on their table so they could

participate writing, when they wanted to, or as the speech therapist requested their participation. The children could write/read indicating Bliss or PCS symbols and the alphabet or both, according to their relationship to writing. The teacher and the classroom assistant followed the placements of the children on their boards, which were transposed by the speech therapist to the blackboard, in capital or small letters, according to the text that was being worked on.

The texts were read by the speech therapist and then vocalized with the students. Sometimes, this vocalization took place during the reading process, because “[...] the first relations between fragments occur in the dialogue, as a linguistic-discursive effect of adult speech on the child's speech, the effect of language on language.” (DE LEMOS, 1998, p. 15)³². De Lemos (1998) refers to the thesis of Mota (1995), which shows that “[...] just as the fragments of adult speech return in child's speech as signifiers of the discursive situation established by the adult text-speech, graphic aspects of written texts are replaced in the child's initial writing” (DE LEMOS, 1998, p. 15)³³. This is because these “writing fragments”, in which aspects of oral discursive practice were inscribed, place the child in a meaningful relationship with written texts. They

[...] do not ‘represent’ this speech sounds which made them somehow perceptible. Nevertheless, it's possible to think that, by being in touch with other fragments of writing, in which other oral discursive practices were inscribed, they were re-signified, i.e., they were perceived by the student in other of its graphic aspects. (DE LEMOS, 1998, p. 15, author's quotation marks).³⁴

Thus, these reading and writing practices began to re-signify, in the next reading activity, both the writing, in the productions of these children from the read and vocalized texts, and their reading, since these children were summoned to rewrite what had been previously read collaboratively, each child doing it “in his/her own way”. This rewriting was copied by the speech therapist on the blackboard.

S.'s written productions were analyzed from a qualitative approach and considering the importance of privileging the singularities in her relationship with alphabetic writing acquisition. We selected, among the several texts produced by S., those that bring marks/traces of the book texts read in the classroom.

³² Original text: “[...] as primeiras relações entre fragmentos se dão no diálogo, como efeito linguístico-discursivo da fala do adulto na fala da criança, efeito de linguagem sobre linguagem.” (DE LEMOS, 1998).

³³ Original text: “[...] assim como os fragmentos da fala do adulto retornam na fala da criança como significantes da situação discursiva instaurada pelo texto-discurso do adulto, aspectos gráficos de textos escritos se repõem na escrita inicial da criança.” (DE LEMOS, 1998).

³⁴ Original text: “[...] não ‘representam’ os sons dessa fala que os tornou de alguma forma perceptíveis. Contudo, é possível pensar que, entrando em relação com outros fragmentos de escrita, em que se inscreveram outras práticas discursivas orais, eles sejam ressignificados, isto é, deem-se a perceber para o alfabetizando em outros de seus aspectos gráficos.” (DE LEMOS, 1998, p.11, aspas da autora).

It is worth mentioning that the data collected in the classroom, which were described here, is part of a database from the NALingua-CNPq Group (Nucleus of Language Acquisition Studies)³⁵.

The subject of the research

There are some details about S.'s case that, we believe, will allow a better understanding of S.'s real impediments from the organic point of view, impairments that contrast with her skills in relation to language.

S. presents a dystonic quadriplegic CP with an athetoid component³⁶ as a perinatal anoxia³⁷ sequel caused by an umbilical cord compression. When she was five months old, it was possible to observe that she presented slower motor development. The tomography and the electroencephalogram (EEG) asked by the neurologist, presented normal results. A new EEG was performed when she was 4 years old and the results showed a brain irritative activity.

S.'s motor evaluation exhibited pathological reflexes³⁸ (ACTR, SCTR, LTR and Moro) and involuntary movements, as well as absence of trunk control and poor head control. These findings uncovered a motor condition which prevents S. from writing by herself. The evaluation also revealed absence of perceptual impairments associated to the motor disabilities.

From an oral motor point of view, the functions related to feeding were compromised by the presence of pathological oral reflexes that resulted in S.'s dependence to perform DLA (daily life activities). The child presented sialorrhea³⁹ and absence of vocalized speech, although she expressed herself in other ways. She communicated by looking or pointing, using reflex activity (ACTR) and moving her head to answer "yes" or "no".

Simultaneously with classroom activities at the school-clinic that she attended, the child was evaluated in individual speech therapy in two weekly sessions, with the main objective of investing in her possibilities of language and communication, since she was unable to vocalize speech due to her global and oral motor condition.

Bliss symbols were introduced to this child in clinical sessions, with the reading of diary texts written by S.'s mother and also from oral and/or written school texts and from clinical sessions. The therapist was guided by the effects of this reading on the

³⁵ The NALingua-CNPq Group (Group of Studies in Language Acquisition) is composed of professors from different institutions in Brazil and in France and of students (IC, master's and doctorate), whose main objective is to study the language acquisition process, each one from their own theoretical point of view.

³⁶ S. presents severe dystonic CP (abrupt changes in tone ranging from hyper to hypo) with an athetoid component (presence of involuntary movement).

³⁷ Anoxia is the lack of oxygen supply to the brain.

³⁸ Asymmetric Cervical Tonic Reflex, Symmetrical Cervical Tonic Reflex, Labirintic Tonic Reflex and Moro Reflex. For more information on this topic, see Finnie (1980).

³⁹ The term "sialorrhea" corresponds to the presence of intense and constant drool, which indicates alteration of intra and extra-oral sensitivity.

child, as well as by the oral texts present in the clinic and in the classroom. The child chose the symbols that were organized in the form of a communication board (see figure 1)⁴⁰, which, therefore, had its own characteristics.

S. had a desk attached to her wheelchair on which lay her communication board with Bliss symbols⁴¹, letters, numbers, punctuation marks, some logos and phrases written in Bliss. S. indicated them by means of looks and confirmed the letters and symbols read by the therapist with nods to “yes” and “no”. After choosing a block of symbols, letters or numbers, S. passed to the column containing the symbol and, to select it, followed the therapist’s gesture, which ran through the columns of the block, until a new “yes” indicated the column selected. Finally, the therapist followed each symbol of the column until it reached that indicated and confirmed by S., with a last “yes”. This procedure is called scanning.

S. used the indirect pointing resource, through looks due to the fluctuation of tone she presented and because of the reflexes that took the place of voluntary movements she tried to perform. In addition, an insistence on pointing with direct indication would result in global motor disorganization which, due to reflex interference, would cause S. to even come out of the seated position, extending herself, what would require new postural stabilization and a resumption of communication all the time. Hence, the option to point through looks was chosen.

Figure 1 – S.’s communication board with Bliss symbols used in our research



Source: Vasconcellos (1999, p. 84).

⁴⁰ Figure 1 corresponds to the image of one of S.’s boards that are modified according to the needs of the user. The board shown in figure 1 corresponds precisely to the period that our research focuses on.

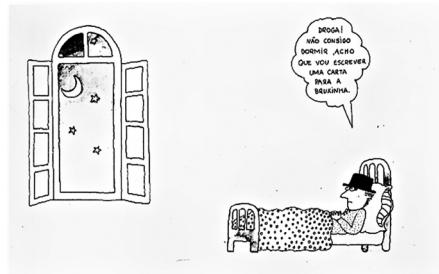
⁴¹ See Vasconcellos (2010) about the beginning of Bliss symbols introduction to S. in clinical speech therapy. Doctoral thesis, Public Domain.

Results: S.'s productions

Let us turn to some transcribed data from excerpts of Furnari's (1983) book read in the classroom.

Segment I – S. (8 years and 10 months old)

Figure 2 – Text in direct speech in the form of balloon presented to the children



Source: Furnari (1983).

The text read from figure 2 is written in capital letters, as in comic books. The character Gregory says: "Damn! I cannot sleep. I think I'm going to write a letter to the Little Witch"⁴². In the transcript below, T. represents the therapist and S. the child. In capital letters, are the words written by S. that result from her indirect pointing of letters in the alphabet and appear on her board arranged on the table attached to her wheelchair. The words corresponding to the Bliss symbols appear in bold italics. Other children in the room participate in the activity, of which R. is one of the two children who vocalize speech.

- (1) T. S., what is written here?
- (2) S. FARMASA (S. writes FARMASA for drug, instead of *FARMÁCIA* (drugstore or pharmacy))
- (3) R. (Reads) Damn, I can 't ...
- (4) T. (Interrupts) S., look at the figure. He can't...
- (5) S. *sleep*

Figure 2a – sleep



Source: BCI (2016).

⁴² Original text: "Droga! Não consigo dormir. Acho que vou escrever uma carta para a bruxinha" (FURNARI, 1983).

- (6) T. Now go on ... And here?
- (7) S. I GUESS (S. writes *AXO* for GUESS, instead of *ACHO*)
- (8) R. (Reads) I will...
- (9) S. **scratch** (there was also the symbol “to write” on her board).

Figure 2b – scratch



Source: BCI (2016).

In writing FARMASA in (2) S. reads the writing (the word “drug”) with the writing itself (“farmasa”). The **pharmacy** symbol is not on her board and S. uses the alphabet. The word “drug” seems to summon, metonymically, “pharmacy/drugstore,” but that is not what S. writes. The child writes “farmasa,” incurring in error. It is an error that does not cause strangeness because it is predictable and perfectly explicable through linguistic-discursive functioning and can be read as “pharmacy” in relation to the word “drug” that takes us, metonymically, to “pharmacy”. In “farmasa”, the letter “s” competes with the letter “c” and takes its place. In the last position of the word, only the “a” appears and the “i” of the previous position is deleted.

In (5), from figure 2 and the speech of T., S. indicates the symbol **sleep**, which metonymically completes the therapist’s speech: he cannot ... **sleep**.

In (7), S. reads the writing – *acho* (guess) written as – *axo* –, in a language movement resulting in the substitution of “ch” by “x”.

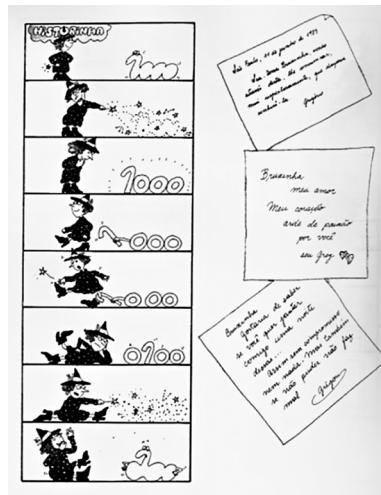
In (9), S. metonymically complements R.’s reading with the symbol “**scratch**” instead of the symbol “**write**”. Here, the symbol reads the writing and S., probably guided by the drawing and not by the writing accompanying the symbol, makes a mistake.

In any case, it can be said that S. is able to read. This reading is attested by the crosses writing/writing in (2): drug/farmasa and in (5): I guess/*Eu axo*; writing/symbol in (5): sleep/**sleep** and (9): write/**scratch**.

Note that when it is impossible to vocalize speech, Bliss symbols read the writing, because they are articulated with the speech that is in S.’s listening. As it can be seen, alphabetic writing also appears as a possibility to read the writing, even if it results in error.

Segment II – S. (8 years and 10 months old)

Figure 3 – Messages that the character Gregory rehearses to send to the Little Witch



Source: Furnari (1983).

After reading these messages addressed to the Little Witch, S. writes a message to her father in a classroom activity:

- (1) S. Mr. + “o” (SRO.) BIRA (S.’s father nickname)
- (2) T. What is your father’s name for us to write in the letter?
- (3) S. U BIRA TAN

In this segment, the actual reading of S. from the messages addressed to the Little Witch in the previous activity, especially that of the first message – São Paulo [...] Mrs. Little Witch – affects her writing at a later time: “[...] Mrs. (Sra.) Little Witch [...]” appears in the mirror in (2) “Sro. Bira “, instead of “Mr.”, revealing the singular presence of S. that bursts into her text.

Borges (2006) alludes to the mirror to approach the children’s changing relationship movements with writing. The mirror can only reflect because it has no image of its own, “[...] so the mirror serves as a metaphor of the representation of language functioning. Due to its nature, it promotes the incessant replacement of what is reflected in it.” (BORGES, 2006, p.190-191)⁴³. Thus, there would be a mirror between the two stories and, as paradigmatic pairs, the signifiers present in the matrix-text, read in the classroom, are repeated in the second one, with a difference. “From this repetition or mutual flexing between the units – words, utterances, texts – i.e., from insistence in resemblance, a difference emerges. Similarities and differences [...] provide stabilizing property-defining relations, or classes [...]” (BORGES, 2006,

⁴³ Original text: “[...] por isso, o espelho serve como metáfora da representação do funcionamento da língua. Por sua natureza, promove a recolocação incessante do que nele se reflete.” (BORGES, 2006, p. 190).

p. 190-191).⁴⁴ The difference between the terms, from one text to another, will be defined in their mutual interpretation, according to Borges (2006), including their structural positions.

Borges (2006) wonders about the difference order that drives the units emerging in these new texts. According to the author, “[...] the re-signification of the purely graphic-textual forms of the previous texts by orality seems to be the origin of many changes that occur in the productions interpreted [...]”⁴⁵—productions of subjects from her thesis (MOTA, 1995), which she retrieves in the 2006 book – (BORGES, 2006, p. 192). Thus, Borges (2006) proposes another relationship between orality and writing in contrast to the one that defines the graphic chain units as representations of speech units: the author proposes an “interpretation in which there is a cross between these modalities [oral and written]” (BORGES, 2006, p. 194).⁴⁶

In (3), “U BIRA TAN”, S. writes the name of her father (“Ubiratan”) in a segmented way. The segment “BIRA” results from a cross with orality, since it refers to the way the father is called by all (his nickname is “Bira”). “U” refers to the article “O”, but in this case a cross with orality (“O” versus “U”) and “U”, separated from “Bira” by a blank space, is reinterpreted occupying the article position in the chain that S. writes: “U Bira” in the place of “The Bira”. The “TAN” segment points to a cross between orality and writing: S. refers to her father’s name, as a surname, which she can interpret by way of orality or writing. But “TAN” stands as a remnant, as something that is not part of the way S. listens/interprets her father’s name in orality.

For Borges (2006, p.204) “in a ‘just-after’ moment, under the influence of orality, the re-signification of this initial [segmented] writing emphasizes this also initial segmentation, manifested in the emergence of units in their purely graphical form.” These segmented units “are not cut out by the representations of the subject, but by the language as functioning [...] This clipping is, therefore, not of a perceptual/cognitive order” (BORGES, 2006, p. 204).⁴⁷ According to the author, who cites Abaurre (1991), “[...] as an effect of orality intervention, the child delimits an entire tonal group with blanks, as marked by real pauses.” (BORGES, 2006, p. 205).⁴⁸

Segment III – S. (9 years and 4 months old)

⁴⁴ Original text: “A partir dessa repetição ou flexão mútua entre as unidades – palavras, enunciados, textos – ou seja, da insistência na semelhança, emerge a diferença. Semelhanças e diferenças [...] propiciam relações estabilizadoras, definidoras de propriedades, ou classes [...]” (BORGES, 2006, p. 190-191).

⁴⁵ Original text: “[...] a ressignificação das formas puramente gráfico-textuais dos textos anteriores, pela oralidade, parece-nos estar na origem de muitas transformações que ocorrem nas produções ora interpretadas [...]” (BORGES, 2006, p. 192).

⁴⁶ Original text: “interpretação em que há cruzamento entre essas modalidades [oral e escrita]” (BORGES, 2006, p. 194).

⁴⁷ Original text: “em um ‘só-depois’, sob a interferência da oralidade, a ressignificação dessa escrita inicial [segmentada] recalca esta segmentação, também inicial, que se manifesta na emergência de unidades em sua forma puramente gráfica.” Essas unidades segmentadas “não são recortadas pelas representações do sujeito, mas pela língua como funcionamento [...] Esse recorte não é, portanto, de ordem perceptivo/cognitiva” (BORGES, 2006, p. 204).

⁴⁸ Original text: “[...] como efeito da intervenção da oralidade, a criança delimita com espaços em branco um grupo tonal inteiro, tal como marcado por pausas reais.” (BORGES, 2006, p. 205).

Figure 4 – Mama, sometimes you scold (me) but I like you soooo much

MAMAE
ASVEZES VOCE DA
BROMCA MAIS EU
GOSTO MUUUUITO
DE VOCE
SAMSAR
10 5 1998

Source: S.'s text produced in her personal computer

The text which corresponds to figure 4 above was produced by S. four months after the activity with Eva Furnari's book (1983) ended in the classroom. This text was written by S. on her personal computer, at home.

The reading of that book resulted in many messages written by S. The message of the figure above was addressed to her mother. There is no punctuation or accentuation in it. There are no such marks of writing, but the genre of the message can be recognized by bringing the addressee at the beginning and highlighted in the text and the sender below, also highlighted in the text, as well as the date. There are errors in the text: *asvezes* (sometimes) appears without segmentation (the correct form is *às vezes*) as if it were a single word, corresponding to a single tonal group (BORGES, 2006; ABAURRE, 1991); *bromca* (scolding), in which the nasality is marked by the grapheme "m" and not "n" (the correct form is *bronca*), graphemes that can occupy the same position in the chain because they present the common nasality trait; "mais – more" instead of "mas – but", a cross with orality, and "samsar" that corresponds to the child's name, spelled wrong here, but after other times in which S. already writes her name correctly, which points to the comings and goings in the acquisition of children's writing and corroborates the thesis that the acquisition of orality and writing are not linear processes (DE LEMOS, 2002; BORGES, 2006).

In this segment, attention is drawn to the presence of *muuuuito* (soooo) that refers to a passage from Furnari's (1983) book:

Figure 5 – Segment that contains the word *muuuiito* (soooo): “I already told you that I think Little Witch is nice? That’s right! I think she is soooo nice!”⁴⁹



Source: Furnari (1983).

Here, the word *muito* (so) is spelled with three “U”s and three “I”s. In S.’s message, *muito* (so) is spelled with four “U”s and one “I”. Once again, we have a repetition with a difference that points to the subjective presence of S. in her writing and, at the same time, to the linguistic functioning in which the word “so” is interpreted from the matrix-text, from the book read and transcribed in class, and comes to occupy a position in another chain, in S.’s text.

Segment IV - S. (9 years and 8 months old)

Figure 6 – Poor Isabela/ because your mother is/ soooo crazy/
when you are born/ I want to meet and play/Samara

ISABELA
COITADA DE VOCE
POR QUE A SUA MÃE É
MUUUUITO MALUCA
QUANDO VOCE NASER
EU QUERO CONHECE E
BRINCAR
SAMARA 9-9-1998

Source: Text produced in S.’s personal computer

The above text was produced seven months after the end of the activity with Furnari’s book (1983) in the classroom and, like segment III, it was also produced by S. on her personal computer. It is also a message, which can be recognized as such by presenting a recipient (Isabela), whose name is highlighted in the beginning of the text

⁴⁹ Original text: “Eu já disse pra vocês que acho a bruxinha simpática? Pois é! Eu acho ela muuuuito simpática!” (FURNARI, 1983).

in the left margin, and a sender, who also appears highlighted in the text, along with the date it was written on. In S.'s text, the accent of *voce* (you) and punctuation are missing. There is also the presence of some errors: *porque* (because) is exchanged for *por que* (why), an expected change in initial writing; *nascer* is exchanged for *naser* (to be born), in which the grapheme “c” is missing; *conhecer* for *conhece* (to meet), a result of crossing with orality. Again, the word *muito* (so) is spelled as in segment III: with four “U”s and one “I”, unlike the word *muito* (so) that appears in the matrix-text.

The word *muito*, which appears in the matrix-text and is interpreted in S.'s texts, is called “dummy” or “word-theme” in Saussure (1974), as Borges (2006) retrieves. The author discovered, in his study of anagrams, proper or common names in poetry and prose, which he called “word-themes” or “dummies,” whose phonemes were duplicated, repeating themselves throughout the verses. Borges (2006), from Saussure (1974), states that “the text is constructed” on the word-theme, which opens and limits the field of verse possibilities” (BORGES, 2006, p. 177). For Borges (2006), “[...] it seems to be possible to relate the need for restriction regarding repression, with the insistence of what we will call [...], ‘word-theme’ under one’s writing.” (BORGES, 2006, p. 177).⁵⁰ For the pseudo-words of Borges’s subjects’ initial texts in acquiring writing skills to be composed of the “word-theme”, others need to be repressed: there must be an integrated movement between the letters that emerge and those that remain latent.

To explain the emergence mechanism of latent words that may come to the surface, Borges (2006) draws on Freud’s (1973) analogy between the working of memory and the magic block⁵¹. Freud (1973) disregards the analogy of the metaphor of a slate as a surface of inscription that offers itself as a place of writing – of recording – as an auxiliary for the memory, since in this tradition, psychological conceptions that assimilate the memory to a file or to a set of impressions that remain in the memory are aligned. Freud deconstructs these psychological notions of perception and memory and proposes that of “mnemonic trait” through the metaphor of the magic block. Thus, the structures that Borges (2006) observes in the writing of her research subjects, and the structures we observe in S.’s productions that refer to the matrix-texts read in the classroom, “[...] are not mere records, which result from impressions or categorizations, the psychological memory of the units constituted writing. They are, in fact, her

⁵⁰ Original text: “o texto se constrói “sobre a palavra-tema”, que abre e limita o campo de possibilidades do verso” (BORGES, 2006, p. 177). Para Borges (2006), “[...] parece ser possível relacionar a necessidade de restrição que diz respeito ao recalque, com a insistência do que chamaremos [...] sob sua escrita, ‘palavra-tema’.” (BORGES, 2006, p. 177).

⁵¹ In some passages of the text, Borges (2006, p.162, 183, 161) quotes Freud when he alludes to the functioning of the magic block: “If we lift the whole cover – celluloid and waxed paper – [which compose the magic block] of the wax-blade, the writing definitively disappears. But it is not difficult to prove its permanent inscription on the wax sheet [...]” (FREUD, 1973, p. 2809). Or: “If we think that while one hand writes on the surface of the magic block, another periodically removes its cover from the wax tablet, we will have a perceptible illustration of perception in our psychic apparatus.” (FREUD, 1973, p. 2811). And yet, “[The magic block] solves the problem of assembling both faculties [of receiving and maintaining inscription] by dividing them between two elements – distinct systems, however intertwined with each other [...] The surface welcomes the stimuli, but does not preserve them as a permanent inscription, the foundations of our memory are born in a neighboring system.” (FREUD, 1973, p. 2811, translated by Borges).

interpretation of this writing [...] the child has no memories of writing, but about writing." (BORGES, 2006, p. 131).⁵²

To consider this repetition of *muito* (so) as an effect of the discourses of the Other, represented in the classroom by oral discourses and matrix-texts in their "extracts of memory", means to recognize, with Freud (1987), that memory is a "language apparatus" and that, as such, is constructed in the relation with another "language apparatus" (BORGES, 2006, p. 147).

Final considerations

The period selected for analysis shows an example of S.'s writing, which reveals the presence of Bliss symbols and alphabetic writing itself operating child's reading in crossings between symbols/writing and writing/writing. The data indicates that to read the texts, S. makes use of speech-writing, composed of Bliss symbols and alphabetic writing, which points to the interpretation and reading she makes, since she can listen to the other. Her productions indicate the effects of the texts read, which left marks resulting from the functioning of language in a set of mirrors between her texts and the matrix-texts. Traces of the Other's texts in those of S. revealed a subject in its singularity since these traces migrate to S.'s texts with a difference.

Our analysis also pointed out that the relationship of S. with writing followed a different path from the one which starts with units until the child reaches the text (FERREIRO; TEBEROSKY, 1986), which, according to the teacher, did not seem to work with S. We think that the positive effects found in the introduction of S. to the reading of texts can be attributed mainly to the theoretical approach adopted, which introduced a change concerning the object and the subject: child's introduction to the linguistic-discursive functioning via texts – different from fragmenting texts into units and from the approach of writing as something to be taught – which favored the capture of S. with regard to writing, allowing the signifiers of the texts to circulate in it, occupying positions in the signifying chains.

Also, the speech vocalization of texts with children certainly contributed positively, favoring the relations between orality and writing in S.'s texts, understood as effects of the systematicity of language and not because of term-to-term correspondence. On S.'s side, there was a subjective change in her relation to writing, which resulted in a profusion of spontaneously written texts, a change that can also be attributed to the nature of the speech therapist's investment in S.'s writing, who desires the child's wish, to acquire writing.

⁵² Original text: "[...] não são meros registros, que resultam de impressões sensíveis ou categorizações, memória psicológica das unidades da escrita constituída. São, isto sim, a sua interpretação sobre essa escrita [...] a criança não tem lembranças da escrita, mas sobre a escrita." (BORGES, 2006, p. 131).

Here, the text was, therefore, the starting point, and the end point. This path allowed us to perceive that there was no symptomatic character in S.'s acquisition of writing who can thus be captured by writing and move in language despite her organic paralysis.

VASCONCELLOS, R. DEL RÉ, A. Paralisia cerebral: efeitos da escrita sobre a escrita. *Alfa*, São Paulo, v.61, n.2, p.405-436, 2017.

- **RESUMO:** *Buscamos apreender efeitos da leitura de textos na escrita de uma criança, designada como S., impedida de oralizar e escrever de próprio punho por apresentar Paralisia Cerebral. Mediante dificuldades de S. na leitura, relatadas pela professora, uma atividade semanal foi proposta pela fonoaudióloga na sala de aula da escola-clínica que S. frequentava, a partir de livro de Eva Furnari, resultando em uma produção expressiva de textos pela criança. A essas produções somam-se transcrições de filmagens em que esses textos foram lidos, que compõem o corpus alocado no banco de dados do Grupo NALíngua-CNPq. Tais dados foram analisados com base em Borges (2006) que propõe a alfabetização de crianças baseada na imersão em leituras de textos diversos. Os resultados apontam para um processo de aquisição da leitura e escrita peculiar, em que cruzamentos entre símbolos/escrita e escrita/escrita operam a leitura da criança. Suas produções trazem efeitos dos textos matriz, lidos em um jogo de espelhos que revelam o funcionamento da língua e, ao mesmo tempo, diferenças: marcas de um sujeito em sua singularidade. Mudanças objetivas e subjetivas na assunção de abordagem teórica diversa da do professor pelo fonoaudiólogo resultaram em mudanças objetivas e subjetivas na relação de S. com a escrita.*
- **PALAVRAS-CHAVE:** *Paralisia cerebral. Linguagem. Aquisição da escrita. Comunicação alternativa. Símbolos Bliss.*

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A COMPUTATIONAL IMPLEMENTATION OF PERIPHRASTIC VERB CONSTRUCTIONS IN FRENCH

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- **ABSTRACT:** This paper describes the treatment of passive and compound past tense in FrGramm, a computational grammar of French, implemented within Lexical-Functional Grammar (LFG) using the XLE software. Due to the dual auxiliary system and past participle agreement, the latter periphrasis manifests greater structural complexity and therefore presents a greater challenge to computational implementation in French than in languages such as English and Portuguese. An additional difficulty is modeling the morphological and syntactic-semantic regularities of the passive construction. In FrGramm, this problem is solved by means of a productive lexical rule. FrGramm also implements the constraints governing the building of both verbal periphrases, excepting participle object agreement. The implementation was evaluated by applying a parser to a set of 157 grammatical sentences and a set of 279 ungrammatical sentences. All sentences from the former set were correctly parsed. Only two constructions from the latter set that violate the linear precedence of the compound past auxiliary over the passive auxiliary were analyzed as grammatical. FrGramm is the only LFG grammar of French with similar coverage that is freely available on-line. A future version will handle participle object agreement and avoid the mentioned overgeneration.
- **KEYWORDS:** Computational linguistics. Deep syntactic parsing. Lexical-Functional grammar. LFG/XLE. Finite-state morphology. French verbal periphrases. Passive voice.

Introduction

Lexical-Functional Grammar (LFG) is a framework within generative theory. It is widely disseminated in theoretical, descriptive, and typological studies as well as in computational linguistics. This model underlies analyses of a great number of languages, from many different linguistic families (BRESNAN, 2001). Many of these analyses were computationally implemented, in part within deep parsing systems development projects, aimed at the semantic processing of natural language texts.¹

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¹ The most up-to-date and comprehensive survey of languages with computational grammars (or fragments of grammar) implemented in the LFG formalism contains 27 languages (MÜLLER, 2016, p. 213-214).

As far back as in the 1990s, French was one of the first languages whose syntactic structures were mathematically described in the LFG formalism and implemented in parsing systems (ZWEIGENBAUM, 1991; FRANK, 1996; SCHWARZE, 1998; BUTT et al., 1999). Due to the technological advancement, some of these approaches, such as Frank (1996) and Schwarze (1998), have become obsolete because of the impracticability of running the respective parsing systems on current platforms. Another problem is that the source codes of these implementations or the corresponding parsers are not freely available. This is also the case with the more recent approaches, namely the parsers SxLFG and XLFG as well as the French grammar built to test them (CLÉMENT; KINYON, 2001; BOULLIER; SAGOT; CLÉMENT, 2005; CLÉMENT, 2014; SAGOT, [2015?]).

This paper focuses on the treatment of periphrastic verbal constructions in FrGramm, a French computational grammar we have recently implemented in the Xerox Linguistic Environment (XLE).² This software represents the current state of the art in the development and parsing of grammars in the LFG formalism (CROUCH et al., 2011). Thanks to its user-friendliness and efficiency, this system has been used for more than a decade in both teaching and research as well as in industrial scale applications. In addition, it is distributed free of charge, under a non-commercial use license.³

An alternative to XLE is XLFG, which is more focused on teaching and research in LFG (CLÉMENT; KINYON, 2001). However, this system is not available for download. Instead, it must be used online (CLÉMENT, 2014). On the other hand, the most complete French grammar implemented in this system, and made available on its site, has very limited coverage. It analyzes periphrases with the auxiliary *avoir* ‘to have’, but overgenerates broadly, since it implements only a small part of the constraints involved in these constructions.

Following a common practice in the literature, the notational variant of the LFG formalism implemented in XLE is designated in this paper as LFG/XLE. The main motivation for the development of FrGramm in LFG/XLE was to make freely available a French grammar with medium syntactic coverage for use in teaching and research in areas such as formal grammatical theory, computational linguistics, or natural language processing. Before FrGramm, the only widely available grammar for use with XLE in a pedagogical context was the English grammar in the system’s documentation (KING, 2004). However, as it is well known, French has several syntactic peculiarities in relation to English. Consequently, an adaptation of this English grammar to French is far from trivial. On the other hand, translating the

² This paper deepens some aspects of Schwarze and Alencar (2016), which is an introductory textbook in German about LFG theory and the development of computational grammars in XLE using French examples. FrGramm is a significantly improved version of the grammar fragment from this book’s chapter 8. In the division of labor for the elaboration of this work, it was up to the author of this article to implement the different grammar fragments and to write the respective chapter sections. These grammars reflect intense dialogue between the two authors. For any errors, however, this author assumes full responsibility.

³ To obtain XLE, see <http://www2.parc.com/isl/groups/nltt/xle/>.

mentioned French grammar of Clément (2014) from the XLF formalism into the XLE notation would not be so difficult for an experienced user. The problem, however, is that this grammar, as we have pointed out, has very limited coverage and treats as grammatical simple examples that violate the regularities in the formation of compound tenses in French.

FrGramm, which has much wider coverage, does not suffer from this type of overgeneration. Among other approaches, it incorporates elements of Frank (1996) and Schwarze (1998), the two computational grammars of French whose implementations are sufficiently detailed in the literature. It is not, however, a reimplemention. On the contrary, it has been developed from scratch and fills gaps in these two proposals. It is the only French grammar in LFG/XLE that is freely distributed on the Internet, under a license allowing modifications by the users and redistribution of the modified versions.⁴ It can thus be extended to cover other phenomena, adapted to different grammatical approaches or to other languages.

Various syntactic phenomena were implemented in FrGramm 1.0, the current version of the grammar. Among these, the periphrastic verbal constructions in (1)-(5) stand out, due to greater complexity and greater contrast with the analogous facts in English. These periphrases consist of a finite form (henceforth VFIN) of *être* ‘to be’ or *avoir* ‘to have’ and a participle (henceforth PTCP).

- (1) La fée est arrivée.
[the:F;SG fairy(F)[SG] be;PRS;3s arrive:PTCP:F;SG]
‘The fairy arrived.’
- (2) La fée a dansé.
[the:F;SG fairy(F)[SG] have;PRS;3s dance:PTCP]
‘The fairy danced.’
- (3) La fée est annoncée.
[the:F;SG fairy(F)[SG] be;PRS;3s announce:PTCP:F;SG]
‘The fairy is announced.’
- (4) La reine a forcé les chevaliers
[the:F;SG queen(F)[SG] have;PRS;3s force:PTCP the:PL knight(M):PL]
‘à achever la tâche.’
[COMP complete:INF the task]
‘The queen forced the knights to complete the task.’
- (5) Les chevaliers ont été forcés à achever la tâche.
[the:PL knight(M):PL have;PRS;3p be:PTCP force:PTCP:M;PL COMP complete:INF the task]
‘The knights were forced to complete the task.’

⁴ The conditions of use are detailed at <<http://creativecommons.org/licenses/by-nc-sa/4.0/>>. Source code, test sets as well as grammar evaluation results are available at <https://github.com/lfg-french-grammar>.

Sentences (1), (2), and (4) exemplify the compound past (*passé composé*). Unlike English and Portuguese, French, in this periphrastic tense, like Italian and German, exhibits a split in the intransitives: unaccusative verbs such as *arriver* ‘to arrive’ select the auxiliary *être*, while unergative verbs like *danser* ‘to dance’ select *avoir* (FRANK, 1996). An additional contrast, adding an extra complexity factor to a computational implementation, is the agreement manifested by the past participle (henceforth PTPST). In the case of verbs of the first group of intransitives, PTPST manifests agreement with the subject (see (1)). This agreement pattern, however, is blocked in the verbs of the second group (see (2)). On the other hand, the PTPST of transitive verbs, in constructions with the canonical SVO order, as in (4), is not inflected. Gender and number inflection, however, is mandatory in these verbs in constructions with an anteposed object, as in the relative sentence in (6):

(6) Ils mangent les pêches que la reine a pelées.
 [they eat:PRS;3p the:PL peache(F):PL that the queen(F)[SG] have;PRS;3s peel:PTCP:F;PL]
 ‘They eat the peaches the queen has peeled.’

Sentence (3) exemplifies the passive voice in a simple tense (in this case, the present indicative), while (5) exemplifies the passive in the compound past, bringing together the complexities of the two periphrastic constructions.

Sentences (1) and (3) share the same surface form. Like other Romance languages such as Portuguese, the passive participle (henceforth PTPASS) exhibits gender and number inflection in agreement with the subject. This agreement pattern does not occur in languages such as English. There is an apparent analogy of (1) and (3) with adjectival predicative constructions such as (7):

(7) La dame est vaillante.
 [the:F;SG lady(F)[SG] be;PRS;3s brave:F;SG]
 ‘The lady is brave.’

In LFG, the passive results from the application of a lexical rule to the entries of verbs that govern a direct object (henceforth OBJ) (KAPLAN; BRESNAN, 1982). This rule models the systematic relations between active and passive verbal forms. Thus, the latter do not need to be listed in the lexicon. This simplifies the encoding of this component and represents a large saving of storage space. The computational implementation of this approach, however, is not trivial. In fact, the changes both in the verbal morphology and in the subcategorization frames as well as the semantic relations between the two diatheses must be accounted for.⁵ One complicating factor are object control verbs like *forcer* ‘to force’. In these verbs, in the active form, the

⁵ Diatheses are regular verbal valence alternations. They comprise both voice phenomena, as in the active-passive opposition, and alternations not expressed by verbal voice (BUSSMANN, 2002).

subject of the infinitive is controlled by the OBJ of the main sentence (see (4)). In the passive variant, however, the controller becomes the subject of the main sentence (see (5)). One of the main advantages of XLE is to provide an efficient mechanism for implementing lexical rules. The use of this mechanism in a given grammar, however, requires the fulfillment of two conditions: (i) formulating appropriate constraints to account for the grammatical examples, while preventing ungrammatical constructions that violate these constraints; (ii) implementing a morphological analyzer. In this article, we show how FrGramm satisfies these two requirements.

Because of the challenges they pose, these two periphrastic verbal constructions are very interesting from the point of view of the development of computational grammars. This is one of the reasons why we chose them as the focus of the present article, which presents FrGramm for the first time to the English-speaking public. We will show how FrGramm implements these phenomena in order to correctly analyze examples such as (1)-(5) and the analogous construction in (7), while not generating ungrammatical examples.

An implementation of these periphrases is also relevant from a theoretical point of view, given the discrepant approaches they have been subject of in LFG. What are the computational properties of each competing proposal? This article represents a contribution to this line of research, since it implements one of these approaches in XLE. As FrGramm is freely available, competing approaches could be more easily implemented in the same system using FrGramm as a basis and compared in complexity in terms of the computational resources of time or space consumed (PRATT-HARTMANN, 2010).

Before concluding this introduction, let us see the main points of divergence in the analysis of the constructions (1)-(5) and (7) in the recent LFG literature. Patejuk and Przepiórkowski (2014), for example, argue that in Polish passive constructions, analogously to adjectival predicative constructions, the verb *być* ‘to be’ is a raising verb, whose sole semantic argument they suggest is an XCOMP.⁶ In LFG, this is a grammatical function with an open argument position, to be filled via functional control (BRESNAN, 2001). Thus, in sentences like (3) or (7), the sentential subject realizes a semantic argument not of the copula but of the XCOMP. According to this approach, (3) and (7) have a bipredicational structure: the first predication is expressed by the copula, the second one by the XCOMP.

This approach, however, is not consensual, as can be seen in the ParGramBank, a parallel treebank of 10 languages, generated by LFG/XLE grammars (SULGER et al., 2013). In this corpus, the analyses of examples from languages such as Norwegian, English, German, and Polish diverge in terms of the status assigned to the VFLEX and the PTCP, on the one hand, and to the adjective, on the other. The question regarding the adjective is whether or not this category instantiates an XCOMP. In the analyses

⁶ The term **raising verb** is used in the LFG literature following the tradition of transformational generative grammar. However, in the analysis of these verbs in LFG, there is no constituent movement, given the non-transformational character of this theory.

of Polish examples, the PTCP, similarly to the adjective in constructions like (7), functions as the head of an AP. This AP, in turn, realizes the XCOMP of the VFLEX. In the analyses of English examples, on the other hand, the PTCP is the main verb of the passive construction, forming a monopredicational structure, whereas the predicative AP realizes the closed grammatical function PREDLINK.

In respect to these two points, three of the first computational grammars of French disagree. Frank (1996), for example, adopts the bipredicational analysis for the passive construction and the compound tenses. In this approach, the adjective predicates realize the ACOMP function, which is an adjectival XCOMP. Schwarze (1998) and Butt *et al.* (1999), in turn, implement a monopredicational analysis, in which the VFLEX is an auxiliary without argument structure. According to Schwarze (1998), the adjective predicate realizes an ACOMP. For Butt *et al.* (1999), however, it realizes the closed function PREDLINK. FrGramm implements the monopredicational analysis for the verbal constructions (1)-(5). It assigns the XCOMP function to the AP of (7).

The remainder of this paper is divided into four sections. To begin with, we address the theoretical framework and the computational system used to implement FrGramm. Following this, the next section explains the methodology, describing the datasets and procedures used in the implementation of the verbal periphrases. The penultimate section then outlines the general architecture of FrGramm and the role of its different modules, focusing on the modeling of the constraints involved in the periphrastic verbal constructions. This section also presents the grammar testing results. Finally, in the last section, we compare our grammar to previous counterparts and point out directions for further research.

The LFG generative model and the XLE system

LFG is a branch of generative grammar (BRESNAN, 2001; FALK, 2001). Thanks to their mathematically explicit formalization, natural language grammars elaborated in the LFG formalism are directly implementable on the computer. The computational implementation of grammatical phenomena offers two main advantages over descriptions formulated in a natural language and/or not completely formalized. The first one is the possibility of using it in natural language technology applications, e.g., machine translation, corpora annotation, information extraction, and question answering systems. The most notable example of this latter type of application is the IBM Watson. In 2011, it defeated two human champions on the North-American television quiz show *Jeopardy* (BEST, 2013). Its system is based on deep syntactic parsing by means of a formalism analogous to LFG (MCCORD; MURDOCK; BOGURAEV, 2012). The second advantage is the ability to automatically test the internal consistency and empirical adequacy of the analyses in large datasets, such as lists of grammatical and ungrammatical sentences, treebanks, etc.

One appeal of LFG to the academic community is the free-of-cost availability of XLE. This is a very efficient and friendly grammar development and testing environment, which automatically constructs a parser for a given grammar elaborated in LFG/XLE, an LFG formalism notational variant. An important difference of this system compared to alternatives such as XLFG is the possibility of plugging in a lexical transducer for morphological analysis, which significantly reduces the lexicon encoding effort. Another advantage of XLE is the support for the implementation of automatic generators and translators.

In LFG/XLE, a grammar consists of at least two components, namely the annotated phrase structure rules and the lexicon. The latter may consist of (i) full forms and/or (ii) lemmas. In format (i), there is a lexical entry for each inflected form. In small grammars, this format is easier to implement. However, it is not feasible unless there already exists a full-form lexicon that can be adapted. Format (ii) is the most simple and has the lowest development cost. It requires, however, a morphological component implemented as a lexical transducer, a kind of finite-state automaton that associates inflected forms with lexical representations (BEESLEY; KARTTUNEN, 2003). Later, we will see how the lexical transducer we developed for FrGramm 1.0 greatly simplifies the computational implementation of passive voice and compound past.

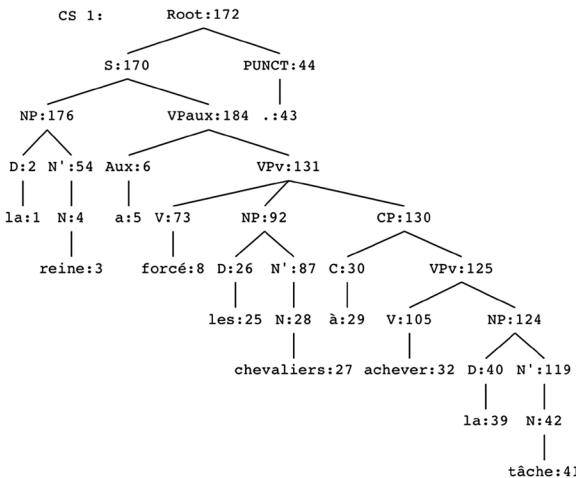
The parser generated by XLE for a given grammar can be automatically applied to an individual construction or to a corpus. For each grammatical construction, the system automatically generates the different syntactic representations that the grammar assigns to it. Figure 1 and Figure 2 show syntactic representations produced by XLE.

Unlike the Chomskyan models, such as Government and Binding Theory and Minimalism, LFG denies the existence in human language of syntactic transformations (BRESNAN, 2001; FALK, 2001). In LFG, phrase structure trees, once generated, do not suffer further modifications. Transformations are only allowed in the lexicon. Thus, in the case of (4), just one tree is generated, as shown in Figure 1. In this model, a constituent structure (henceforth c-structure) maps to a further level of representation, namely functional structure (f-structure). In Figure 2, we have the f-structure corresponding to the c-structure of Figure 1. In Figure 1, *CS 1* in the upper left corner indicates that this is the first c-structure assigned to the sentence by the parser (in this case, there is only one, since the sentence is unambiguous). The mapping from c-structure nodes of Figure 1 into the f-structure of Figure 2 is represented by means of the numerical indices in these structures. For example, the highest node in Figure 1, the root category, which represents the matrix sentence, carries index 172. Node *S*, which represents the sentence, is node 170, while *VPaux* (VP with an auxiliary) is represented by index 184. Indices 172, 170, and 184 in Figure 2 designate the f-structure of the entire sentence.

F-structures of phrases like the NPs or the *VPaux* of Figure 1 result from the unification of the f-structures of their constituents. Unification is the fundamental mathematical operation of LFG and similar models, such as HPSG (MÜLLER, 2016).

This operation collapses the information of two or more f-structures into a single structure, provided that the values of the different attributes do not conflict (FRANCEZ; WINTNER, 2012, p. 85).

Figure 1 – C-structure of (4) generated by XLE from FrGramm 1.0



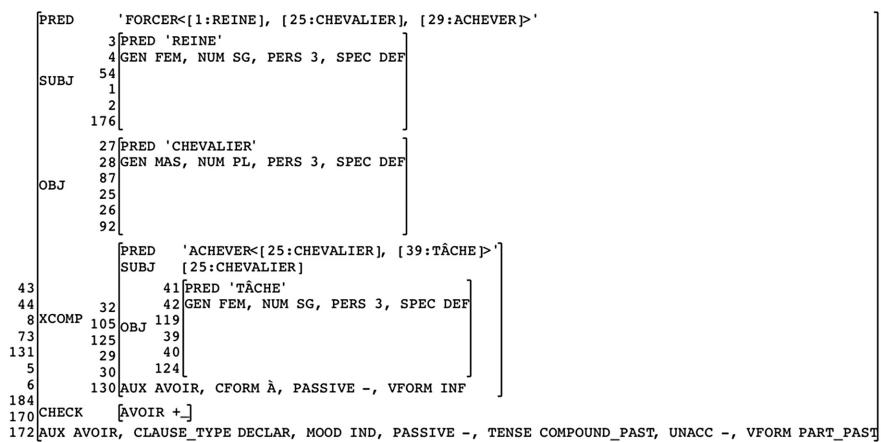
Source: Author's elaboration.

F-structures are attribute-value matrices (AVMs). They formalize the notion of feature, recurrent in several linguistic theories. In this context, a feature is an attribute (such as GEN ‘gender’ and NUM ‘number’ in Figure 2) with a value (FEM ‘female’, SG ‘singular’, etc.). For example, according to Figure 2, *la reine* has the features GEN=FEM, NUM=SG, PERS=3, and SPEC=DEF. The latter two respectively specify the grammatical person and the specification of the noun phrase, which, in this case, is definite. The f-structure of the sentence has, among others, the features CLAUSE_TYPE=DECLARE, MOOD=IND, and PASSIVE=-, indicating that it is a declarative, indicative, and active sentence.

Attributes of the NUM or PERS type of Figure 2 have atomic values, which can be of three types: (i) a string, as in NUM = SG, (ii) a natural number, as in PERS = 3, or (iii) a truth value (“+” or “-”), as in PASSIVE = -. In addition, attributes may have non-atomic values. The descriptive power of AVMs as a formalism for the description of natural language structures stems precisely from the possibility of one attribute having another AVM as its value. Thus, this formalism can account for the recursion of syntactic structures in natural languages. Examples of attributes with a complex value in Figure 2 are the grammatical functions SUBJ (subject), OBJ, and XCOMP.

Figure 2 – F-structure of (4) generated by XLE from FrGramm 1.0

"La reine a forc  les chevaliers  achever la t che."



Source: Author's elaboration.

F-structures not only encode the grammatical properties of sentences, but also constitute input to semantic processing (MÜLLER, 2016). The semantic contribution of each individual lexical head to the construction of the sentence meaning is represented by the PRED attribute. Functional heads (determiners, auxiliaries, etc.) do not have a PRED attribute, since their contribution to the sentence's f-structure is merely grammatical. In the case of aivalent lexical heads, the PRED value, called semantic form, is conventionally represented by the lemma enclosed in single quotation marks, for example PRED = 'REINE'. In the case of valence-bearing lexical heads, as the verb *forcer* in (4), the semantic form is called lexical form (FALK, 2001, p. 13). It specifies the valence in angle brackets. Thus, the lexical entry for an active form of this verb contains equation (8):

(8) PRED = 'FORCER <(^ SUBJ) (^ OBJ) (^ XCOMP)>'

Formulas like (8) are called functional schemata. These schemata not only form part of lexical entries, but are also used as annotations in the phrase structure rules to constrain the mapping between c-structure and f-structure. In (8), the verb *forcer* is a predicate with three arguments, to be realized, respectively, by the f-structures of the SUBJ, OBJ, and XCOMP. The realization of the arguments of a predicate is governed by two principles of well-formedness. The Completeness Condition determines that all arguments are realized, whereas the Coherence Condition excludes governable grammatical functions that are not specified in the predicate's valence.

In Figure 2, general formula (8) is instantiated as (9):

(9) PRED = ‘FORCER <[1: REINE], [25: CHEVALIER], [29: ACHEVER]>’

In (9), the empty slots of the predicate in (8) are filled by the f-structures of the SUBJ, OBJ, and XCOMP, referenced respectively by indices 1, 25, and 29. Argument slots in semantic forms can only be filled by f-structures with a PRED attribute. For mnemonic convenience, XLE also inserts, into the argument positions of semantic forms with saturated valence, the orthographic representations of the predicates of the grammatical functions that realize these arguments. Thus, in the case of (9), for example, the lemma REINE was inserted into the predicate’s first argument position.

For sentence (3), the parsing algorithm derives formula (9) from (8) by means of the functional annotations.⁷ The symbol “ \wedge ” corresponds to the metavariable “ \uparrow ” in the traditional LFG notation. This metavariable is instantiated in the f-structure of a constituent by a variable that designates the parent node’s f-structure. In the example in question, “ \wedge ” refers to the parent node of *forcé*, that is, category V. Because it functions as the head of VPaux, the information associated with V maps into the f-structure of the sentence. Thus, an expression of the form $(\wedge \text{GF})$ in the lexical form of a verb, where GF designates a grammatical function, is equivalent to ‘GF of the sentence’, for example, $(\wedge \text{OBJ})$ is equivalent to ‘direct object of the sentence’.

To conclude this section, we deal with lexical rules, which play a fundamental role in the treatment of diatheses in LFG. These rules, along with the remaining formal apparatus of the theory, dispense with the postulation of syntactic transformations. They are equivalent to functions that, applied to lexical entries, generate new entries. In XLE, these operations only manipulate the functional schemata of the entries. They cannot, therefore, manipulate the form of the lexemes, deriving a passive form like *forced* from the suffixation of the active form. XLE, however, makes it possible to overcome this deficiency by plugging in a morphological parser. This solution was adopted by FrGramm 1.0, as we will see later.

For now, we limit ourselves to a simplified formalization of the passive rule in French-type languages. The task of this rule is to model the systematic relationship between the main verbs of examples like (3) and (10), on the one hand, and (11), on the other. The main facts to be modeled are the following: (i) every passive participle corresponds to an active form governing an OBJ; (ii) the OBJ of the active form is realized as SUBJ in the passive form; (iii) the active SUBJ is realized optionally as an oblique in the passive form (SCHWARZE; ALENCAR, 2016, p. 149).

(10) La fée est annoncée par le chevalier.
[the:F;SG fairy(F)[SG] be;PRS;3s announce:PTCP:F;SG by the knight]
‘The fairy is announced by the knight.’

⁷ A detailed explanation of the LFG parsing algorithm is beyond the scope of this paper. See, for example, Bresnan (2001, p. 56-60).

(11) Le chevalier annonce la fée.
 [the:M;SG knight(M)[SG] announce:PRS;3s the fairy.]
 ‘The knight announces the fairy.’

(12) (i) active form: ‘ANNONCER < (^ SUBJ) (^ OBJ)>
 (ii) 1st passive form: ‘ANNONCER < (^ OBL) (^ SUBJ)>
 (iii) 2nd passive form: ‘ANNONCER < NULL (^ SUBJ)>
 (iv) thematic grid: AGENT THEME

These generalizations are summarized in (12) (SCHWARZE; ALENCAR, 2016). In (12) (ii), the grammatical function OBL, in languages like French, is a prepositional verbal complement that cannot be pronominalised by a dative clitic. It thus differs from the OBJ2 function (indirect object or secondary object), which licenses this cliticization type. In this case, OBL expresses the passive agent. In (12) (iii), NULL represents the non-realization of this argument. Level (iv) is modeled in LFG as argument structure (a-structure), playing an important role in the theory’s architecture (FALK, 2001, p. 105 *et passim*). This structure level, however, is not implemented in XLE.

Considering only the properties of (12), passive can be modeled as an operation that manipulates the grammatical functions of the active form’s lexical entry, deriving, through the transformations of (13), two lexical entries for the passive participle. The first entry underlies examples as (10), the second one, examples as (3).

(13) {SUBJ → OBL | SUBJ → NULL}
 OBJ → SUBJ

In the first line of (13) we have a logical disjunction, expressed by the “|” connector. The first part of the rule comprises two alternatives. By the first disjunct, the SUBJ is converted into OBL; by the second one, the SUBJ is converted into NULL, resulting in its deletion. The second line of the rule encodes the transformation of the OBJ into SUBJ.

Data and procedures

This section discusses the two datasets used in the implementation of passive and compound past in FrGramm 1.0. The positive test set defines the range of grammatical phenomena to be modeled. The negative test set allows us to verify if the constraints that characterize the phenomena in question were correctly implemented in a way to avoid overgeneration. The section also explains the notions of fragment and spiral development.

As we have seen, LFG is a mathematically explicit model. From this it follows that the modeling of a grammatical phenomenon must be restricted to a language fragment, i.e., a definite set of sentences. Working with fragments is a common practice in computational syntax (FRANCEZ; WINTNER, 2012).

Closely related to this practice is the adoption of a spiral development. According to this software design technique, a simpler version of a program (a prototype), which covers only part of the problem that the software aims to solve, is first developed. Then, in successive stages, this prototype is progressively expanded, in order to account for more and more facets of the problem (ZELLE, 2004). The application of this technique to the elaboration of a grammar consists of starting with the implementation of a reduced fragment. The coverage of this initial prototype is then expanded through the implementation of successively more complex fragments.

In order to be tested on the computer, a computational language model must constitute a fragment of grammar capable of analyzing constructions that exemplify the different facets of the phenomenon in question. This implies implementing other phenomena present in these constructions. For example, a grammar fragment capable of parsing passive sentences must also deal with agreement, word order, prepositional phrase structure, etc.

LFG conceives a grammatical phenomenon as a series of constraints that define a set of grammatical constructions as opposed to a set of ungrammatical constructions. This approach has two immediate consequences for the computational implementation of an analysis. The first is that it must be tested against two test sets: the positive test set, with the grammatical sentences, and the negative test set, with constructions that violate the postulated constraints. The second consequence is that the implementation should cover superficially analogous but fundamentally different constructions in terms of constraints, as for example in (1), (3), and (7).

In these examples, we have the same surface structure, which we can schematize as *SUBJ est X* ‘SUBJ is X’, where X is a constituent that agrees in gender and number with the SUBJ. This schema corresponds, however, to three distinct constructions. Example (7) is an adjectival predicative construction. Sentence (1) exemplifies the compound past, while (3) is a passive sentence. What constraints characterize the passive, distinguishing it from the other two constructions? It is evident that only a joint implementation of the three constructions allows for establishing the sets of constraints that distinguish them from each other.

The positive test set only contains constructed sentences. The reason not to use, in the construction of a grammar fragment, examples extracted from real texts is to avoid a series of difficulties. First, in order to test the fragment in real examples, it would be necessary to implement a broad lexicon. In the initial development phase of a grammar fragment, this would mean diverting efforts from the complex task of formally modeling and computationally implementing the syntax. Second, real examples of a particular phenomenon usually instantiate syntactic complexities that do not relate specifically to this phenomenon, as in the passive construction occurrence in (14).

(14) [...] *cette date ou l'indication de l'endroit où elle se trouve est annoncée par la mention “à utiliser de préférence avant fin ...” ou par le symbole d'un sablier.*⁸ [This date or the indication of the place where it is situated is indicated by the words “to be used preferably before the end of...” or by the symbol of an hourglass.]

Given the complexity of the passive and the compound past in French, we restricted ourselves in implementing these phenomena in FrGramm 1.0 to the grammar fragment exemplified in (1)-(5), (7), (10), (11), and (15)-(21). The fragment thus also includes the adjectival predicative construction.

(15) La reine prie la dame de chanter dans
 [the queen asks the lady COMP sing:INF in
 les anciens châteaux blancs habités par des fées.]
 [the:PL old:M;PL castles(M):PL white:M;PL inhabit:PTCP:M;PL by ART;INDF;PL fairies]
 ‘The queen asks the lady to sing in the old white castles inhabited by fairies.’

(16) Les dames ont été priées de danser.
 [the:PL ladies(F):PL have;PRS;3p be:PTCP ask:PTCP:F;PL COMP dance:INF]
 ‘The ladies were asked to dance.’

(17) Le chevalier a été forcé
 [the:M;SG knight(M):SG have;PRS;3s be:PTCP force:PTCP:M;SG]
 [à inviter les dames à danser.]
 [COMP invite:INF the ladies COMP dance:INF]
 ‘The knight was forced to invite the ladies to dance.’

(18) La reine a ordonné aux chevaliers de danser.
 [the:F;SG queen(F):SG have;PRS;3s order:PTCP to;the;PL knight(M):PL COMP dance:INF]
 ‘The queen ordered the knights to dance.’

(19) La dame a été aimable.
 [the:F;SG lady(F):SG have;PRS;3s be:PTCP kind:SG]
 ‘The lady was kind.’

(20) La fée demande à être invitée à danser.
 [the:F;SG fairy(F):SG ask:PRS;3s COMP be:INF invite:PTCP:F;SG COMP dance:INF]
 ‘The fairy asks to be invited to dance.’

(21) Les chevaliers ont été forcés
 [the:PL knight(M):PL have;PRS;3p be:PTCP force:PTCP:M;PL]
 par la reine à achever la tâche.
 [by the queen COMP complete:INF the task]
 ‘The knights were forced by the queen to complete the task.’

⁸ This example was extracted on 01/25/2016 via Google from <[http://ansm.sante.fr/Activites/Surveillance-du-marche-des-produits-cosmetiques/Periode-apres-ouverture-PAO/\(offset\)/1](http://ansm.sante.fr/Activites/Surveillance-du-marche-des-produits-cosmetiques/Periode-apres-ouverture-PAO/(offset)/1)>.

In (22), we list the range of phenomena modeled in FrGramm 1.0. that are directly related to the passive and the compound past. Agreement of the PTPST with the OBJ was not included in this version (see (6)).

(22) (i) active voice and passive voice of different valence classes, including OBJ control verbs such as *forcer* ‘to force’, *prier* ‘to ask’, etc.
 (ii) simple tenses and compound past in the active
 (iii) passive in present and compound past
 (iv) passive participle as main verb and as adnominal adjunct
 (v) nominal and verbal agreement
 (vi) auxiliary selection in the compound past

The positive test set that served as the basis for the implementation of FrGramm 1.0 consists of 157 grammatical sentences. The negative test set, which contains 279 ungrammatical sentences, was manually constructed from the first one by means of systematically transforming grammatical sentences into ungrammatical ones. For example, from (1), (16), (18), and (19), ungrammatical sentences such as (23)-(33) were generated by violating one or more of the constraints related to agreement, verbal form, auxiliary selection, passivization, etc.

(23) *La fée a arrivé.
 [the:F;SG fairy(F):SG have;PRS;3s arrive:PTCP]
 (24) *La fée a arrivée.
 [the:F;SG fairy(F):SG have;PRS;3s arrive:PTCP:F;SG]
 (25) *La fée est arrivé.
 [the:F;SG fairy(F):SG be;PRS;3s arrive:PTCP]
 (26) *La fée arrivée est.
 [the:F;SG fairy(F):SG arrive:PTCP:F;SG be;PRS;3s]
 (27) *La fée est est arrivée.
 [the:F;SG fairy(F):SG be;PRS;3s be;PRS;3s arrive:PTCP:F;SG]
 (28) *La fée est arriver.
 [the:F;SG fairy(F):SG be;PRS;3s arrive:INF]
 (29) *La dame été a aimable.
 [the:F;SG lady(F):SG be:PTCP have;PRS;3s kind:SG]
 (30) *La reine a ordonnée aux chevaliers de danser.
 [the:F;SG queen(F):SG have;PRS;3s order:PTCP:F;SG to;the;PL knight(M):PL COMP dance:INF]
 (31) *Les chevaliers sont ordonnés de danser.
 [the:PL knight(M):PL be;PRS;3p order:PTCP:M;PL COMP dance:INF]

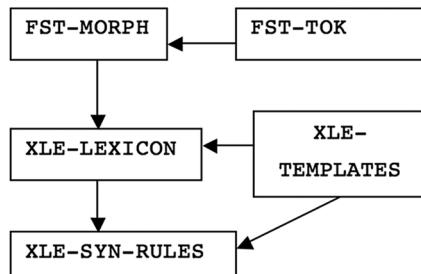
(32) *La reine est ordonnée aux chevaliers de danser.
 [the:F:SG queen(F):SG be;PRS;3s order:PTCP:F:SG to;the;PL knight(M):PL COMP dance:INF]

(33) *Les dames été ont priées de danser.
 [the:PL ladies(F):PL be:PTCP have;PRS;3p ask:PTCP:F:PL COMP dance:INF]

Aspects of the implementation

FrGramm 1.0 implements a standard architecture for LFG/XLE grammars (BUTT et al., 1999; KING, 2004; CROUCH et al., 2011). As schematized in Figure 3, it is made up of five modules: (i) FST-TOK, a tokenizer; (ii) FST-MORPH, a morphological analyzer; (iii) XLE-LEXICON, a set of lexical entries; (iv) XLE-TEMPLATES, a set of templates, analogous to parameterized macros of certain programming languages; (v) XLE-SYN-RULES, a set of context-free rules annotated with functional schemata. The modules with the FST prefix are finite-state transducers implemented in XFST (BEESLEY; KARTTUNEN, 2003). The XLE prefix indicates the implementation of the component in LFG/XLE.

Figure 3 – FrGramm 1.0’s architecture



Source: Author’s elaboration.

From these components, XLE compiles a parser, which can be applied to the analysis of whole sentences or individual phrases. For each grammatical construction (according to the underlying grammar, FrGramm in the case at hand), XLE generates the respective set of c-structures. A sentence treated as structurally ambiguous by FrGramm, as (15), is assigned more than one c-structure. For this example, two c-structures are generated by XLE, compare (34a) and (34b). Each valid c-structure, in turn, is mapped to one or more f-structures, representing the different readings of the sentence in functional terms.

(34) a. La reine [_{vp} [_v prie] [_{np} la dame] [_{cp} de chanter] [_{pp} dans les ... châteaux ...]].
b. La reine [_{vp} [_v prie] [_{np} la dame] [_{cp} [_c de] [_{vp} [_v chanter] [_{pp} dans les ... châteaux ...]]]]].

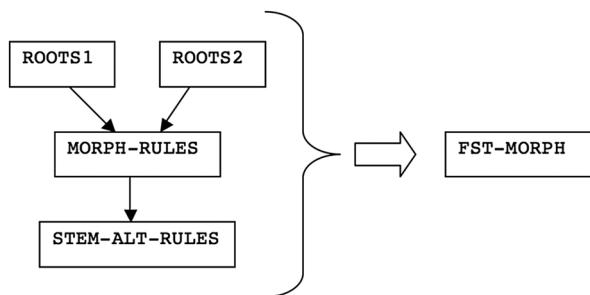
Let us detail each of the components of Figure 3, starting with the most basic, the FST-TOK tokenizer. The function of this module is to segment a string, given as parser input, into a sequence of tokens, i.e., words and punctuation marks. The tokens are delimited by the “@” symbol, as in the tokenization of sentence (11) in (35). In addition, it performs another important task in the pre-processing of sentences, which is normalization (PALMER, 2010). This task consists of converting the variant forms of a token into a standard form, as in example (35), where determiner *Le* ‘the’ is lowercased.

(35) le@chevalier@annonce@la@fée@.@@

The morphological component FST-MORPH is a lexical transducer (BEESLEY; KARTTUNEN, 2003). In the current version of FrGramm, this analyzer is restricted to 39 verbs of the 1st conjugation, totaling 1794 forms. For example, for the inflected form *annonce*, which instantiates the 1st and 3rd person of the present indicative and subjunctive of *annoncer* ‘to announce’, the transducer produces the four analyses in (36). These representations consist of the lemma followed by a sequence of labels that respectively encode lexical category (V=verb), tense and mood (PRS=present indicative, SBJP=present subjunctive), and person and number (SG=singular).

(36) annoncer+V+SBJP+3+SG
annoncer+V+SBJP+1+SG
annoncer+V+PRS+3+SG
annoncer+V+PRS+1+SG

Figure 4 – Architecture of FrGramm 1.0’s morphological component



Source: Author’s elaboration.

The morphological analyzer FST-MORPH was implemented according to the architecture outlined in Figure 4. The four components at the left-hand side were compiled into transducers and combined through finite state operations to produce the right-hand side component. The ROOTS1 and ROOTS2 modules contain stems.⁹ The former consists of stems of regular verbs such as *regarder* ‘to see’ that do not suffer alterations in conjugation, while the latter consists of stems of verbs such as *annoncer* that undergo some kind of systematic orthographic change. In the case of *annoncer*, final <c> is replaced by <ç> before a posterior vowel, as in *annonçons* ‘we announce’. Four other types of systematic stem alterations in the 1st verbal conjugation were handled. The verbs *acheter* ‘to buy’, *répéter* ‘to repeat’, *jeter* ‘to throw’, and *demander* ‘to ask’ exemplify these four types.¹⁰

The MORPH-RULES component is a grammar in the LEXC formalism (BEESLEY; KARTTUNEN, 2003). This grammar models the concatenation of stems and verbal inflections. It is compiled into a transducer that encodes a relation (p, w) , where p is a lexical representation of the type of (36) and w , an intermediate inflected form such as *mang[^]ons* from the paradigm of *manger* ‘to eat’. The last component of the morphology is STEM-ALT-RULES. It consists of rewriting rules that model the orthographic alternations of the five subclasses of verbs referred to above. These rules apply to intermediate forms such as *mang[^]ons*, deriving final forms like *mangeons* ‘we eat’.

Since our focus is the implementation of periphrastic verbal constructions whose kernel is a participle, let us see how the morphological analyzer handles this category. In (37), we transcribe part of a XFST command-line session. By means of the *load* command, we load the analyzer (stored in the *fst-morph* binary file) and then, by means of the *up* command, we apply it to the analysis of some French participles.

```
(37) xfst[0]: load fst-morph
      Opening input file 'fst-morph'
      June 04, 2015 14:43:26 GMT
      Closing input file 'fst-morph'
      xfst[1]: up arrivé
      arriver+V+PTPST+UNERG
      arriver+V+PTPST+UNACC+M+SG
      arriver+V+PTPASS+M+SG
      xfst[1]: up dansé
      danser+V+PTPST+UNERG
      danser+V+PTPST+UNACC+M+SG
      danser+V+PTPASS+M+SG
      xfst[1]: up dansée
      danser+V+PTPST+UNACC+F+SG
      danser+V+PTPASS+F+SG
```

⁹ The current version of the morphological component of FrGramm does not handle derivational morphology, so the ROOTS1 and ROOTS2 components contain only verbal roots.

¹⁰ Because of lack of space, we cannot elaborate on this aspect. The construction of the morphological analyzer will be a subject of future work.

In FST-MORPH, French participles are classified according to Table 1. In this classification, the first division is between active participles (PTPST) and passive participles (PTPASS). The second criterion is agreement, which restricts itself to the former subcategory. While PTPASS always agrees with its SUBJ, PTPST does so only with verbs selecting the *être* auxiliary, such as *arriver*. Typically, they are unaccusatives (UNACC), while intransitives that select *avoir* (as *danser*) are unergatives (UNERG).¹¹

Table 1 – Classification of participles in FST-MORPH

DIATHESIS	AGREEMENT	
	YES	NO
ACTIVE	PTPST+UNACC	PTPST+UNERG
PASSIVE	PTPASS	∅

Source: Author's elaboration.

The examples in (37) show that FST-MORPH overgenerates. In fact, for each verb, the analyzer constructs all three participles, regardless of their valential properties. For example, for non-transitive verbs such as *danser*, *arriver*, and *ordonner*, passive participles are generated.¹² On the other hand, forms like *dansé* and *arrivé* are characterized by the analyzer as ambiguous between PTPST+UNERG and PTPST+UNACC, although only the former and the latter are, respectively, valid.

What is the reason for this overgeneration and what are its consequences for syntactic parsing with FrGramm 1.0? The overgeneration stems from a design choice about the grammar. Of course, it would have been possible to restrict the generation of the three types of participles on the basis of the two syntactic properties at play, namely verbal valence (i.e., governing an OBJ) and auxiliary selection. In fact, finite-state morphology provides a means of elegantly expressing these constraints.¹³ Given the architecture of the grammar as shown in Figure 3, however, encoding valence classes in morphology would lead to redundancy in the grammar, since in LFG/XLE this information needs to be encoded in the semantic forms of the verbs in the respective entries in the lexical component, as we saw in (8). On the other hand, the fact that the morphology overgenerates does not necessarily imply that the syntax does so. This can be avoided by means of appropriate constraints in the syntax that filter out ungrammatical forms from the morphology. We will see later that FrGramm implements these constraints, preventing the generation of the negative test set constructions of the type exemplified in (23)-(32).

¹¹ The distinction between unaccusatives and unergatives does not exactly correspond to the distinction between verbs that select *être* and verbs that select *avoir* in the compound past. There are several important exceptions (SCHWARZE, ALENCAR, 2016, p. 160).

¹² Verbs usually have more than one valence. Non-passivizable are the variants of the verbs in question without an OBJ in their subcategorization frame.

¹³ These two constraints can be encoded in the LEXC grammar, for example, by means of flag diacritics (BEESLEY; KARTTUNEN, 2003).

The XLE-LEXICON module has three types of lexical entries. The first type are full-form entries, which encode the morphosyntactic properties of items not handled by the morphology. As we have seen, in FrGramm 1.0, only 1st conjugation verbs are encoded in the lexical transducer. In this way, the remaining items are encoded as full-form entries. In (38), we have the entry for the form *est*, 3rd person singular indicative of the full verb and auxiliary *être*.

(38)

- i. est V * (^ PRED)=’ÊTRE<(^ XCOMP)>(^ SUBJ)’
- ii. (^ SUBJ)=(^ XCOMP SUBJ) @ (CAT (^ XCOMP) {AP PP})
- iii. (^ TENSE)=PRES @IND @ (V-AGR 3 SG);
- iv. Aux * { (^ CHECK PASS) = +_ (^ PASSIVE) = c + (^ TENSE)=PRES |
- v. (^ VFORM) = c PART_PAST (^ AUX) = c ÊTRE (^ CHECK ETRE) = +_
- vi. (^ UNACC) = + (^ TENSE)=COMPOUND_PAST }
- vii. @ (V-AGR 3 SG) @IND.

In LFG/XLE, lexical entries for homonymous items such as *être* follow the general scheme in (39):

(39) *FORM CATEGORY1 SEPARATOR (FUNCTIONAL SCHEMATA); CATEGORY2 SEPARATOR (FUNCTIONAL SCHEMATA).*

In this scheme, the expressions in uppercase and italic represent the different types of constituent elements of a lexical entry. In the case of (38), the form is *est*, the categories are V (verb) and Aux (auxiliary), and the separator is “*”. These three elements are obligatory. The functional schemata are enclosed in parentheses to indicate that they are optional.

In (38), three uses of *être* are encoded. In (i)-(iii), we have the variant that functions as copula in the adjectival predicative construction, which we analyze as a raising verb. Line (i) specifies the valence, as the value of the PRED attribute. This is a verb that requires a SUBJ and an XCOMP. Notice that the SUBJ in (38) is outside the angle brackets. This indicates that it is a grammatical function subcategorized by the verb, but does not realize a semantic argument of the verbal predicate. As we have seen, the XCOMP function represents a class of verbal complements with an open argument position to be filled via control by another grammatical function of the same predicate. Line (ii) initially characterizes this variant as a subject control verb. Next, XLE’s CAT predicate determines that XCOMP is realized as AP or PP.¹⁴ Line (iii) specifies the inflectional features: tense, mood, and agreement. In this line, we have the invocation of two templates, defined in the XLE-TEMPLATES module (Figure 3). The first is

¹⁴ Due to lack of space, we cannot explain all the details of the XLE notation here; instead, we refer to Crouch et al. (2011).

the IND template, which assigns IND (indicative) to the MOOD attribute. Next, the invocation of the V-AGR template with arguments 3 and SG establishes 3rd person singular agreement.

In lines (iv)-(vi), in a logical disjunction enclosed by braces, we have the second and third variants, that is, respectively, the passive auxiliary (line (iv)) and the compound past auxiliary (lines (v)-(vi)). The invocation of the V-AGR and IND templates in line (vii) is outside the disjunction because these properties are common to the two auxiliaries. As functional categories, both do not have a PRED attribute, which, as we have seen, encodes the semantic information of lexical categories. In this way, the auxiliaries only contribute morphosyntactic features to the sentence's f-structure. The equations with the CHECK attribute in (iv) and (v) avoid overgeneration in examples of the type of (27), where ungrammatical repetition of an auxiliary occurs. This repetition is licensed by the recursive character of the VP structuring rules (see below). The CHECK attribute was proposed by King (2004) only to ensure syntactic well-formedness. It contributes nothing to the description of the grammatical properties of a sentence. The equation with the PASSIVE attribute restricts the use of this auxiliary to passive structures. The last equation of the passive auxiliary specifies that the verb tense is the present.

The compound past auxiliary requires the past participle of a verb that selects the *être* auxiliary (line (v)). Equation $(^{\wedge} \text{UNACC})=+$ in (vi) forces agreement of the participle with the sentential subject, in examples like (1). The second equation specifies that the verbal tense is the compound past (SCHWARZE, 2001, p. 5).

Analogously to (38), (40) encodes the 3rd person singular of the present tense of *avoir*, both in the full verb and auxiliary usage. Differently from the compound past *être* auxiliary, specified with the feature $(^{\wedge} \text{UNACC})=+$ in (38), the *avoir* auxiliary is unspecified for the UNACC attribute. The reason for this is that the participle, in this case, may or may not manifest agreement, depending on the type of structure (cf. (4) and (6)).

(40) a V * $(^{\wedge} \text{PRED})=$ 'AVOIR $<(^{\wedge} \text{SUBJ})(^{\wedge} \text{OBJ})>$ '
 $(^{\wedge} \text{TENSE})=\text{PRES}$ $@(\text{V-AGR } 3 \text{ SG})$ $@\text{IND};$
 Aux * $(^{\wedge} \text{AUX})=$ c AVOIR $(^{\wedge} \text{VFORM})=$ c PART_PAST
 $(^{\wedge} \text{TENSE})=\text{COMPOUND_PAST}$
 $(^{\wedge} \text{CHECK AVOIR})=+_-$ $@(\text{V-AGR } 3 \text{ SG})$ $@\text{IND}.$

The second type of entries in the XLE-LEXICON module are morphology tags. The analyses generated by the lexical transducer are not directly interpretable by XLE. It is necessary to translate these representations into functional schemata. In (41), we reproduce the entries of this type that relate directly to the implementation of the passive and the compound past. The first two entries invoke the PPAST and PASS templates, which are defined in (42). The definition of the PPAST template, in turn, invokes the ACT template, defined in (43). The lexicon includes entries for all tags produced by the

transducer, allowing, for example, +F and +SG to be mapped to the features GEN=FEM and NUM=SG, respectively.

(41) +PTPST V_SFX XLE @PPAST.
 +PTPASS V_SFX XLE @PASS.
 +UNACC V_SFX XLE (^ UNACC) =c +.
 +UNERG V_SFX XLE (^ UNACC) = -.
(42) PASS = (^ PASSIVE) =c +.
 PPAST = (^ VFORM)=PART_PAST @ACT.
(43) ACT = (^ PASSIVE) = -

In entries such as (41), the separator is not the asterisk “*”, reserved for full forms as in (38), but the keyword “XLE”. The tags +PTPST, +PTPASS, etc., generated by the morphological analyzer, are treated as verbal suffixes by XLE. This is why the category of these elements in (41) is V_SFX (verbal suffix). The functional equations assigned to these suffixes are inherited by the verbs that incorporate them. Thus, the passive participle requires a positive value for the PASSIVE attribute, whereas the past participle is specified as VFORM=PART_PAST and PASSIVE=-. The two types of past participle, in turn, are differentiated by the value of the UNACC attribute. If a positive value is required (3rd line of (41)), agreement must be made; if a negative value is set (4th line of (41)), agreement is blocked. The information thus assigned to the three types of participle, in interaction with the auxiliary entries (see (38) and (40)), the passive lexical rule, and the annotated phrase-structure rules allow the grammar to correctly analyze the positive test set sentences and recognize as ungrammatical the negative test set constructions of the type of (23)-(32).¹⁵

The third type of entry in the XLE-LEXICON component is devoted to the lemmas of the inflected forms from the morphological component. Examples are shown in (44)-(46). These entries underlie the verbal variants of (1), (2), and (18), respectively.

(44) arriver V XLE @(UNACC_V ARRIVER).
(45) danser V XLE @(UNERG_V DANSER).
(46) ordonner V XLE @(DIRECTIVE ORDONNER OBJ2 DE).

This type of entry encodes such lemma properties that are not encoded by the morphological tags. In the case of FrGramm, these additional properties are the lexical form of the verb (which includes valence), auxiliary selection, and past participle agreement, among others. The invocation of templates such as those in Table 2 allows this information to be specified in a very compact way. Each of these templates encodes the properties that are common to all members of the class. On the other hand, the specific

¹⁵ As we will see later, the current version of FrGramm does not model the linear precedence of the compound past auxiliary relative to the passive auxiliary, analyzing examples of the (33) type, in which the order of these auxiliaries is inverted, as grammatical.

properties of a particular member of the class are specified by means of parameters. For example, in (44) and (45), the UNACC_V and UNERG_V templates are invoked with only one argument, which is the verb's lemma. By contrast, the DIRECTIVE template in (46) is invoked with three arguments: the lemma (i.e., ORDONNER), the controlling grammatical function (i.e., OBJ2) and the complementizer form (i.e., DE).

Table 2 – Examples of valence-class templates in FrGramm 1.0

Template	Parameters	Valence class	Compound past auxiliary	Participle agreement
UNACC_V	lemma	intransitive unaccusative verbs	ÊTRE	+
UNERG_V	lemma	intransitive unergative verbs ¹⁶	AVOIR	-
TRANS	lemma	transitive verbs	AVOIR	
DIRECTIVE	lemma, controller, complementizer form	directive verbs	AVOIR	

Source: Author's elaboration.

Passivization is an important lexical property. How does FrGramm specify which verbs are passivizable? The entries in (47) answer this question.

(47) peler V XLE @PASSIVE @TRANS PELER).
 forcer V XLE @PASSIVE @DIRECTIVE FORCER OBJ A).

Following the standard implementation of passivization in LFG/XLE (KING, 2004), these entries invoke the PASSIVE template, which has a single argument: the invocation of a valence-class template (Table 2). It is therefore the application of one operation to the output of another. Let us exemplify this process. The application of the TRANS template to its argument generates the functional schemata that are proper of transitive verbs. Applied to these schemata, the PASSIVE template performs the transformations of (13), generating, in interaction with the information encoded in the verbal suffix entries (see (41)), active and passive lexical entries.

In (48) we have FrGramm's PASSIVE template definition. It is an adaptation of an analogous template proposed by King (2004) in her English LFG/XLE grammar.

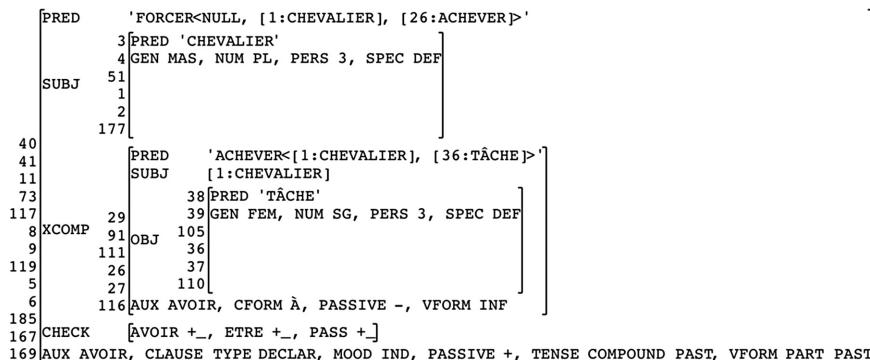
(48) PASSIVE_SCHEMATA =
 { _SCHEMATA (^ PASSIVE) = - |
 _SCHEMATA (^ PASSIVE) = + (^ OBJ) --> (^ SUBJ)
 { (^ SUBJ) --> NULL | (^ SUBJ) --> (^ OBL) (^ OBL CASE) =c PAR } }.

¹⁶ In the context of FrGramm, the *unaccusative* and *unergative* labels have a purely mnemonic character, since they refer not to verbal semantics, but to compound past auxiliary selection. See note 11.

This template has as its sole parameter a set of functional schemata (`_SCHEMATA` variable). The template definition comprises a disjunction: the first alternative refers to the active diathesis, the second, to the passive diathesis. The latter, in turn, comprises another disjunction between two alternatives, depending on the transformation of `SUBJ` into `NULL` or into `OBL`. In this latter case, the value of the `OBL`'s `CASE` attribute is required to be `PAR`. Common to the two passive variants is the transformation of `OBJ` into `SUBJ`. In the case of `OBJ` control verbs like *forcer* in (5), this transformation occurs both in the lexical form of the verb and in the functional control equation.

Figure 5 – F-structure of (5) generated by XLE from FrGramm 1.0

"Les chevaliers ont été forcés àachever la tâche."



Source: Author's elaboration.

In this respect, compare the f-structures of Figure 2, Figure 5, and Figure 6. In the f-structure of the active sentence as well as in the f-structures of the passive counterparts, the parser inserts the f-structure of *les chevaliers* into the second argument position of FORCER, at the main predication level, and into the first argument position of ACHEVER, at the secondary predication level. On the other hand, the f-structure of *la reine* is inserted into the first argument position of FORCER regardless of the realization of this argument as SUBJ in Figure 2 or as OBL in Figure 6.

As we have seen, in LFG's architecture, the f-structure of a sentence constitutes the input for building its meaning representation. In this respect, passives with *forcer*-type OBJ control verbs and their active counterparts constitute a greater challenge to computational treatment than simpler constructions like (3) and (11). The analyses of Figure 2, Figure 5, and Figure 6 show that FrGramm produces the expected f-structures for these sentences. These structures make it possible to calculate the semantic relations of entailment between (4) and (5) and equivalence between (4) and (21) (CRUSE, 2000, pp. 28-30), by converting the values of the PRED attributes into logical representations.

Figure 6 – Simplified f-structure of (21) generated by XLE from FrGramm 1.0

"Les chevaliers ont été forcés par la reine à achever la tâche							
PRED	'FORCER<[26:REINE], [1:CHEVALIER], [32:ACHEVER]>'						
SUBJ	1[PRED 'CHEVALIER']						
OBL	26[PRED 'REINE']						
XCOMP	<table border="0"> <tr> <td>PRED</td><td>'ACHEVER<[1:CHEVALIER], [42:TÂCHE]>'</td></tr> <tr> <td>SUBJ</td><td>[1:CHEVALIER]</td></tr> <tr> <td>OBJ</td><td>42[PRED 'TÂCHE']</td></tr> </table>	PRED	'ACHEVER<[1:CHEVALIER], [42:TÂCHE]>'	SUBJ	[1:CHEVALIER]	OBJ	42[PRED 'TÂCHE']
PRED	'ACHEVER<[1:CHEVALIER], [42:TÂCHE]>'						
SUBJ	[1:CHEVALIER]						
OBJ	42[PRED 'TÂCHE']						
5	32						

Source: Author's elaboration.

Let us now turn to the question of morphological overgeneration. In the syntax, the proposed constraints act as a filter of the overgenerated forms. For example, the morphological analysis of *arrivé* as a non-inflected past participle (i.e., *arriver+V+PTPST+UNERG*) is blocked in the syntax because, on the one hand, the suffix +UNERG is mapped to UNACC=- (see (41)). On the other hand, the lexical entry of *arriver* in (44) projects UNACC=+. However, these two specifications are incompatible, because the values of the UNACC attribute, being different, do not unify.

In (48), instead of equation $(^ \text{PASSIVE})=c+$, which requires a positive value for the PASSIVE attribute, as King (2004) proposes, we have equation $(^ \text{PASSIVE})=+$, which defines this value as positive. This definition satisfies the requirement imposed by the passive participles generated in the morphology (see (42)). Let us explain, by means of the ungrammatical construction (32), how the passive template filters out passive participles of non-transitive verbs, such as *ordonner* in the (46) variant. For the *ordonnée* form, the morphological analyzer generates the representations in (49) and (50). Through the application of the DIRECTIVE template (Table 2) in the entry in (46), the AUX attribute of this verb receives the value AVOIR, which excludes the first representation, because the +UNACC tag requires an auxiliary marked with UNACC=+ (see (41)). According to (38), the compound past auxiliary is the only variant of *être* with this specification, however, it requires a verb with AUX=ÊTRE. The analysis in (50), in turn, is excluded because +PTPASS requires PASSIVE=+ (see (41)). But the only way for a verb to receive this feature is through the passive template in (48), which, according to (46), is not applied to the verb in question.

(49) *ordonner+V+PTPST+UNACC+F+SG*

(50) *ordonner+V+PTPASS+F+SG*

The last module of the architecture of Figure 3 is XLE-SYN-RULES. It is made up of annotated phrase structure rules. We limit ourselves here to the verbal phrase. Following Butt et al. (1999) and King (2004), but differing from Schwarze (1998) and Schwarze and Alencar (2016), we distinguish, based on the type of head, between VPv and VPaux, as formalized in (51). In this definition, VP is a metacategory, an

XLE feature that allows for both expressing linguistic generalizations and simplifying phrase structure rules and c-structures, since this type of category does not project a node in c-structure. Figure 1 exemplifies the two types of VP. While VPv is headed only by V, according to (53), VPaux, defined in (52), is co-headed by Aux and V.¹⁷ The motivation for this distinction is to exclude examples such as (26), where the main verb erroneously precedes the auxiliary. However, in other rules, as in rule (52) itself, VPv and VPaux are interchangeable, a fact that is captured through the VP metacategory.

(51) $VP = \{ VPv \mid VPaux \}$.

(52) $VPaux \rightarrow Aux \; VP$.

Example (53) transcribes part of the VPv rule, “[...]” indicates the suppressed information. This verb phrase expands into a V, optionally followed by a disjunction whose members represent the different possibilities of verbal complementation (not exhaustively listed here), referred to by the metacategories IO, DO, OBL-PP, and IC, defined in (54).

(53) $VPv \rightarrow V \{ DO \; IO \mid DO \mid IO \mid IO \; OBL-PP \; [...] \mid OBL-PP \mid IC \; DO \mid IC \; [...] \} \#0\#1 \; [...]$.

(54) $IO = PP: (^{OBJ2})=! \; (!^{CASE})=c \; \dot{A}$.

$DO = NP: (^{OBJ})=!$.

$OBL-PP = PP: (^{OBL})=!$.

$IC = VP: (^{XCOMP})=!$.

The definitions in (54) consist of phrase categories annotated with functional schemata that specify the type of grammatical function of each category, namely OBJ2, OBJ, OBL, and XCOMP, respectively. In the case of the IO metacategory, it is required that the CASE attribute have the value \dot{A} . The VP metacategory also occurs on the right side of (53), to account for the infinitival complements of control verbs. Given the recursive character of this expansion, fairly complex constructions with several embedded complements and with more than one auxiliary, such as (17) or (20), can be analyzed by the grammar.

We conclude this section with the evaluation of FrGramm. Applied to the positive test set, the parser generated by XLE assigned all grammatical sentences the expected c-structures and f-structures. Only 8 sentences received two analyses, due to the attachment ambiguity of a locative PP, as exemplified in (34). The application of the parser to the negative test set, by contrast, revealed the need for adjustments in the XLE-SYN-RULES module in the next version of the grammar. In fact, two of the 279 sentences of this set were classified as grammatical by the parser. One of these is (33), the other is a structurally analogous example. In these examples, the order of the

¹⁷ On the notion of co-head in LFG, see Falk (2001, p. 39). In Bresnan's theory (2001, p. 132), functional co-heads are **extended heads** of a lexical category.

avoir and *être* auxiliaries is reversed; compare (33) with the grammatical construction in (16). This shows that FrGramm 1.0 overgenerates in this respect, not modeling the precedence relation between these two auxiliaries, since *avoir* must precede *être* when both function as auxiliary of a given main verb.

Final remarks

In this article, we have described the treatment of passive and compound past in FrGramm 1.0, a computational grammar of French of medium syntactic coverage that we have recently implemented in LFG/XLE. Due to the duplicity of auxiliaries and the agreement of the participle, the compound past presents greater complexity in French than in languages such as Portuguese and English. On the other hand, the analysis of these constructions as well as of the adjectival predicative construction, superficially analogous to the passive, has been the object of controversies in LFG theory.

FrGramm is the only French grammar of this size implemented in LFG that is accessible on-line in unrestricted form, under a license allowing the redistribution of modifications. Thus, it constitutes a basis for testing the computational properties of the different theoretical approaches to these constructions in the LFG/XLE formalism and can also be adapted to other systems.

Frank (1996) and Schwarze (1998) are the two previous grammar fragments of French directly comparable to our approach because they are documented in a sufficiently detailed way that a reimplementation in XLE is possible. How does FrGramm stand in relation to these two proposals? For one thing, FrGramm has much wider coverage than the fragment of Schwarze (1998), which does not include the compound past, nor does it explain whether the passive rule, in its morphological or lexical dimension, was actually implemented.

The fragment of Frank (1996) is much broader than the grammar fragment modeled in FrGramm. While our fragment is restricted to declarative sentences with constituents in their canonical order, Frank's (1996) includes interrogative sentences, relative sentences, and several other constructions with displacement of constituents. This allows the grammar of Frank (1996) to handle agreement of the PTPST with the OBJ. Following the spiral development technique, this phenomenon was not included in the first version of FrGramm, given the complexity of the treatment of these constructions.

An important shortcoming of Frank's (1996) grammar is not to integrate a morphological analyzer, confining itself to a full-form lexicon. In this way, each passive participle is individually encoded in the lexicon, by means of a specific template for each valence class. In this approach, consequently, there is not a unique passive rule.

FrGramm fills these gaps in Frank's approach (1996). It incorporates a lexical transducer that analyzes the forms of a group of verbs of the 1st conjugation. This

allows integration between morphology and lexicon in the computational modeling of the passive rule. A single passivization rule handles all passivizable valence classes. Several valence classes were implemented, including copulas and object control verbs. The latter class represents an extra difficulty for the computational treatment, since the controller, in passive, becomes the subject. FrGramm handles the morphological, syntactic, and semantic aspects of the passive as a productive lexical process, producing suitable f-structures for both simple constructions and control structures.

Given these characteristics, FrGramm, in spite of lower syntactic coverage, is superior to Frank's (1996) proposal in modularity and scalability. FrGramm has a unique passive rule, valid for all valence classes, while Frank's approach assumes a separate rule for each class. This difference is decisive when expanding the lexicon. In FrGramm, to account for sentences with a verb like *avancer* 'to advance', for example, it suffices to include the *avanc-* root in the ROOTS1 morphology component and to specify the valence frames in the lexicon of lemmas, as exemplified in (44)-(47). The inclusion of new lexical items in the grammar of Frank (1996) is much more laborious.

The evaluation of FrGramm produced quite satisfactory results. The parser assigned the expected structures to the 157 grammatical sentences of the positive test set, which includes examples in the active and passive voice both in the present indicative and in the compound past. Of the 279 ungrammatical sentences of the negative test set, only two were not analyzed correctly. The grammar assigns them a valid f-structure. These two sentences are in the compound past passive voice. The reason for this deficiency is that the current version of FrGramm does not model the linear precedence relationship between *avoir* and *être* auxiliaries in this type of example. This problem will be remedied in the next version of the grammar. Besides, its coverage will be extended to account for PTPST agreement with the OBJ.

With this, we hope to contribute to the debate within LFG regarding the predicational structure of the two periphrastic verbal constructions, analyzed in this article as monopredicational. In fact, this new version of the grammar can be adapted to implement the bipredicational analysis, enabling one to compare the computational complexity of the two competing approaches in XLE.

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- **RESUMO:** *Este artigo descreve o tratamento da passiva e do passado composto na FrGramm, uma gramática computacional do francês implementada na Gramática Léxico-Funcional (LFG) usando o software XLE. Devido à dualidade de auxiliares e concordância do particípio passado (PTPST), a segunda perífrase exibe uma maior complexidade estrutural em francês do que em línguas como inglês e português, representando, consequentemente, um maior desafio à implementação computacional. Uma dificuldade adicional é a modelação das regularidades morfológicas e sintático-semânticas da passiva. A FrGramm resolve esse problema por meio de uma regra lexical produtiva. Também implementa as restrições que governam a formação das duas perífrases verbais, exceto a concordância do PTPST com o objeto direto. A implementação foi avaliada pela aplicação de um analisador sintático automático (parser) a 157 sentenças gramaticais e 279 construções agramaticais. Todas as sentenças do primeiro conjunto foram analisadas corretamente. Apenas duas construções do segundo que violam a precedência do auxiliar do passado composto sobre o da passiva foram analisadas como gramaticais. A FrGramm é a única gramática LFG do francês com essa cobertura atualmente disponibilizada livremente. Uma versão futura dará conta da concordância do PTPST com o objeto direto e evitará a hipergeração referida.*
- **PALAVRAS-CHAVE:** *Linguística computacional. Análise sintática automática profunda. Gramática léxico-funcional. LFG/XLE. Morfologia de estados finitos. Perífrases verbais em francês. Voz passiva.*

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PEDAGOGIC SOFTWARE EVALUATION PROTOCOL: ANALYZING A DIGITAL EDUCATIONAL GAME FOR PORTUGUESE LANGUAGE TEACHING

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- **ABSTRACT:** As consequence of Communication and Information Digital Technologies advancements, and in order to complement teaching, interactive digital tools (including digital pedagogic games) have been highly present in Brazilian schools. Thus, nowadays in classrooms printed and digital didactic materials (henceforth DDMs) compete. DDMs, as well as printed materials, need to undergo rigorous evaluation. Therefore, this work proposes, based on Bakhtin / Volochínov (2009); Geraldí (2011); Halliday et al. (1974) and Koch (2002), how to evaluate the quality of digital pedagogical games for mother tongue teaching. Regarding the main purpose of the research, it is proposed an evaluation of didactic, pedagogical and ergonomic quality of digital pedagogical games available online, taking into account the Evaluation Protocol of Pedagogic Software developed to carry out the research. In this descriptive research a digital pedagogical game intended to teaching Portuguese language is evaluated. The analysis revealed that, although it was a high-quality digital educational game, the object presented inadequacies in didactic, pedagogic, as well as ergonomic aspects.
- **KEYWORDS:** Portuguese language teaching and learning. Digital educational games. Evaluation Protocol.

Introduction

During the 1990s, more precisely from the second half of that decade on, there was the so-called Technological Revolution, a consequence of the arrival of the internet in society.

Since then, the use of computers and more recently, cell phones, tablets and other devices has become commonplace and sometimes indispensable in social interactions. In this context, software and other forms of user-friendly content have been widely

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developed. In a survey about the use of ICTs by teachers over school activities in 2015, 39% of teachers stated that they use, for example, cell phones with internet access to perform activities with their students (CETIC.BR, 2016).

In the school context, even if there is still some resistance of teachers and other professionals of the pedagogical area, technological tools aiming to support teaching have become part of computer laboratories, also achieving space in classes of several disciplines, including Portuguese language (henceforth PL). In the Digital Era, using those tools to aid teaching and learning processes has been no longer a differential, turning into a key element and enabling people to belong to the networked information society, or cybersociety (LÉVY, 1999), where all individuals are connected.

In this context, digital interactive games¹ (popularly known as video games) are considered very useful for the development of linguistic, social and cognitive aspects of students/users. The use of educational software (games) could help students, using simulated reality for example, to create hypotheses and test them, along with socio-discursive interactions with the game² itself, with classmates and the teacher. This process provides a more dynamic, interesting and motivating learning³.

Similar to other didactic materials, game-based pedagogical software need to undergo evaluation as to their teaching adequacy. The software may be stored in so-called educational object repositories, functioning as vast virtual libraries, where Learning Objects⁴ (henceforth LOs) in different media are available to users. However, as printed materials, LOs demand evaluation before their application. In the case of those intended for Portuguese language teaching, these materials may lead to inaccurate teaching perspectives, for example. Thus, it is necessary to propose evaluation criteria in order to enable teachers who wish to apply LOs in the form of digital pedagogical games to choose from digital material repositories that adopt a perspective of language as interaction. After all, as Bakhtin / Volochínov (2009) says, “[...] every word admits two faces. It is determined both by the fact that it comes from someone and by the fact it is addressed to another one. It is precisely the product of interaction from the speaker and the listener.” (BAKHTIN; VOLOCHINOV, 2009, p.117)⁵.

¹ Especially in the Engineering and Education fields, there is significant scientific production with regard to serious games. For example, the 5th International Conference on SGames, held in Italy in 2015 (CARVALHO et al., 2016) and the First Joint International Conference on Serious Games, held in the United Kingdom, also in 2015 (GÖBEL et al., 2015).

² Considering as equivalents, in this work, the terms: digital pedagogic game, digital educational game, game-based pedagogic software and game-based educational software.

³ Malone (1980), in founding text, points out three characteristics that make computer games intrinsically motivating: challenge, fantasy and curiosity.

⁴ Learning objects are digital didactic resources, created in varied media, conceived in their origin for educational purposes and able to be reused in different teaching situations.

⁵ The original text: “[...] toda palavra comporta duas faces. Ela é determinada tanto pelo fato de que precede de alguém, como pelo fato de que se de que se dirige para alguém. Ela constitui justamente o produto da interação do locutor e do ouvinte.” (BAKHTIN; VOLOCHINOV, 2009, p.117).

Regarding the quality analysis of produced games available in web repositories, this work suggests an Evaluation Protocol of Game-Based Pedagogical Software (EPPS) and analyzes a digital educational game for teaching Portuguese, as well as investigates how digital educational games for the teaching of native language should be evaluated.

With reference to didactic, pedagogic and ergonomic evaluation of serious games⁶ aimed at PL teaching, and from the analysis as the one done in this work, teachers will be able to make use of EPPS to select quality digital didactic games for their students.

Diving into concepts: concepts of teaching and language

In this topic, there are some important theoretical aspects in the contents on the game evaluation protocol created in this research, EPPS. As follows, language and teaching conceptions adopted in didactic materials will be briefly discussed.

a) Language as expression of thought and as mental activity

This conception of language corresponds to what Bakhtin / Volochínov (2009) call⁷ idealistic subjectivism. According to the authors, “[...] the first tendency is interested in the speech act, of individual creation, as the foundation of the language (in the sense of all language activity without exception)” (BAKHTIN; VOLOCHINOV, 2009, p.74, highlighted by the authors)⁸.

The movement of language performance, in this conception, happens from inside (individual) to outside (collective), that is, the speaker is the owner of the language. The individual decides how to use it. In this regard, each person speaks as he or she wants, there is no stability. The individual is the language artist.

For some authors, prescriptive teaching would derive from this conception of language, which “admits the right / wrong dichotomy as base”⁹ (ARAÚJO, 2013). Halliday et al. (1974) argue that this is teaching based on substitution of “unacceptable linguistic activity patterns by other acceptable ones”:

Prescriptive teaching means, therefore, to select patterns at any level that are favored by some members of the linguistic community, including the most influential, and to use standardized teaching practices

⁶ According to Abt (1970), serious games are the ones that “[...] hold an explicit educational purpose, carefully thought out and which are not intended to be played essentially for amusement.”

⁷ Due to difficulties regarding the authorship of *Marxismo e Filosofia da Linguagem* [Marxism and the Philosophy of Language], the work of Bakhtin / Volochínov was adopted, and whenever there is any reference to it, the verbs will be presented in plural form.

⁸ The original text: “[...] a primeira tendência interessa-se pelo ato da fala, de criação individual, como fundamento da língua (no sentido de toda atividade de linguagem sem exceção).” (BAKHTIN; VOLOCHÍNOV, 2009, p. 74, destaque nosso).

⁹ The authors have reviewed the relation between language origin and teaching type during recent research. The original text: “[...] admite como base a dicotomia certo/errado” (ARAÚJO, 2013).

to persuade learners to comply with those standards. (HALLIDAY et al., 1974, p.261).¹⁰

The prescriptive teaching of the language is restricted to what one could or could not say / write accepting as a parameter the traditional grammar. Consequently, based on the right / wrong dichotomy, this conception of language points to a teaching and learning approach that favors a single use of language: the norm of standard variety.

In this conception of language the text is understood, on the other hand, as “[...] a logical product - of the author’s thoughts, leaving nothing else to the reader / listener but ‘capture’ this mental representation, along with the producer’s intentions (psychological ones), thus acting an essentially passive role¹¹” (KOCH, 2002, p.16). That is, the text would be the representation of the thought of who produced it, and it would be conceived as a finished product, closed in itself, as well. Then, it would not be suitable for the listener to fill it with his own knowledge and experiences, but to receive its information passively.

b) Language as an instrument of communication and as a structure

The conception of language as an instrument of communication is, according to Geraldi (2011, p. 41), “[...] linked to the theory of communication and it sees the language as a code whose function is to transfer messages from a sender to a receiver.”¹² This perspective of language corresponds to what Bakhtin / Volochínov (2009) called the second orientation of philosophical and linguistic thought, named by the authors as abstract objectivism. This guideline opposes to all the ones declared in the first conception. Observing the excerpt in which they describe the abstract objectivism:

What are, then, the laws governing this internal language system? They are purely *immanent and specific*, irreducible to ideological, artistic, or any other laws. All forms of language [...] are indispensable to one another, mutually complement themselves, and make language a structured system obeying specific linguistic laws. (BAKHTIN; VOLOCHINOV, 2009, p.81, emphasis of the authors).¹³

¹⁰ The original text: “O ensino prescritivo significa, portanto, selecionar os padrões, em qualquer nível, que são favorecidos por alguns membros da comunidade linguística, inclusive os mais influentes, e usar práticas padronizadas de ensino, para persuadir aprendizes a se conformarem àqueles padrões.” (HALLIDAY et al., 1974, p. 261).

¹¹ The original text: “[...] um produto – lógico – do pensamento do autor, nada mais cabendo ao leitor/ouvinte senão ‘captar’ essa representação mental, juntamente com as intenções (psicológicas) do produtor, exercendo, pois, um papel essencialmente passivo.” (KOCH, 2002, p. 16).

¹² The original text: “[...] está ligada à teoria da comunicação e vê a língua como código, cuja função é transportar mensagens de um emissor a um receptor.” (GERALDI, 2011, p. 41).

¹³ The original text: “Quais são, pois, as leis que governam este sistema interno da língua? Elas são puramente *imamente e específicas*, irreduíveis a leis ideológicas, artísticas ou a quaisquer outras. Todas as formas da língua [...] são indispensáveis umas às outras, completam-se mutuamente, e fazem da língua um sistema estruturado que obedece a leis lingüísticas específicas.” (BAKHTIN; VOLOCHINOV, 2009, p. 81, grifo dos autores).

As presented, language is understood in this perspective as a system of rules governed by specific laws (in other words, it is a system of phonetic, grammatical and lexical characteristics obeying fixed rules).

Within this guideline, texts are simple encoding products of a sender to be decoded by a listener / reader, where only the knowledge of the code is necessary by the last ones (KOCH, 2002). The subject is passive, it is “determined by and submitted to the system¹⁴” (DORETTTO; BELOTI, 2011) of the language and its role is only to receive the information passed to him and to decode it.

c) Language as a form of interaction and as a social activity

The third conception – language as a form of interaction – developed in the Bakhtin Circle was disseminated in Brazil in the 1980s, but it was only established, regarding mother tongue teaching during the following decade. From this perspective, language is understood as the place where meaning exchanges and negotiations occur. It is within/through language that actions are executed, considering the social, historical, political, cultural and ideological context involved in the communicative act. In other words, with reference to the dialogical perspective, language is a set of social and cognitive practices, historically based.

The subjects are, in this concept, social agents who exchange experiences and knowledge among themselves through enunciations, and still according to Bakhtin / Volochínov (2009, p.128, added emphasis), language “[...] lives and develops historically in *concrete verbal communication, not in the abstract linguistic system of the language forms nor in the speakers' individual psychism.*”¹⁵

Concerning the language interactionist approach, the word revolves around the interlocutor. Bakhtin / Volochínov (2009, p.117) state the importance of the other subject in the discourse:

Every word functions as an expression from one to another. [...] The word is a kind of bridge between others and me. If it leans over me at one end, in the other it leans over my interlocutor. The word is the common territory of the speaker and the interlocutor.¹⁶

For Bakhtin / Volochínov (2009), every statement is addressed to someone (this is what the authors call social audience). Its meaning is particularly constructed when the other replies, which is to say that the meaning of utterances in a dialogue

¹⁴ The original text: “[...] determinado e assujeitado pelo sistema” (DORETTTO; BELOTI, 2011).

¹⁵ The original text: “[...] vive e evolui historicamente na comunicação verbal concreta, não no sistema linguístico abstrato das formas da língua nem no psiquismo individual dos falantes.” (BAKHTIN; VOLOCHÍNOV, 2009, p. 128).

¹⁶ The original text: “Toda palavra serve de expressão a um em relação ao outro. [...]. A palavra é uma espécie de ponte lançada entre mim e os outros. Se ela se apoia sobre mim numa extremidade, na outra apoia-se sobre o meu interlocutor. A palavra é o território comum do locutor e do interlocutor.”

is established only when the interlocutor has, in relation to the speaker's discourse, a responsive attitude.

In this perspective, texts are no longer a finished product, since they hold gaps so the interlocutor may fill with his own knowledge, with his experiences. The text is a coproduction of meanings. The teaching of PL that takes into account this language conception is based on the analysis of linguistic, textual and discursive phenomena.

Halliday et al. (1974) name this teaching perspective - based on social interaction - as productive teaching, where the student learns the language more efficiently, using the language in real contexts. According to Halliday et al. (1974), inside the perspective of productive teaching, the focus of teaching should be on the development of abilities regarding the use of language in different situations or, as the authors affirm, to learn "uses and registers of language¹⁷", as seen in the following excerpt:

The child needs to [...] learn the varieties of language appropriate to different situations, [needs to learn] the extent and the use of their restricted registers and languages. [...] is the extent and the use of different varieties of mother tongue rather than the actual introduction of new patterns and elements which forms the focus of productive language teaching. (HALLIDAY et al., 1974, p.277).¹⁸

In the context of productive education, for meaningful learning, it is fundamentally important that teachers consider the language as interaction and therefore see it as something constantly changing, since it is the fruit (and the seed) of interactions. The didactic resources for language teaching (dealt with within this work) should contain marks which demonstrate this is the conception these resources are based.

Evaluation Protocol of Pedagogic Software (Game-based) - EPPS

The designed evaluation protocol proposed in this research attempts to reach any Portuguese language teacher¹⁹, so it varies from the commonly found models in literature²⁰, usually very technical or, regarding pedagogical aspects, highly generic.

¹⁷ The original text: "[...] uses and registers of language" (HALLIDAY et al, 1974, p. 277).

¹⁸ The original text: "A criança precisa [...] aprender as variedades da língua adequadas a diferentes situações, [precisa aprender] a amplitude e o uso de seus registros e línguas restritas. [...] é a amplitude e o uso das diferentes variedades da língua materna, mais do que a real introdução de novos padrões e elementos, que constitui o foco do ensino linguístico produtivo." (HALLIDAY et al., 1974, p.277).

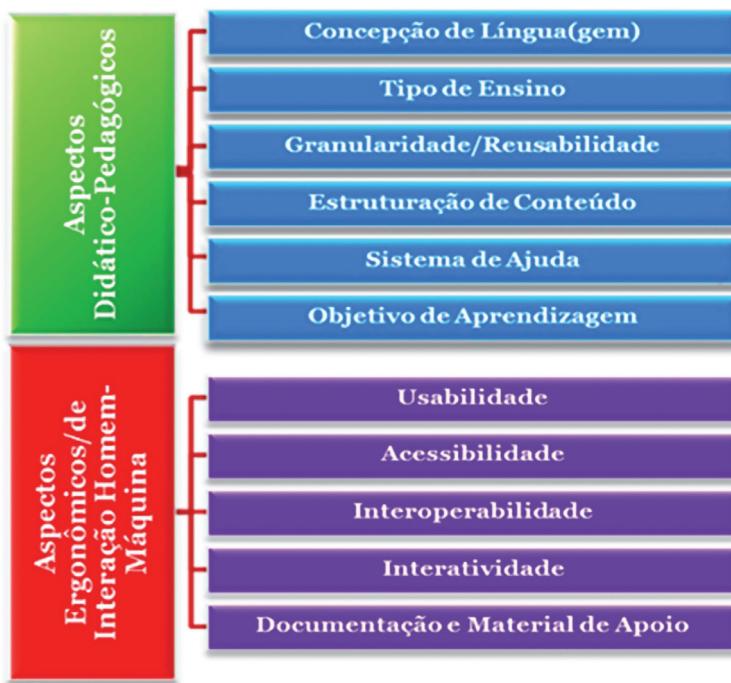
¹⁹ Although it is an important aspect, the ludic dimension was not considered in this EPPS version. During a research currently developed along with teachers who are testing the EPPS, this dimension is considered as a requirement pointed by the participants.

²⁰ In this case, it is literature in the education or software engineering fields, not in applied linguistics, since the EPPS proposition is innovative in the area.

In the EPPS, the didactic and pedagogic aspects prevail over the ergonomic aspects²¹ (which relates to the use of technology - or to the digital pedagogic games, in this case - in a safe, comfortable and productive form), once the knowledge concerning those last mentioned aspects exceeds linguistic field and consequently restrains its use. Thereby, aspects related to programming were not included in the evaluation protocol, for example, as it was considered unnecessary for the suggested model.

Then, the evaluation protocol prioritized the criteria that considered the content approach, as the teaching and learning process. For this reason, the Evaluation Protocol of Pedagogic Software - EPPS developed to analyze digital educational games aimed at teaching PL was structured as follows:

Figure1 – EPPS Evaluation Criteria.



Source: Ribeiro (2013, p.72).

Moving to the definition of each criterion referring to didactic and pedagogical aspects, as mentioned earlier, these criteria relate to the language conception present in games, to types of teaching possibly adopted from the proposed activity, to granularity / reusability, to content organization, to support systems so as to learning goals underlying

²¹ An evaluation model of software may consider the aspects related to ergonomics, so a possible problem from a LO of this type do not hazard learning.

the digital educational game. It is important to emphasize that these criteria were thought exclusively for PL teaching, as presented below:

a) Language conception

The language conception criterion refers to conceptions of language underlying the digital pedagogic game, briefly discussed in the previous section.

The formulated Protocol presents questions that teachers should ask “to the game” during the analysis. In order to support the didactic and pedagogic analysis of a digital pedagogic game, regarding the criteria conception of language, the proposed questions are:

- ✓ Does the digital educational game intended to PL teaching offer activities whose fundamental/primary purpose is to teach the norms and the structure of the language or does it consist of activities that promote the development of language skills²²?
- ✓ Does the digital educational game of Portuguese Language consist of activities in which the basic unit of analysis is the word, the sentence or the text?
- ✓ Within the texts (oral and written) which compose the PL teaching digital pedagogic games, are discursive genres or text types considered?
- ✓ In the proposed activities based on written texts, is it valued the concept of extracting single or multiple meanings from a text?
- ✓ What is the role of subjects (users) within the digital pedagogical game intended to teaching and learning Portuguese (The subject - the other – are they considered? Is it a message decoder? Is it a co-producer of meanings?)?

b) Teaching type

The teaching type criterion, as well as the language conception one was also explored in the first section of this article. Thus, there is no necessity of repeating concepts here; however, some questions to support the analysis of this criterion were raised, as follows:

- ✓ In relation to the Portuguese language pedagogic software, game-based, and to activities involving texts, does it value a right x wrong Manichean point of view or the concept of adequate and inadequate enunciations, depending on the context, objectives and circumstances?
- ✓ Do the activities present in the digital educational game deal with grammar as a set of rules, which must be followed, or as a compendium in which the rules

²² The concept of linguistic skills is equivalent here to the PCN (BRASIL, 1997). About this question, what is expected from teachers is that beside grammar and normative dimensions, the text-based game could allow some considerations on semantic and pragmatic components of language, within discourse level.

the speaker masters and uses with interlocutors in real communication contexts are registered?

- ✓ In the digital pedagogic game for PL teaching, do the activities stimulate memorization of linguistic elements or reflection about the function of these elements inside the text?

c) Granularity/ Reusability

Granularity and reusability are criteria proposed by Mendes, Sousa and Caregnato (2004), separately. According to the authors, while reusability refers to the capacity of using the software several times in various teaching and learning contexts, granularity is a digital pedagogic game characteristic defined as “[...] to present an atomic content [divided into smaller units], to facilitate reusability” (MENDES; SOUSA; CAREGNATO, 2004, p. 3).²³

However, granularity is what facilitates (or not) the reusability of a Learning Object (in this case, game-based pedagogical software). For this reason, these criteria are placed together here, so the more atomic the content of the software is, the easier it will be to combine it with other objects and other contents. Thus, it may be reused more times, in several teaching and learning contexts.

In order to support the didactic/ pedagogic analysis of a digital pedagogic game, related to the granularity / reusability criterion, the following questions are proposed:

- ✓ Does the game have an atomic content if considered the totality of Portuguese language contents (reading and writing teaching, orally and linguistic analysis)?
- ✓ Could the content be combined with other PL contents in different teaching situations?
- ✓ Could the digital pedagogic game be used in different teaching and learning situations?

d) Content organization

According to Silva (2002, p.169), “[...] the content organization must generate the main logical connections, the important relations among several elements and the fundamental articulations present within the content.”²⁴

In game-based educational software, content organization may be represented by the interconnection among the component parts of the game, also between that game content and the intended grade/ level.

²³ The original text: “[...] apresentar um conteúdo atômico [isto é, dividido em unidades menores], para facilitar a reusabilidade.” (MENDES; SOUSA; CAREGNATO, 2004, p. 3).

²⁴ The original text: “[...] a estruturação do conteúdo deve fazer aparecer as principais ligações lógicas, as relações importantes entre diversos elementos e as articulações essenciais presentes no interior do conteúdo.” (SILVA, 2002, p. 169).

To support the didactic pedagogic analysis of a digital educational game with regard to the content organization criterion, the following questions are suggested:

- ✓ How is the content divided in the game?
- ✓ Is it possible to know if the atomic content is part of a larger one? What is the relevance of the content of the game for PL teaching?
- ✓ Are the created activities taking into account the age group and the level of students/ users for whom they are intended?
- ✓ Are the essential points of the content presented in evidence? (SILVA, 2002, p.169).²⁵

e) Support systems

The support systems criterion proposed by Silva (2002) involves the support possibilities the user of an educational game could receive to understand the software content or operation.

According to Silva (2002), there are two types of support: the human, performed by in-person or distance tutors and facilitators as the online support, available on the internet. As the model also includes games played without internet connection (games that allow downloads to the user's machine, for example), the term "online support" was replaced by "software support".

Regarding the support systems criterion, a few questions suggested by Silva (2002), to aid the didactic pedagogic analysis of game-based pedagogic software are displayed as follows:

- ✓ Does the support facilitate the task performance?
- ✓ Are there any assistants (animated or static) who suggest questions to users in order to accompany and guide them on their task performance?
- ✓ Do the explanations accompanying the tasks demonstrate to users the different steps to complete a task with simple operations, as simply clicking to continue? (Adapted Silva (2002, p.170)).²⁶

f) Learning goals

The learning goals criterion was also originally proposed by Silva (2002). According to the author, this criterion refers to "[...] pedagogic intentions translated into aims, general and operational goals" (SILVA, 2002, p.170).²⁷ It is important to mention that

²⁵ The original text: "Os pontos essenciais do conteúdo são apresentados em evidência?" (SILVA, 2002, p. 169).

²⁶ The original text: "As demonstrações explicativas que acompanham as tarefas mostram ao usuário as diferentes etapas para completar uma tarefa com operações simples, bastando clicar para continuar?" (Adaptado de Silva (2002, p. 170)).

²⁷ The original text: "[...] às intenções pedagógicas traduzidas em fins, objetivos gerais e operacionais." (SILVA, 2002, p. 170).

the teaching objectives underlying digital pedagogic games focused on PL teaching and learning may be extracted of national education guidelines, such as the National Curriculum Parameters (PCNs).²⁸

Additionally, the goals suggestion “[...] must be clearly stated in the educational process and it constitutes the fundamental element in effective action towards any problems” (SILVA, 2002, p. 170-171).²⁹

To collaborate with the didactic pedagogic analysis of game-based educational software, related to learning goals criterion, there are suggested questions such as the following:

- ✓ What language skill(s) (understanding: reading / listening, production: speech / writing) is / are explored in the game?
- ✓ In relation to reading abilities, does the software propose activities favoring the autonomous reading of different genres expected for the level of education for which it is intended?
- ✓ In relation to writing abilities, does the software provide activities that allow the production of coherent and adequate texts, for the different situations of use, according to the learner's school level?
- ✓ Regarding orality (speech / listening), do the activities provided by the software develop skills on differentiating different speech registers, discourse planning, recognition of intentions / purposes in oral texts?
- ✓ In relation to spelling³⁰, does the software present activities such as working with the stability of common regular and irregular spelling words in writing or using scoring resources with syntactic and semantic value?
- ✓ Regarding linguistic analysis, do the activities proposed in the software allow the analysis of linguistic phenomena within texts and for the texts?

Moving forward to the criteria called ergonomic / human-computer interaction.³¹ After all, according to Gamez (1998 apud ANDRES, 1999), it is in the Human-Computer Interface (IHC) that “[...] theoretical and methodological bases are offered, capable of finding the difficulties related to the man and the machine, aiming to achieve [...]

²⁸ In the scope of this research, to elaborate the guiding questions of the criterion analysis, it was only considered these parameters. Verify Brasil (1997, p. 68).

²⁹ The original text: “[...] deve ser claramente explicitada no processo educativo e constitui o elemento fundamental em toda problemática de ação eficaz.” (SILVA, 2002, p. 170-171).

³⁰ Although spelling is language analysis content, this specific question is proposed due to the fact it is content worked separately along elementary school, the target of the game analyzed in this article.

³¹ Both terms were considered equivalents, considering that in specialized literature, ergonomics has been associated, for some time, to the study of human-computer interaction.

efficiency in the use of digital tools and products" (GAMEZ, 1998 apud ANDRES, 1999, p.5).³²

Within the ergonomic / human-computer interaction aspects of the EPPS there are the ones concerning usability, accessibility, interoperability, documentation and support material and interactivity of the digital educational game, all explained along the topics below:

a) Usability

According to ISO 9241-11 (1998)³³, usability is characterized by the use of a product by specific users to achieve specific objectives with effectiveness, efficiency and satisfaction in a specific context of use. In other words, usability could be the facility of use. On the usability concept in serious games, Gurgel et al. (2006 p.02) state that "[...] without good usability the player will not reach the content to be taught and will not learn."³⁴ According to Nokia (2003) and Laitinen (2005 apud GURGEL et al., 2006, p.03):

If the player is not able to overcome the usability problems from the interface, [...] such as handling menus, inventories, quickly restarting a game among other actions, the game will certainly be discarded without a second chance.³⁵

Besides the interface, other usability characteristics are also important: the game mechanics (how the game develops from its rules), its plot, its architecture, and gameplay, which tells how a digital game is designed and the skills that users may have to play it.

To assist the ergonomic / human-computer interaction analysis of a digital educational game with regard to the usability criterion, the following questions are presented:

- ✓ Do the game screens have an overall graphic coherence (layout, location of the buttons, colors, for example)? Is the time between two screens enough for reading and assimilation?
- ✓ Is it easy and fast to move from one screen to another within the game?

³² The original text: "[...] são oferecidas bases teóricas e metodológicas capazes de encontrarem as dificuldades relacionadas com o homem e a máquina, tendo como objetivo alcançar [...] eficiência na utilização de produtos ferramentas informatizados." (GAMEZ, 1998 apud ANDRES, 1999, p.5).

³³ ISO 9241-10 (International Organization for Standardization) refers to studies on software ergonomics (and human-computer interaction), particularly about usability.

³⁴ The original text: "sem uma boa usabilidade o jogador não alcançará o conteúdo a ser ensinado e não aprenderá." (GURGEL et al., 2006, p. 2).

³⁵ The original text: "Se o jogador não for capaz de superar os problemas de usabilidade da interface, [...] como manusear menus, inventários, reiniciar rapidamente uma partida, entre outras ações, o jogo certamente será descartado sem direito a uma segunda chance."

- ✓ Are orientation and metaphors buttons effective and easy to understand?
- ✓ Are the task icons representative and meaningful?
- ✓ Are the pieces of information and the services / resources consistently structured, promoting the understanding of the game organization?

b) Accessibility

Accessibility is a criterion suggested by Mendes, Sousa and Caregnato (2004) which is, although originally thought to evaluate LOs in general, described here as a specific criterion for digital educational games. Accessibility refers to two factors: a) the availability of the digital pedagogic game on the internet so students may access it anywhere and b) the presence of elements, within the software, for users with special needs.

To help the ergonomic / human-computer interaction analysis of a digital educational game with respect to the accessibility criterion, it may be important to ask:

- ✓ Is it possible to increase and decrease the font size in the pedagogic game?
- ✓ Does the digital pedagogic game enable the listening and reading of texts simultaneously?
- ✓ Is the digital educational game available on the internet?

c) Interoperability

Interoperability is another criterion suggested by Mendes, Sousa and Caregnato (2004). According to the authors, interoperability states the possibility of a software to function through various hardware, operating systems and browsers. A digital pedagogic game needs, among other factors to be considered good, to perform well its function regarding hardware, software and different browsers³⁶.

To support the ergonomic / human-computer interaction analysis of a digital pedagogic game regarding the interoperability criterion, the following questions are offered:

- ✓ Is the digital pedagogical game executable on different operating systems (as Windows, Linux and Mac OS)?
- ✓ Is the digital pedagogical game executable in different browsers (as Mozilla, Explorer, Chrome and Safari)?

d) Interactivity

The interactivity criterion was proposed by Silva (2002) originally as a communicational criterion. In the proposed model, this criterion is classified as ergonomic / human-computer interaction and concerns the dialogue established within

³⁶ It is important to note that there are digital pedagogic game available online which allow download to users' machine, being able to function offline. In this case, it is not considered the game performance in different browsers, once internet is not necessary to operate them.

the user-content, user-teacher, user-machine relations. According to Silva (2002, p.191), the interactivity criterion refers to the degree of control by the learner / user over the system, when faced with the possibility of “taking shared initiatives in order to reorganize interaction”.³⁷ In other words, the moment when the learner / user realizes that he/she has autonomy and that he/she could interfere and control the course of the software activities.

In order to aid the ergonomic / human-computer interaction analysis of a digital educational game, regarding the interactivity criterion, Silva (2002) suggests that:

- ✓ Does the learner have access to any support, at any time, during the interaction?
- ✓ May the learner spend as much time as he/she wants in different parts of the program?
- ✓ May the learner skip lessons, modules, chapters, activities or any part of the program and choose an exercise among others proposed?
- ✓ May the learner easily erase or correct his mistakes when he is not sure of the answer and choose different paths according to levels of difficulty?
- ✓ Does the program provide adapted and differentiated feedback?³⁸ (Adapted Silva (2002, p.191-192)).

e) Documentation and support material

The documentation and support material criteria suggested by Silva (2002) concerns the information regarding the game-based pedagogic software and their conditions of use. In the author’s words, the documentation and supporting material “[...] should contain information on technical specifications so as configuration of the program, content description, detailed target audience (such as age group), requirements and objective description of the program.” (SILVA, 2002, p.189).³⁹

In order to help the ergonomic / human-computer interaction analysis of a digital pedagogical game regarding the documentation and supporting material criterion, Silva (2002) suggests these questions in his model:

- ✓ Does the program accompany printed or online material?
- ✓ Does the support material accompanying the program include the identification data such as title, language, field of knowledge, typology, technical specifications and program configuration?

³⁷ The original text: “tomar iniciativas partilhadas, a fim de reorientar a interação” (SILVA, 2002, p. 191).

³⁸ The original text: “O programa fornece *feedbacks* adaptados e diferenciados?” (Adaptado de Silva (2002, p.191-192)).

³⁹ The original text: “[...] devem conter informações sobre as especificações técnicas e de configuração do programa, descrição do conteúdo, especificação do público-alvo (como faixa etária), pré-requisitos e descrição dos objetivos do programa.” (SILVA, 2002, p. 189).

- ✓ Does the support material provide the goal description and contents of the program as well as provide didactic instructions of use for the teacher / learner?
- ✓ Does the manual specify age group and requirements of the target audience, as well as suggested time to apply the activities?
- ✓ Does the manual present examples, exercises, simulations or instructions regarding the use of the program? (Adapted Silva (2002, p.189)).⁴⁰

Therefore, in this work, a digital pedagogic game that is in accordance with these previous proposed questions could be considered appropriate to the teaching of Portuguese Language.

Presented and described in this section, the evaluation protocol of pedagogic software for Portuguese language teaching provides the necessary tools to assess, from an ergo-pedagogical point of view, the digital educational game named *One point changes a tale*, selected to compose the corpus of this research. The game will be described next.

Description of the digital pedagogical game *One point changes a tale*

The digital educational game described and analyzed within this work is *One point changes a tale*, created under the CONDIGITAL / Brazil Language Project and sponsored by the National Fund for the Development of Education (FNDE). The project was an initiative of the Ministry of Education and Culture (MEC) and the Ministry of Science and Technology (MCT), in partnership with the Agora - Cooperative of Professionals in Education⁴¹.

The game-based pedagogical software *One point changes a tale* presents itself in the form of digital comics – eComics – and it is available in the website of the research group the authors participate⁴².

The game's home screen setting refers to the sea and brings the title “One Point Changes a Tale” in the shape of a shell. In this screen, it is possible to control the sound (to keep the sounds or silent them) and to click on the start button to begin the presentation of the game, as seen on the following picture:

⁴⁰ The original text: “O manual apresenta exemplos, exercícios, simulações ou instruções de uso do programa?” (Adaptado da Silva (2002, p. 189))

⁴¹ The Agora – Cooperative of Professionals in Education - is a non-profit civil society created by a group of educators specialized in several knowledge fields and from different educational institutions: Basic Education Secretariat of Ceará (SEDUC), Ceará Teleducation Foundation (FUNTELC) Former *Educativa TV* (TVE), now Ceará TV, Federal University of Ceará (UFC) and State University of Ceará (UECE). [Text extracted from the website: <<http://www.coopagora.com.br/>>]. Agora ended its activities in March 2013.

⁴² The link for the research group website was removed.

Figure 2 – Home screen. *One point changes a tale.*



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

After clicking the start button, a mermaid appears with a laptop, inviting the game user to get in touch with “the true story of the Little Mermaid” and challenging him to identify different textual genres that will appear in the course of reading the eComics. The picture below shows the opening screen of the game, in which it is possible to return, to continue, to pause and to move forward the character’s speech:

Figure 3 – Opening screen. *One point changes a tale.*



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

Then, the next step is to click once more on the start button and wait for the menu screen, where it is possible: to choose between more information about the original story of the Little Mermaid (*Learn More* icon) or the several adaptations this tale underwent over the years; to go directly to the digital comics; to see a simulation of how to play and how to leave the game. There is also the possibility of choosing, in the lower right corner of the screen, to increase the font size, by clicking on the telescope icon.

Figure 4 – Game menu. *One point changes a tale.*

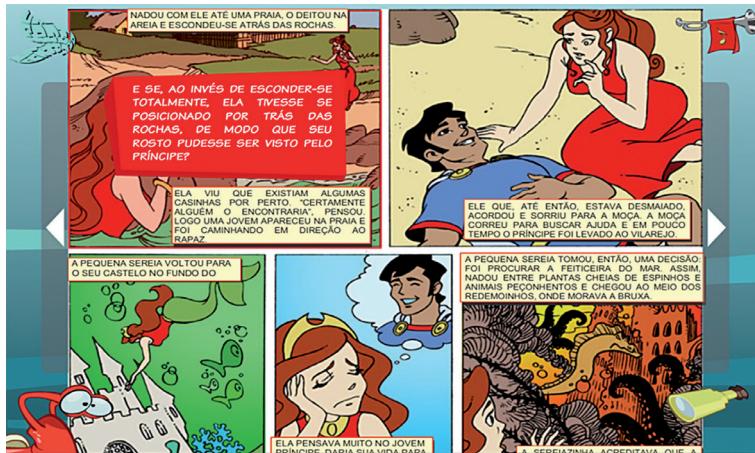


Source: Leia Cruz de Menezes production (ÁGORA, 2009).

By clicking on *HQ* (digital comics), the story of the Little Mermaid is available for reading⁴³. During its reading, some links appear so that the user may “be inserted” in the electronic text and may go to the activity regarding textual genres. The intention here is to allow the student / user to choose other endings for the story, one of the characteristics of eComics. By clicking on the path that leads to a different end, the student / user finds another textual genre other than eComics. In the following example, if the user chooses to click on the link, and to choose another ending to the story, it is presented an interview, whose content deals with the happiness lived by the Prince and Muriel, the mermaid:

⁴³ The version presented in the game is the original one, written by Danish poet Hans Christian Andersen, in 1837.

Figure 5 – An example of a link appearance. *One point changes a tale*.



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

By clicking on the red square represented at the image, the first discursive genre appears. According to the picture below:

Figure 6 – Intertextuality: interview genre. *One point changes a tale*.

Muriel, filha excula do Rei Trísio, conta como fugiu príncipe da superfície e reabre polâmica quanto à união entre diferentes espécies.

*Garoupa Oliva

Garoupa Oliva: Quando você viu o príncipe pela primeira vez?

Pequena Sereia: Eu, meu príncipe, passeio à superfície, eu avistei o meu novo Amor. Ele me viu e, sem nem dizer nada, entre eles, um lindo rapaz que se encalhava direitinho nos meus sonhos.

GO: E como vocês se conheceram?

PS: Uma tempestade fez o navio naufragar e eu salvei a vida do príncipe. Levéi-o até uma praia e fiquei atrás de algumas rochas esperando que ele acordasse.

GO: Qual foi a reação dele ao ver que uma sereia salvou a vida dele?

PS: Quando ele acordou, pois estava desmaiado, ele viu que meu rosto por trás das rochas. Eu deixei meu colar de pérolas na areia como prova de que eu era real e fui. Como ele estava muito fraco, não compreendeu bem o que aconteceu, mas, quando ele ficou legal, pode ver que tinha uma prova de minha existência com ele. Sabe como é: a gente tem de ser difícil para ser valorizada.

GO: É verdade! Mas como o namoro foi pra frente?

PS: Eu retornei ao mesmo rochedo, no mesmo horário, no dia seguinte. E ele fez o mesmo. Eu exigii que ele ficasse a certa distância. Assim, ele só via o que eu queria: meu rosto e meus cabelos.

*Garoupa Oliva é diretora editorial da revista Água Viva

GO: Então ele não sabia que você era uma Sereia?

PS: Não. Até o dia em que, percebendo que ele estava encantado por mim, eu revelei o meu segredo. Se eu tivesse feito isso antes de ele ter a oportunidade de me conhecer, talvez o choque o fizesse desistir.

GO: E como ficou o namoro depois disso?

PS: Melhor do que nunca! Só por fora nós somos diferentes, mas, por dentro, nós somos almas gêmeas.

GO: Na sua opinião, há barreiras para o amor?

PS: As únicas barreiras para o amor são a não compreensão e a desconfiança. Se a gente só lissasse para os seus sentimentos ou não me aceitasse do jeito que eu sou, eu pulava fora. Mas o fato de sermos, por fora, de espécies diferentes é besteira da grossa. A gente tem que se amar primeiro, depois a gente consegue ser amada.

VOLTAR PARA HQ

QUE GÊNERO TEXTUAL É ESSE?

Source: Leia Cruz de Menezes production (ÁGORA, 2009).

After reading the new text that appears, the user must click on the metageneric question “what kind of text is this?” and identify the genre and its characteristics. If the response is considered inaccurate, there is some feedback suggesting a new attempt by the user. However, no points are generated. If the appropriate alternative is selected, the user scores points and advances to another phase, to discover the particular characteristics of that genre. On picture 7, the negative feedback screen:

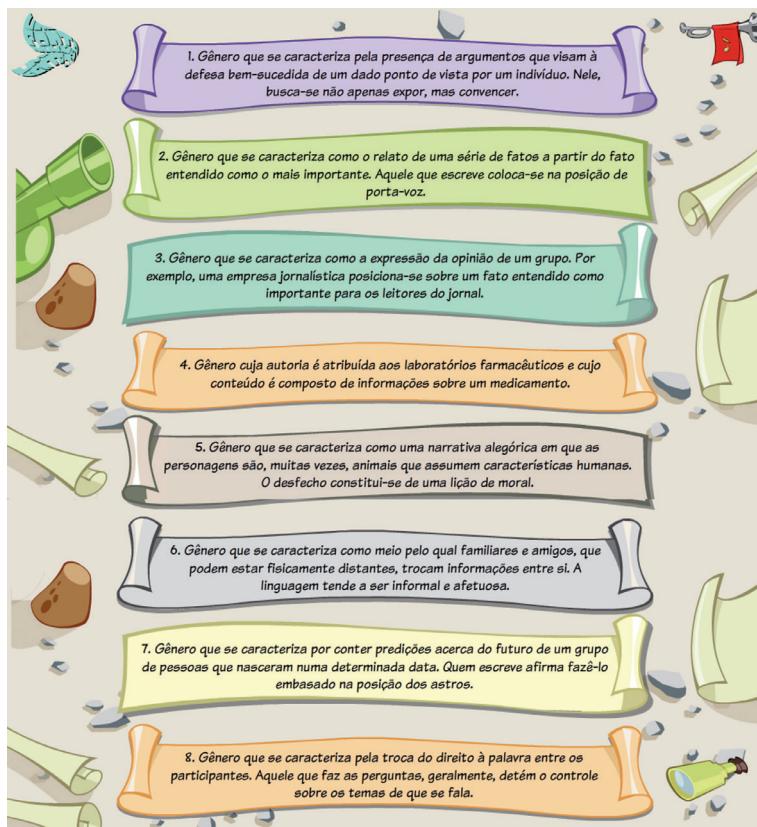
Figure 7 – Discovering the genre (software feedback – wrong answer). *One point changes a tale.*



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

In the following picture, the screen with the most common characteristics of some text genres may be visualized. The user should choose only the characteristic corresponding to the text read previously – in the case, the interview.

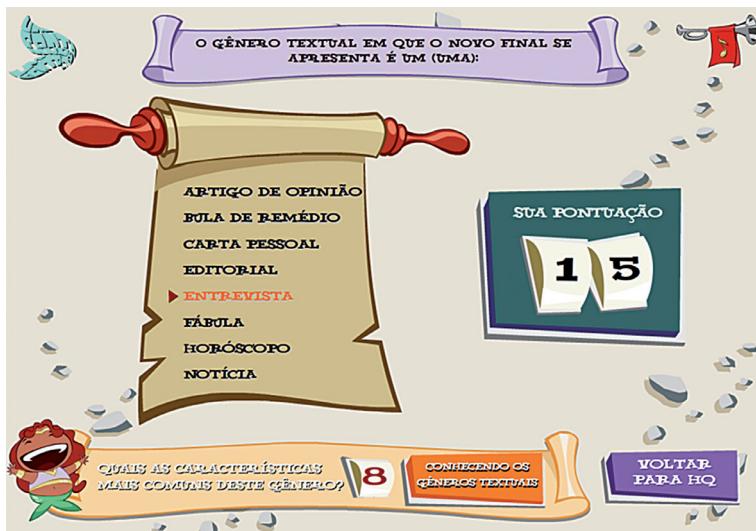
Figure 8 – Most common characteristics of the genre studied in the activity. *One point changes a tale*.



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

Once the main characteristic of the interview genre is identified and recognized, the overall score is provided for this particular activity. These points will be added to others obtained during the exploration of other genres:

Figure 9 – Overall score on the activity about the interview genre. *One point changes a tale*.



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

Finally, after the user has explored all the genres of the game, namely: interview, news, fable and personal letter, his global score is generated, as seen below:

Figure 10 – Software feedback (final result). *One point changes a tale*.



Source: Leia Cruz de Menezes production (ÁGORA, 2009).

Once this game-based pedagogical software is described, the next sections will explore the methodology and finally the analysis, before arriving at the conclusions of this work.

Methodological procedures of this research

This research is a qualitative descriptive study, which aims to evaluate qualitatively a game-based educational software, intended to teaching Portuguese Language for primary education. Regarding the procedures, firstly, a survey was made on digital pedagogic games for teaching Portuguese Language in elementary school, available in online repositories. Then, a careful selection of games was done, taking into account relevant aspects that characterize game-based educational software (it should allow one or more players, be interactive and playful, present rules to be followed and pedagogic objectives to be fulfilled, provide successful and unsuccessful experiences), so as the level of learning (targeted to elementary school students)⁴⁴. After the selection, the analysis of the chosen game was carried out using the Evaluation Protocol of Pedagogical Software.

Following, the analysis of results is presented.

Analysis of the digital pedagogic game *One point changes a tale*

About the digital educational game *One point changes a tale*, regarding didactic and pedagogic aspects, it is possible to affirm that:

a) Language conception

The perspective adopted in the digital pedagogic game *One point changes a tale* is the language as interaction, since the real use of the language (aiming at users) and the purposes / intentions / characteristics of the text genres are well explored along the reading activities. The subject (interlocutor) is active (reflects every moment on the decisions taken along the course of activities) and part of the real / concrete text, from which multiple meanings may be extracted, to understand the connections among the elements of the language. The form in which the activities were constructed suggests that the text is never finished and that the readers should complete, using previous knowledge and personal experiences, the gaps inherent to all texts; also, the readers attribute other meanings to them, beyond those intended by the author / enunciator.

⁴⁴ At the Master Thesis of Ribeiro (2013), which is the base for the present article, three digital pedagogic games were evaluated: *Reading is needed*, *Alphabet Soup* and *One point changes a tale*, available, respectively, in the repositories: a) International Bank of Educational Objects (BIOE); b) School Games; and c) on research group website the authors participate.

b) Teaching types

Considering that the activities proposed in the analyzed digital educational game aim, through linguistic and extralinguistic relations, to teach student-users to understand that different situations of communication demand different ways of enunciation, the teaching type underlying the game *One point changes a tale* is considered productive. The game allows the student / user to know the genres eComics, interview, fable, news and personal letter, regarding their structure, purpose, situation of discourse and interlocutors. The constitutive dialogism of language permeates the content approach. Along this learning process, the students / users apply their experiences as readers to complete the meanings of the texts.

c) Granularity/Reusability

The analyzed digital pedagogic game, considering the totality of Portuguese Language contents, presents content segments; in this case, reading activities aiming to teach the student / user to identify and to recognize particular characteristics of four text genres, which refers to a part of text comprehension studies. Thus, this game is recognized as granular and may therefore be associated with other LOs (of all types). As already known, because it is considered an atomic software, it is also reusable, since content atomicity facilitates the use of this digital educational game several times in different teaching and learning situations.

d) Content organization

The activity contents (recognition and characteristics of text genres) were approached through eComics, so it was not divided into modules, units or sections. The fundamental point of the content proves the activities privilege the teaching of reading ability. It is assumed, from the level of the proposed activities, that the content was intended for students in the final grades of elementary school. The content approach holds the attention of the students/ users and encourages reflection on their path chosen throughout the game. The teacher may also work on other contents such as intertextuality and retextualization of stories. From the LO, there are several possibilities for teaching content related to reading, writing and speaking.

e) Support systems

The digital pedagogic game *One point changes a tale* provides in the lower left corner of the screen, when clicking on the image of a snail (if the student / user wants to know the game before starting the activities), a section called “simulation”. There, it is simulated gradually, and in a very playful way, the steps students / users should follow to perform all activities correctly. Choosing interactive simulators instead of written texts in a “learn more” section, for example, could attract students’ attention more significantly and could stimulate them to use the software, since digital generation prefers the dynamics of multimodal texts to static ones, transposed from paper to screen.

f) Learning goals

Although the digital educational game analyzed does not provide clear information about the aimed goal, it is believed this pedagogical software intends to develop the reading ability regarding the recognition of textual genres referring to structure and purpose in a playful and contextualized form. In order to achieve that development, activities related to this ability were formulated to explore text genres (concerning their characteristics, especially those related to form and function of the interview, news, fable and personal letter genres).

With regard to ergonomic / human-computer interface aspects, it is possible to state the following:

a) Usability

The digital pedagogical game *One point changes a tale* presents graphic coherence with reference to color harmony on the screen and how the buttons / icons are distributed (play, pause, pause, go back, advance, start, exit, return to eComics, *Learn more* and simulation - available on all screens of the game); scrolling from one screen to another is easy and fast. However, concerning the game interface, although considered intuitive, in general, there are some observations about the presentation form of the eComics. During the evaluation process, the discussed digital educational game was tested several times and it was concluded that the entire pages of the eComics do not fit the screen.

Therefore, to read the entire page content, the student should scroll the text by clicking on an arrow at the bottom of the screen. However, the student may not see the arrow, which appears as a feature called *mouseover*, only enabled if the mouse pointer reaches the lower part of the screen. This can lead the student to click on a side button that allows him to move to the next page without having finished reading the present one. If this happens, the student will surely come across comics that do not follow the sequence of the narrative from the previous page. Probably, the next step of this student would be to return to the previous page to try reading the comics that, by deduction, would be missing. Then, on the first page of the eComics, the reader could slide down the mouse pointer on the screen, but again, he would not succeed. After a few attempts, the user is likely to realize that by taking the mouse pointer to the bottom center of the screen, an arrow would appear, suggesting that by clicking on it, the missed parts of the comics would be revealed. Despite the mentioned problem, in general, as already stated, the game *One point changes a tale* presents good usability.

b) Accessibility

In addition to being available online on the website of the research group the authors participate, the digital educational game *One point changes a tale* was elaborated taking into consideration the use by students/ users with special needs. It provides on the opening screen the oral version of the written text in the speech bubble over the mermaid head who presents the game, as well as allows the student/ user of the game

to increase the size of the comic strips, which includes increasing the images and texts. For these reasons, this game is considered to be fully accessible.

c) Interoperability

Although there is no information about the operating conditions of the pedagogic game *One point changes a tale*, a performed test concluded that, to be executed, it is necessary that the software *Adobe Flash Player* (plug-in) is installed in the computer. Also, the analyzed game runs well in Windows and Linux operating systems and in different browsers: Mozilla, Explorer and Chrome. Thus, the game *One point changes a tale* is executable in any operating system and in any browser.

d) Interactivity

In this digital pedagogic game, the autonomy degree of the student in relation to the system is high. The dialogue between students/ users and contents is continuous (they are encouraged to reflect about the activity and the choices made to complete the proposed task, from the moment they choose a new direction to the story - clicking on the links, until the moment they need to evaluate characteristics inherent to a specific genre of discourse, to which they had already been presented during the activity itself). Although there is no guidance on how teachers / tutors / facilitators should explore this game, the educational tool suggests that even if it is used outside the classroom context, students/ users should dialogue with their teachers, for example, to learn the elements which compose each genre and the discursive domain to which they belong, beyond the activity contents. Finally, the dialog between students/ users and computers is considered excellent, as they receive adequate and differentiated feedbacks (in some comic strips that allow insertion, it is possible to read a message such as “and if she had left a farewell message?” or “what if, instead of resigning, the mermaid fought for her love?”). There are also the text messages appearing on the screen, indicating whether the selected alternative was adequate or inadequate considering the genre read, allowing good interaction with the system.

e) Documentation and support material

The digital educational game *One point changes a tale* does not present documentation or supporting material, either in print or digital form. This is a negative characteristic of the game, since the goals and other possibilities of use referring to the LO could be presented in a teacher’s guide, for example.

From the analysis, it is possible to affirm that the game-based educational software studied has an excellent quality and, if used in the classroom or outside it, as a complement along with activities developed by the teachers/ tutors/ facilitators, it may contribute positively to PL teaching in a contextualized situation.

The following section presents the final considerations of this research.

Conclusion

This work had as main goals to develop an evaluation model and to analyze a game-based pedagogic software with reference to didactic/ pedagogic and ergonomic / human-computer interaction aspects. For this, an Evaluation Protocol of Pedagogical Software (EPPS) was proposed and applied to the analysis of the digital educational game *One point changes a tale*, aiming at the teaching of Portuguese Language.

Regarding the evaluation of pedagogic software, although there are several learning objects of this kind available online and offline, not all of them are carefully analyzed on their quality. In this investigation, it was suggested the Evaluation Protocol of Pedagogical Software (EPPS) as a tool with the purpose of assisting the didactic/ pedagogical and ergonomic evaluation of educational softwares, especially the game-based ones, aimed at PL teaching. The developed criteria of this protocol prioritized the specificities of the knowledge field to which the authors are linked, the Portuguese Language. It also took into account the work routine of teachers / tutors / facilitators who probably would not use models, methods or evaluation protocols for LOs which might demand some expertise in other knowledge fields (such as computing, for example) or might require a lot of time to apply them.

The proposed evaluation protocol of pedagogic, game-based pieces of software (EPPS) was suitable for the evaluation of digital pedagogic games, since it allows the evaluation of particular didactic and pedagogical aspects without leaving aside ergonomic / human-computer interaction aspects, which may impair the game operation and its use as additional didactic material. The application of the EPPS, however, demonstrated that, although the recommended questions for each item guide the teachers within the analysis, these teachers are not exempted from being familiar with Portuguese language teaching, conceptions of language, verbal interaction, among other topics.

The results of this research indicate that the evaluated game (*One point changes a tale*) has a good didactic, pedagogical and ergonomic quality. Besides exploring the actual use of the language (concerning the users), it presents excellent usability and high degree of interactivity.

ARAÚJO, N.; FREITAS, F. Protocolo de Avaliação de Softwares Pedagógicos: analizando um jogo educacional digital para ensino de Língua Portuguesa. *Alfa*, São Paulo, v.61, n.2, p.467-494, 2017.

- *RESUMO: Como reflexo dos avanços das Tecnologias Digitais de Informação e Comunicação, e visando complementar o ensino, ferramentas digitais interativas, entre as quais podemos citar os jogos pedagógicos digitais, têm estado muito presentes nas escolas brasileiras. Assim, concorrem, hoje, na sala de aula, materiais didáticos impressos e digitais (doravante MDDs). Os MDDs, assim como materiais impressos, precisam passar por uma avaliação rigorosa. Sendo assim, neste trabalho, que foi embasado em Bakhtin/Volochinov (2009);*

Geraldi (2011); Halliday et al. (1974); e Koch (2002), propomo-nos a responder como se deve avaliar a qualidade de jogos pedagógicos digitais destinados ao ensino de língua materna. Quanto ao principal objetivo da pesquisa, pretendemos, a partir do Protocolo de Avaliação de Softwares Pedagógicos, que desenvolvemos para realizar essa investigação, avaliar a qualidade didático-pedagógica e ergonômica de jogos pedagógicos digitais disponíveis online. Na pesquisa, de caráter descritivo, avaliamos um jogo pedagógico digital destinado ao ensino de Língua Portuguesa. A análise revelou que, embora se tratasse de um jogo educacional digital de qualidade, esse objeto apresentou inadequações tanto quanto aos aspectos didático-pedagógicos quanto aos ergonômicos.

- **PALAVRAS-CHAVE:** *Ensino-aprendizagem de Língua Portuguesa. Jogos educacionais digitais. Protocolo de avaliação.*

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PHRASEOLOGICAL UNITS WITH ZOONYMS IN BILINGUAL SCHOOL DICTIONARIES (PORTUGUESE-ENGLISH) AND THE ISSUE OF EQUIVALENCES

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- **ABSTRACT:** The phraseological units with zoonyms (PUz) are culturally integrated metaphorical expressions, which denote peculiar aspects of our communication and give a special color to the language speakers' talk. Therefore, dictionaries may be expected to render PUz to the target language, with closest meaning to the source language, regarding the informality aspect. It is expected to learn how PUz equivalences are treated in bilingual school dictionaries in Portuguese-English direction. Theoretical principles that support the investigation are the ones from the Bilingual Metalexicography represented by Casares (1950); Zgusta (1971, 1984); Bejóint (1981, 1994, 2000); Hartmann (2007); Welker (2004) on the interface they make with the Phraseology of Zuluaga (1980); Ortiz Alvarez (2000); Corpas Pastor (1996); Xatara (1998). The aim of this paper is to demonstrate equivalences and conceptualizations of Phraseology toward the goal of trying to understand what one may expect from translations given to PUz by the researched dictionaries. It is based on the chapter 5 of Budny's (2015) doctoral dissertation demonstrating the small incidence of phraseologisms (around 37%) on these reference materials and PUz translation divergences, which do not always receive a satisfactory translation if one focuses on their cultural emblematic aspect.
- **KEYWORDS:** Phraseological units. Zoonyms. Dictionaries. Equivalence.

Introduction

If someone asks you which animal names you remember, it is probable that some domestic and known animal names will come up to your mind, such as cat, dog, horse, and donkey. However, if it is the case one brings back his childhood memories one will go further and much probably will come up with some animal names like monkey, giraffe, elephant, lion, resulting from circus goings, or, still, rattlesnake, wolf, animal names present in storytelling told by a very close relative.

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The sensations evoked by these animal images are usually found in the popular imaginary, become materialized in the speech of certain people, and as a result, many popular phraseolisms arise in everyday tongue, fruit of a very relaxed talking environment. Expressions of the kind “*virar bicho*” (blow your top), “*conversa pra boi dormir*” (*a cock and bull story*), “*ser um burro de carga*” (*be a drudge*), “*viver como cão e gato*” (*live like cat and dog*), “*fome de leão*” (*a black hunger*), “*dizer cobras e lagartos*” (*to call somebody every name in the book*), are present in everyday dialogues. They are easily understood as they are heard since childhood, but can become “*um bicho de sete cabeças*” (*a mountain out of a molehill*) for the unwarned foreigner or for the translator who renders a vernacular text into English, or, yet, for the learner of the Portuguese language who intends to understand and absorb our idioms, full of animal names.

These are reasons enough to justify, for themselves, a very meticulous job to describe and, in the sequence, try to search for a translation and include those phraseolisms in bilingual school dictionaries. That is the task of this researcher, who aims at verifying the presence or absence of phraseological units with zoonyms (PUz)¹, also called zoometaphors on these reference materials.

The chosen dictionaries for the research (all referenced under the reference session) are the ones easily found at local bookstores, being popular for their low price among students and parents. They are *Oxford Escolar* (2012), *Longman Espanhol* (2009), *Michaelis Espanhol* (2010), *Collins Prático* (2012), *Mini-Webster's* (HOUAIISS, 2011), *Landmark* (2006), and *Larousse Avançado* (2009). This last one deviates from the other dictionary categories for it sustains a more advanced level in the foreign language. This researcher considers it a positive characteristic, once it favors the setting of a differentiating parameter in the analyzed material.

This dictionary investigation searches the treatment given to the PUz in terms of the presented equivalence, considering the complexity of conceptualizing the term equivalence. Moreover, it tries to find out which equivalences are attributed to them on these reference materials, in the direction Portuguese – English. To analyze the various aspects that are involved in that discussion about equivalence concepts, assumptions are taken of Bilingual Lexicography and Metalexicography with works by authors such as Casares (1950), Zgusta (1971, 1984), Zuluaga (1980), Bejóint (1994, 2000), Biderman (2001), Hartmann (2007), Martinez de Souza (1995), Welker (2004).

The methodology of the present research is:

- (i) To find a phraseological unit with zoonyms (PUz) in the dictionaries;
- (ii) To compare the correspondence it receives (or not) in the seven bilingual dictionaries;
- (iii) To verify if the given translations are the same on those reference materials;
- (iv) To check out if equivalences have the same register (formal x informal record).

It is known that PUz are considered metaphorical expressions that integrate the culture of a people and their peculiar communication aspects, adding to them special

¹ This article develops part of the doctoral research carried out and defended by this researcher (BUDNY, 2015).

color and intimacy. For that reason, one expects dictionaries may render the PUz to the target language, observing the maximum proximity with the source language, as far as informality is concerned, according to Fonseca and Cano (2011, p. 2, our translation), the dictionaries:

[...] witness a civilization, reflect the knowledge and linguistic and cultural heritage of a people in a history-determined moment. That cultural heritage is transferred to new generations through the language. [...] also, they register the social norm from this time, with their values, their interdictions, their use marks [...].²

The PUz represented by metaphorical expressions respond to the necessity of communication of a group in specific moment and space and result from “a process of creation in which there is the junction of some elements for a global meaning” (ORTIZ ALVAREZ, 2000, p. 269). That creative act seems to be inspired by metaphors for the constitution of many of those units. Concerning the formation of metaphors, it is worth mentioning authors like Ullmann (1964) who claims that the metaphor is composed by, basically, two terms: the element from whom one speaks and the idea whose element is compared to, in a way that, the more different these two terms, the more expressive the metaphor will be. Castro (1978, p. 118, our translation), by his turn, observes that the metaphor is an “[...] unpaid and constant resource of creation and recreation within language, since immemorial times. It is one instrument to know and to nominate. Its function is favored by linguistic taboos, by euphemisms, and by other resources”. It is also a constant source of feedback on figurative meanings. Thus, the relevance of those linguistic expressions makes them worth studying, translating, and, in the sequence, compiling in the dictionary.

The user of those reference materials, generally language learners, translators, professors and researchers need to find in the correspondences presented on them, adequacy, uniformity and level of register compatible with the proper informality of these phraseological units, mainly, if the dictionary aims at coding as its major function.

Based on the cited authors, it is argued that the issue of equivalence is target of divergences in Translation Studies. This can be observed by Hartmann (2007, p. 15, our translation) who corroborates the opinion of Snell-Hornby (1987) about equivalence and affirms that the bilingual dictionary maker shall not trust “[...] in the illusion of equivalence among lexemes, but in the perception that the partial covering and the non-equivalence are a reality of the interlingual comparison”. The author does not believe in one unique notion of equivalence. For him, as well as for Snell-Hornby, the equivalence should be subdivided in degrees of equivalence. These categories would

² Original fragment: “[...] testemunham uma civilização, refletem o conhecimento e o saber linguístico e cultural de um povo num determinado momento da história. Essa herança cultural é transmitida às novas gerações pela língua. [...] também, registram a norma social desta época, com seus valores, suas interdições, as suas marcas de uso [...].” (FONSECA; CANO, 2011, p. 2).

correspond, on the one hand, to the ‘total equivalence’ (in one of the extremes) and on the other hand, to none possibility of equivalence (that is, ‘any correspondence’). Based on these points of view one may realize the complexity of understandings regarding one definition for the term equivalence.

In order to get distance from the two extremes foreseen by Snell-Hornby (1987) and by Hartmann (2007), one may base on the pragmatism of Zgusta (1984), who argues the bilingual dictionary has, throughout history, presented the equivalence with two different properties: 1. Translatability (or insertion) and 2. Explanatory paraphrase. Although Zgusta evidences the common use of those properties in the dictionaries, he affirms bilingual dictionaries should not offer explanatory paraphrases or definitions; instead, they should offer truly lexical items from the target language that, once inserted in the context, would produce a stable translation, without deviation. Yet, another aspect we may add concerning the PUz in our investigation is that, frequently, they are not inserted in the informal contexts of those expressions.

Although lexicographers try to contextualize the PUz by means of quotations (quotes), they cannot always pursue that targeting for all the PUz cases. The progress of discussions around one concept scientifically accepted for the equivalence is slow and the results still limited. One may notice the lack of a consistent methodology for the application of a theory and of a practice may converge for the lexicographer day by day and several times turns his job intuitive and experimental.

After analyzing studies in the field, this researcher understands the equivalence for phraseological units with zoonyms as approximated values of meanings in different cultural contexts, but intermediated by similar events. The equivalence seen this way may provide satisfactory translations for many phraseologisms in bilingual school dictionaries.

It is known that bilingual dictionaries are important to the job of lexicographers and to comparative studies (HARTMANN, 2007). Although one considers it is common to find words undressed from their contexts in bilingual dictionaries, far from their collocation environments, one can affirm the given correspondences present some kind of relevance for the consulting of the user or the translator.

The difficulty one generally notices in the search for equivalences in bilingual materials is to find a static correspondence for the lexical correspondence. Regarding to translations of idioms or metaphorical expressions, and markedly the zoonymic units, one may observe a “touch” of “artificial” and “unreal” as Hartmann (2007, p.15) argues. One may find, sometimes, (‘several’ times) a formal equivalence for an informal phraseological unit.

A recurrent aspect is that some presented equivalences are not unanimous in dictionaries, and that points to the fact that the necessity of production of users is not being fulfilled. After a meticulous study³ on those occurrences under the light of

³ The mentioned research is part of the doctoral dissertation “Phraseological Units with zoonyms in monolingual and bilingual dictionaries (Portuguese-English) and in manuals from PNLD”, defended in 2015, in Lexicography and

Metalexicography and Phraseology theories, this researcher tries to provide a real example analysis, a type of 'X-ray' of the phraseological units with zoonyms in the researched dictionaries.

Learning Metalexicography to understand the dictionary

For Welker (2004, p. 11, our translation) Metalexicography is "[...] the study of problems related to the making of dictionaries, dictionary critics, research on lexicography history, research of the use of dictionaries and dictionary typology". Another concept that can be mentioned is the one from Krieger (2006, p. 143, our translation) who affirms that Metalexicography is "the discipline that studies critical analysis of dictionaries, and investigates problems in its elaboration".

On the Metalexicography practiced at present, one may observe the abundance of categorizations and thoughts related to the presentation of bilingual school dictionaries. As for metalexicographical aspects one argues about the dictionary delinquency, that is, the practice of reprinting dictionaries without mentioning previous editors or, still, the practice of the marketing team to overvalue the entry numbers of a work, increasing the stock of lexical items in the cover to favor the dictionary trading.

Bergenholtz and Tarp (1995) explain that the quality of a lexicographical work includes meticulous selection of lemma oriented by very judicious objectives. It should be made clear for the user in the introduction or in the user guide. The user who dedicates to these studies is the language student, the translator, or the researcher who makes uses of the dictionary with, usually, clear and didactic objectives. In that sense, there is a Metalexicography interested in school issues, which is commonly called Pedagogical Lexicography (PL).

In the definition given by Hernandez (1998, p.50, our translation), Pedagogical Lexicography receives also the name of Didactic Lexicography. The author compares the two terms and considers that such Lexicography "refers to works of the ones who have not achieved yet the linguistic competence in their mother tongue or in the second language". It may be understood, based on the argument that the pedagogical lexicography is unequivocally related to the making of dictionaries for learners or for the language learning. As for the use of dictionaries as didactic materials to help language learning, it is common to argue about which one is better, monolingual or bilingual. This researcher states it is possible to find good results in studies by means of using that reference material.

In the scope of dictionaries which are considered pedagogical or didactic, as Hernández suggests, one may register a contrastive bilingual dictionary being elaborated by Durão, Ruano, and Werner (2009), named DIFAPE which is directed to Brazilian

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Portuguese mother tongue speakers in process of learning Spanish (peninsular variant) as foreign language.

Durão, Ruano, and Werner (2009, p.193-194, our translation) state bilingual dictionaries are more appropriate for foreign language learning and explain:

Among counter arguments to the bilingual dictionary as a didactic tool, there are arguments that highlight the semantic differences between languages, the impossibility to delimit lexical meanings of a language by means of the equivalent indication and the danger of interference. Many linguists assume the idea that the value of each element of a language defines itself by the place it occupies in the interior of the system of that language, as for its relations with other elements of it. From that concept on, one concludes that the meaning of a lexical item in a language can be explained only by means of other elements from the same language, and it is not possible to be thoroughly clarified by translation equivalents.⁴

The above discussion arises controversy among several scholars and the authors' reflections on the theme corroborates the importance of this issue. Therefore, the goal of designing didactic materials fit to language learners, once their needs are different from the monolingual dictionary users.

Learning Phraseology to understand phraseological units with zoonyms

Phraseology is an area of studies whose object of reflection are phraseologisms or phraseological units. It studies phraseological phenomena and holds sociocultural aspects that are always present in one specific community. Studying those items is a way of learning how to understand “the situations which motivate their use” (ORTÍZ ÁLVAREZ, 2012, p. 12, our translation).

Zuluaga (1980) contributed enormously to the understanding of characterizing aspects of the phraseologisms. He argues that Phraseology designates “both the set of phraseological phenomena as the science which studies them” (ZULUAGA, 1980, p. 226, our translation). One employs here the term in the two mentioned meanings.

⁴ Original fragment: “Entre os argumentos contrários ao dicionário bilíngue como dicionário didático existem aqueles que destacam as diferenças semânticas entre as línguas, a impossibilidade de delimitar os significados léxicos de uma língua por meio da indicação de equivalentes em outra língua e o perigo da interferência. Muitos linguistas assumem a ideia de que o valor de cada elemento de uma língua se define pelo lugar que ocupa no interior do sistema desta língua, assim como por suas relações com outros elementos da mesma, portanto o valor de uma língua não pode ser idêntico ao valor de um elemento de outra língua. Partindo desse conceito, chega-se facilmente à conclusão de que o significado da unidade léxica de uma língua pode ser explicado unicamente mediante outros elementos da mesma língua, não podendo ser esclarecido satisfatoriamente mediante equivalentes por tradução.” (DURÃO, RUANO, WERNER, 2009, p.193-194).

In Brazil, phraseological studies in the direction Portuguese-English, in the scope of bilingual Lexicography area are backwards if compared to other pair of languages (TAGNIN, 1989; ORTIZ ÁLVAREZ, 2000). Not only this fact, but also the lack of phraseological materials in bilingual language dictionaries (mainly the ones that assist the function of production/codification) come to corroborate the interest of this researcher for the studies of phraseological units.

Welker (2004) claims that the first studies of Phraseology arose in Russian territory, in the decade of 40's from the XX century, with Vinogradov and Isasenko⁵. Out of Russian territory, Phraseology establishes as science around the years 70's and 80's in the same century. The great precursor of phraseological studies was Bally (1961) (ORTÍZ ÁLVAREZ, 2000; WELKER, 2004), who created the conceptual framework for the studies of phraseological phenomena. From him, the first monograph about the topic according Welker (2004) seems to be the one from Makkai (1972) whose doctoral dissertation points out the idioms (idiomatic expressions). Other studies by Welker on phraseologisms is Rothkegel's (1973), which investigates an automatic or computational analysis of the phraseological units. The German scholar Burger (1973) intensified the phraseological research and published papers on idioms. Another very relevant contribution is Zuluaga's (1980) who made an outline on phraseological research which went from 1880 (Paul) to 1973 (Burger). Nowadays, the studies involving phraseological phenomena are in full expansion and the interest for delimiting and learning the phraseological units is visible.

The chart below shows some definitions on Phraseology proposed by researchers who are bringing great development to that area of studying.

Chart 1 – Some Phraseology definitions

AUTHOR/YEAR	PHRASEOLOGY
SAUSSURE (1916) ⁶	<i>Groupings are constituted by syntagmatic and paradigmatic relations of units belonged to the language and provided by tradition.</i>
BALLY ([1909]1961)	<i>On Phraseology the assimilation of language facts occurs mainly, by associations and groupings, which may be transitory, but can also have a usual character by repetition, and form indissoluble units.</i>
VINOGRÁDOV (1938)	<i>The narrow relation between phraseology (idiomatic) and lexicology is conditioned not only by structural closeness of word and idiom concepts, but also by constant movement from the word to idioms and idioms to words.</i>

⁵ One can find in Ortiz Álvarez (2000) bibliography several notions from phraseological studies that are fruit of many Russian researchers' works.

⁶ Bally and Sechehaye (two of his pupils) compiled notes from the courses ministered by Saussure and edited the General Course of Linguistics, a seminal book for linguistics science.

AUTHOR/YEAR	PHRASEOLOGY
REY (1986)	<i>System of expressive particularities linked to social conditions in which language is actualized [...] two aspects of same reality: expression and locution generally employed as two synonyms.</i>
FIALA (1988)	<i>Phraseology, a set of complex forms that belong to several syntactic categories figurative or not, but it is constituted by recurring combinations, more or less stabilized, of lexical and grammatical forms, fixings built in restricted contexts.</i>
TRISTÁ (1988)	<i>Phraseologisms are word combinations that, due to its constant use, lose their independence and acquire a global meaning.</i>

Source: Budny (2015, p.67, our bold).

On the presented definitions, one may verify the occurring of words such as *groupings, associations, closeness, idiomatisms, expression, locution, combinations*, among others, that point out meaningful traces present in the Phraseology. Particular combinations characterize these linguistic phenomena. Definitions help in the study of phraseologisms whose compositions are object of investigation in the area and often, theoretical discordances. One aspect that holds some divergence is the one related to the category choices (idioms, collocations) that should (or not) be included in Phraseology.

For the purpose of this study, this researcher agrees with the classifications for phraseological units proposed by the following authors: Hausmann (1984 apud WELKER, 2004), Xatara (1998), Burger (1998). These researchers include in lexical combinations, in addition to idioms, collocations, proverbs, maxims, aphorisms, clichés, as well as poems and periods in phraseological units.

In current phraseological studies, the expression “phraseological unit” – the study object of Phraseology – is gaining supporters among researchers of the area. According to Corpas Pastor (1996), in order to recognize phraseological units is necessary to observe the following characteristics:

- a) Expressions formed by several words (PUz are formed by, in the minimum, two graphical words);
- b) Institutionalized expressions crystallized with time, learned and utilized by language speakers;
- c) Stable expressions in several degrees;
- d) Expressions which characterize themselves for presenting syntactic or semantic particularities (they cannot be used in passive voice, in the first case and the keyword of the phraseological unit resists to changes, in the second);
- e) Expressions that characterize themselves by the possibility of variation in some of their integrating elements; they contain already lexicalized variants in the language, or occasional modifications in context. As, for example, the phraseological unit “*estar com minhocas na cabeça /me deixar/ me deixa com minhocas na cabeça / (não) por minhocas na (minha) cabeça* ((not) have rocks in one's (my, your) head). One peculiarity

of some phraseological units (excepting proverbs) is that they do not constitute complete statement and, generally, function as elements of the sentence.

Phraseological units can be classified according to Welker (2004, p. 164-166) and some provided examples as: (1) idiomatic, which can be illustrated by the PUz “*estar em palpos de aranha*” (to have (hold) a wolf by the ears) or “*estar com minhocas na cabeça*” (have rocks in (one’s) your head); (2) non-idiomatic, as, for example, “*como sardinha em lata*” (packed like sardines); (3) the ones with diverse degrees of idiomaticity; (4) the ones partially idiomatic (or semi-idiomatic), in which one component keeps its literal meaning, as for example, “*agarrado como carrapato*” (hanger-on).

In the studies of phraseologisms, Ortiz Álvarez (2000), Welker (2004), among other researchers, have tried not only to explain the limits of idiomaticity, but also to establish criteria of fixedness. However, “there are not precise limits between idiomatic and non-idiomatic phraseologisms” (WELKER, 2004, p. 165-166, our translation) and phraseologysts agree that the criteria of fixedness is random. The criteria of delimitation and classification of PUz are heterogeneous, but for the purpose of this investigation one may cite Ortiz Álvarez (2000, p. 90, our translation) who states that “[...] PUz are indivisible phrases semantically and composed by two or more words and that depending on their grammatical structure and function can constitute or comprise sentences”. Concerning the studies of phraseological units with zoonyms, the same characteristics pointed out by Welker and Ortiz Alvarez can be observed. It is possible to find PUz, which is pointed in the sequence, that are delimitated only by two lexemes, as for example, “*dar zebra*” (the dark horse has won), “*galinha morta*” (to be dead easy). Other PUz are formed by more than two lexemes, as in “*puxar a brasa pra sua sardinha*” (to feather one’s nest), “*estar com a pulga atrás da orelha*” (to have a flea in one’s ear). Some variations were also found in the analysis of PUz components, which can be affirmed, with Welker (2004), their criteria of fixedness is casual and requires more reflections. As one may notice, there are many aspects to be investigated when it comes to expose PUz nature.

What it is possible to expect in the medium term is the enlargement of reference materials that contemplates phraseologisms and the search for other translations that may respond for cultural aspects of the PUz nature. Dictionaries usually have potential to help the student to learn new expressions and to elaborate texts in the English language. They can explain aspects of using an idiom with certain deepness. In more detailed dictionaries it can be found clear definitions and examples on how to use words in the scope of their contexts of use (HUMBLÉ, 2006; BEJÓINT, 1981)⁷, find information on the register of the PUz (informal, jocose, vulgar), which offers more security for those who need to utilize popular expressions. Many lexicography researchers (KRIEGER, 2006; WELKER, 2004, 2008; HARTMANN, 2007; DURAN, 2008) defend the validity of the dictionary as a support tool to the teaching of foreign languages.

⁷ As Béjoint used to affirm more than twenty years ago: “In general, the best dictionary for production is the one which brings more detailed information on syntax and collocation [...]” (BÉJOINT, 1981, p.210, our translation). Syntax as well as collocation suppose the knowledge of the behavior of the words that collocates with the unknown word.

The nature and variety of equivalences for phraseological units with zoonyms

The studies carried out by Budny (2015) on phraseological units with zoonyms demonstrated that some phraseologisms receive diversified equivalences in bilingual school dictionaries. Such fact may constitute an obstacle for these dictionary users, mainly if they are in classroom context, developing production activities where all of them are working in the same source-text, at the same time. In that environment, how would one explain such diversity of equivalences, and if one is talking about a commercial translation to be delivered to the client by the translator, how to justify the several “possible” versions? Naturally, on the one hand, one may illustrate the ambiguity of equivalences when one finds different versions for the same meaning unit and that constitutes a situation of hesitation for the user of the dictionary. On the other hand, the translations (when one finds them) not always seem to correspond to the stylistic and informal effect one expects of them.

It may also be suggested as an example the following PUz, “*ser um asno*”, which means “a person who makes everything wrong and irritates others because of that”. It is translated in its figurative or popular meaning in the four researched dictionaries, as silly ass; stupid; fool; ass; ignorant. In the case one translated the following interjection: “*Seu asno!*” it would be necessary to choose which translations would fit better. Then, one would have the following possibilities: “You silly ass!”, “You stupid!”, “You fool!”, “You ass!” and “You ignorant!” that somehow could translate the interjection, but if one considers the idiom making part of a colloquial, informal context, much probably “You ignorant!” or “You stupid!” would not fit as the best option for the expression. There is the necessity to keep the stylistic aspect of informality. One may also emphasize the co(text) should help in the correspondence that better fits the interjection translation.

Another example that can be mentioned is related to the PUz “*Ser uma baleia*”, that means, in figurative, pejorative and popular meaning, a very obese individual, a very fat one. From the researched dictionaries, four of them presented the following equivalences for the PUz, “To look like a beached whale”, “To be very overweight”, “To be enormous” and “a fat person”. A person who wants to employ a pejorative colloquialism “*Fulana está uma baleia!*” probably would not like to see his/her talking translated as “So and so is very overweight!”, or still, “So and so is a fat person!”, “So and so is enormous!”. Even though those translations at any given time may be legitimate, they may not be appropriate when the intention is to find the colorfulness of the idiomatic and cultural emphasis of the phraseologism. Fortunately, for that PUz one may easily find an idiomatic and cultural correspondence that is, for example, “So and so looks like a beached whale!” which privileges a translation with stylistic and idiomatic traces.

As for the PUz “*vai dar bode*”, which holds a familiar, colloquial meaning and has the idea of “you are going to have trouble”, it brings the inconvenience of presenting the formal translation “there’ll be trouble” for the idiom which one learns to be colloquial,

informal, and expects to receive one equivalence with the same informality. The PUz receives the correspondence “be hell to pay” from Larousse which seems to satisfy the colloquial and informal nature of the phraseologism.

There is another example, that is, the expression *olhos de águia*, which suggests that the person who owns them gets to see opportunities that others do not see. According to the monolingual dictionary UNESP, the expression has the meaning of “perceptive”, “acute”. In the search for that PUz in one dictionary of idioms in Portuguese⁸, this researcher found the following definition: a very acute look, very penetrating, which perceives and sees all. Michaelis presents the equivalence “piercing eyes”. A research at *Google* has been proceeded for one reference given in English, and the following citation has been found “She looked at me with ‘piercing eyes’ and I was suddenly frightened that she knew what I had done.”⁹. However, it was possible to verify the PUz can be similarly translated by *eagle eyes*, according to the on-line Cambridge dictionary and it means, “To perceive everything, even small details” and followed by the citation where the equivalence is in the adjectival category of English “My eagle-eyed mother noticed that some cakes had gone missing”¹⁰.

One can point out many cases of PUz, which have been translated by formal correspondents and should not be applied in contexts of informality and expressiveness of the phraseologisms. From there comes the necessity for more studies in the area of zoonymic phraseologisms for better translation representation in dictionaries.

PUz are scarce in bilingual dictionaries. Similarly, there is not much theoretical reference on the theme. One of the challenges to face is the scarcity of phraseological studies in the direction Portuguese- English. What one can abundantly find in the area are reference materials and dictionaries in the direction English-Portuguese, which are the most described and translated in the current lexicography (HARTMANN, 2007).

As far as production is concerned, it is relevant the dictionary presents marks related to the existing linguistic community variants. They may correspond “[...] to the variation in the space (regionalism), to the variation in time (archaism), to variation in society (cultism/vulgarism) and to the thematic variation (language of specialty)”, according to Fonseca and Cano (2011, p.2, our translation); yet, such marks are rarely contemplated by editors and lexicographers in those materials.

Conclusion

This paper presented not only relevant aspects on the studies of phraseological units with zoonyms in bilingual school dictionaries, but also attempted to contribute for the lexicographical studies in Brazil. These studies aimed at strengthening their

⁸ Available in: <<http://www.dicionariodeexpressoes.com.br/busca.do?expressao=Olhos%20de%20%C3%A9guia>>. Access on: 18 Apr. 2014.

⁹ Available in: <<http://www.merriam-webster.com/dictionary/piercing>> Access on: 12 Jul. 2017.

¹⁰ Available in: <<http://dictionary.cambridge.org/dictionary/british/eagle-eye>>. Access on: 12 Jul. 2017.

use and gathering theoretical knowledge on the theme, demonstrating the comparison of equivalences, with distinct traces and register of occurrences in bilingual school dictionaries. Common sense says that the occurrence of phraseological units with zoonyms is vast, and it constitutes one cause to deserve deeper studies and categorizations that may contribute for the advance of Pedagogical Lexicography in Brazil. Some years ago, the search for meanings of a word having as base an obstinate analysis was speculated, handily conducted in many written text pages. Currently, one cannot affirm the ways have changed radically, but present technological tools¹¹ encourage ways for the search of cultural information¹² to help better phraseological units with zoonyms translations.

BUDNY, R. As unidades fraseológicas com zoônimos nos dicionários bilingues escolares (português-inglês) e a questão das equivalências. *Alfa*, São Paulo, v.61, n.2, p.495-509, 2017.

■ *RESUMO: As unidades fraseológicas com zoônimos (UFz) são expressões metafóricas integrantes da cultura e expressam aspectos peculiares da comunicação, com um colorido especial próprio à conversa dos falantes de uma língua. Por esta razão, espera-se que os dicionários possam verter as UFz para a língua alvo, com a maior proximidade possível com a língua-fonte, no que se refere à informalidade. Procura-se conhecer o como se dá o tratamento das UFz com relação às equivalências que lhe são atribuídas em dicionários bilingues escolares, na direção português-inglês. Tomam-se por base pressupostos da Lexicografia e da Metalexicografia bilingues com autores como Casares (1950); Zgusta (1971, 1984); Bejóint (1981, 1994, 2000); Hartmann (2007); Welker (2004) na interface que fazem com a Fraseologia com Zuluaga (1980); Ortiz Alvarez (2000); Corpas Pastor (1996); Xatara (1998). O artigo objetiva dar a conhecer algumas conceituações dadas à equivalência e à Fraseologia na tentativa de entender o que se pode esperar das traduções oferecidas para as UFz nos dicionários pesquisados. Trata-se de um recorte da tese de Budny (2015) que demonstra a pouca incidência desses fraseologismos (cerca de 37%) nesses materiais e a divergência de traduções para eles, traduções nem sempre satisfatórias para o aspecto cultural emblemático das UFz.*

■ *PALAVRAS-CHAVE: Unidades fraseológicas. Zoônimos. Dicionários. Equivalência.*

¹¹ Corpus linguistics, for example, has contributed much to the study and analysis of languages in general or specialized, its tools have brought to the light of the curious look of researchers interesting aspects of linguistic phenomena in their natural occurrence.

¹² We understand by “cultural translations” those used in cultural studies that serve to demonstrate the process of linguistic transformation in the translation of a given language A into language B.

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THE SEMANTIC PROPERTY *MOTION* IN THE LEXICAL REPRESENTATION OF BRAZILIAN PORTUGUESE VERBS

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- **ABSTRACT:** In this paper, we (i) describe semantic and syntactic behavior of motion verbs in Brazilian Portuguese, (ii) analyze the lexicalization pattern of these verbs and (iii) determine how motion is represented in the lexical structure of verbs by means of primitive predicates decomposition metalanguage. We propose that all Brazilian Portuguese motion verbs lexicalize the execution of an event instead of the path or manner of motion dichotomy, as proposed in many linguistics papers. However, although motion verbs show the same pattern of lexicalization, they cannot be considered as belonging to a single verb class, because they differ in number and type of their arguments, in their lexical aspect and in their unaccusativity behavior. Thus, Brazilian Portuguese motion verbs are divided, at least, into five different classes. Each class presents its own semantic representation.
- **KEYWORDS:** Lexicalization. Primitive predicates decomposition. Verb classes. Motion verbs.

Introduction

Although it is widely accepted by many researchers that the nomenclature ‘motion verbs’ refers to verbs such as *run*, *get out*, *get up*, *throw*, *swing*, *etc.* (TALMY, 1985, 2000; JACKENDOFF, 1990; LEVIN; RAPPAPORT HOVAV, 1992; LEVIN, 1993; BEAVERS; LEVIN; THAM, 2010; AMARAL, 2010, 2013; DEMONTE, 2011; ZUBIZARRETA; OH, 2011; MENUZZI; RIBEIRO, 2011; GODOY, 2012; SOUTO, 2014; SILVA JÚNIOR, 2015, among others), defining the concept of *motion* as a semantic component is not an easy task, since few linguists are worried about this.

For example, Talmy (1985, 2000) proposes that a motion event is any situation that contains motion or stationary location. So the author considers motion events sentences of two types: *the artist went to Paris* and *the mug is on the table*. In a similar way, Demonte (2011) argues that motion events describe situations in which one entity

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moves in relation to another, going through a path. Thus, according to her, verbs such as *arrive*, *come back* and *dance* show how “people and things change their place and orientation in space” (DEMONTE, 2011, p. 17).

However, these definitions are too broad, since many verbs, which are not treated as verbs of motion, fit the concept of ‘motion event’ given by Talmy (1985, 2000) and by Demonte (2011). Consider the example of the verb *enterrar* ‘to bury’ in the sentence *o cachorro enterrou o osso no jardim* ‘the dog buried the bone in the garden’. We can say that this sentence describes an event in which there is motion, since *the dog* makes a movement with its paws causing the bone to change of place, being buried *in the garden*. However, in a broad analysis of Brazilian Portuguese (BP) verbs of change, Cançado, Godoy and Amaral (2013) propose that the verb *enterrar* ‘to bury’ belongs to the class of change of locative state verbs, because it entails that an entity is in a state, and it is in a determined place, that is, that *the bone is buried in the garden*.

Silva Júnior (2015) affirms that BP motion verbs denote that an object changes its place by some kind of movement. Thus, according to the author’s definition, the verb *enjaular* ‘to cage’ in the sentence *o domador enjaulou o leão* ‘the tamer caged the lion’ would be a motion verb, because *the lion* is moved by *the tamer*, becoming in the cage. Nevertheless, Cançado, Godoy and Amaral (2013) propose that this verb belongs to the class of change of place verbs, because it entails that an entity changes its place and this place’s name is expressed by verb root. Thus, the name *jaula* ‘cage’ is inside the verb *enjaular* ‘to cage’.

Taking a brief look at these definitions, we see that delimiting the concept of *motion* is not simple, since several situations in the world can denote different types of motion.

The purpose of this paper, then, is to analyze the real importance of *motion* semantic property and to establish whether this property really should be represented in the lexical structure of “BP motion verbs classes”. Examples of these verbs in BP are: *correr* ‘to run’, *sair* ‘to get out’, *levantar* ‘to get up’, *lançar* ‘to throw’, *balançar* ‘to swing’, etc. We understand verb classes as groups of verbs that share semantic properties capable of determining their syntactic behavior (LEVIN, 1993; PESETSKY, 1995; GRIMSHAW, 2005; CANÇADO; GODOY; AMARAL, 2013). And the term *lexical structure* (or also *argument structure*, *semantic/lexical representations*, *semantic structure*), refers to the semantic representation of verb classes, or of a specific verb (CANÇADO; GODOY, 2012; CANÇADO; GODOY; AMARAL, 2013).

This paper presents, in addition to the introduction, a second section that gives an overview of how motion verbs are treated in the linguistic literature. From the third to the seventh section we describe the classes by which BP motion verbs are distributed. The eighth section presents our final considerations.

The semantic property *Motion*

There is consensus in the literature that the so-called ‘motion verbs’ do not constitute a single verb class in several languages (TALMY, 1985, 2000; JACKENDOFF, 1990; LEVIN; RAPPAPORT HOVAV, 1992; LEVIN, 1993; BEAVERS; LEVIN; THAM, 2010, among others).

In general, authors propose that there are two types of motion verbs: (i) path verbs, which include in their meaning the direction of motion, such as *arrive*, *come* and *go*, and (ii) manner of motion verbs, which denote the way the motion occurs, such as *run*, *walk*, *swing*, and *spin*.

According to Levin and Rappaport Hovav (1992), path verbs are unaccusative¹ and denote *achievements*², while manner of motion verbs are subdivided into two types: *spin* verbs, which are also unaccusative, but denote activities,³ and *run* verbs, which also denote activities, but are unergative⁴.

Talmy (1985, 2000) and Levin and Rappaport Hovav (1992) argue that the semantic properties *manner* and *direction of motion* are in complementary distribution, since both cannot be lexicalized at the same time by the same verb. Regarding this lexicalization pattern, Beavers, Levin and Tham (2010) propose that it arises from a broader constraint, proposed by Rappaport Hovav and Levin (2010), called MANNER/RESULT complementary hypothesis. According to this hypothesis, all the activity verbs lexicalize the *manner* component and all the other verbs, except the stative⁵ ones, lexicalize a *result* meaning.

Silva Júnior (2015) opposes Talmy (1985, 2000) and Levin and Rappaport Hovav (1992) proposals, claiming that BP motion verbs are not distinguished in path verbs and manner of motion verbs, since the same verb can convey either the path or the way the motion occurs. The author (2015) gives the following examples:

(1) O acidentado saiu andando do carro.⁶

‘The person who suffered an accident got out walking from the car.’

(2) O bêbado andou cambaleando.

‘The drunk walked staggering.’

(SILVA JÚNIOR, 2015, p. 49).

¹ Unaccusative verbs have only one argument that presents object properties and therefore occupies the position of internal argument in the deep structure, although it can be raised to the subject position, according to a generative approach.

² Achievement verbs describe punctual events that do not develop over time.

³ Activity verbs describe events that develop over time without a telus.

⁴ Unergative verbs, as opposed to unaccusative ones, have only one argument that presents subject properties. Thus, this argument occupies the external argument position in the deep structure.

⁵ Stative verbs do not denote events, since they do not have an internal dynamic. They do not indicate a process that develops in time.

⁶ The examples of this paper are accompanied by glosses when translations fail to express the syntactic-semantic properties of BP. Glosses are indicated between brackets.

According to him, the verb *andar* ‘to walk’ emphasizes the manner of motion in (1) and the path in sentence (2). In addition, for him, there are verbs that convey only the manner of motion, such as *rodopiar* ‘to twirl’ e *balançar* ‘to swing’. Thus, he argues that the BP verbs differ in relation to the presence or absence of translation in their lexical structure. Verbs of translation are those denoting that an entity moves, changing its place.

Thus, BP motion verbs, according to his analysis, are divided into three distinct classes: (i) translation verbs, such as *subir* ‘to go up’, *descer* ‘to go down’, *entrar* ‘to get in’, *sair* ‘to get out’; (ii) manner of motion verbs, such as *balançar* ‘to swing’, *girar* ‘to spin’, *dançar* ‘to dance’; and (iii) verbs of manner and translation, such as *correr* ‘to run’, *marchar* ‘to march’, *andar* ‘to walk’.

However, it does not seem a good idea to classify BP motion verbs in relation to the presence or absence of translation, since a verb that denotes manner of motion, such as *dançar* ‘to dance’, can also denote translation in sentences such as *a bailarina dançou pelo salão* ‘the ballet dancer danced through the ballroom’. Likewise, verbs that denote translation, according to Silva Júnior (2015), can denote an event in which an entity does not change its place, as we can see in the sentences *a mulher andou/ correu na esteira* ‘the woman walked/ ran on the treadmill’, *os soldados marcharam todos no mesmo lugar* ‘the soldiers marched without leaving their places’.

We intend to show that BP motion verbs lexicalize neither the manner of motion nor only the path, contrary to what is proposed in the linguistic literature (TALMY, 1985, 2000; JACKENDOFF, 1990, LEVIN; RAPPAPORT HOVAV, 1992; LEVIN, 1993, BEAVERS; LEVIM; THAM, 2010; AMARAL, 2010, 2015; DEMONTE, 2011; MENUZZI; RIBEIRO, 2011; GODOY, 2012; SOUTO, 2014; SILVA JÚNIOR, 2015).

Cançado and Amaral (2016) proposed, following Jackendoff (1990), that the semantic component lexicalized by the verb can be expressed “[...] by names or adjectives related to the verb and these lexical items can be expanded in phrases which have some of the verb arguments [...]” (CANÇADO; AMARAL, 2016, p. 207). Consider the verb *quebrar* ‘to break’ in sentence (3a). It is a verb that lexicalizes an entity’s change of state since this entity changes from a not broken state to a broken state (CANÇADO; GODOY; AMARAL, 2013). The meaning ‘become state’ (PARSONS, 1990) is evidenced by the sentence (3b), in which the verb *ficar* ‘to become’ joined the entity affected by the action to the adjective or verbal participle, which denotes the result encoded by the verb, evidences the meaning of *become state*.

(3) a. O menino quebrou o vaso de flor.
‘The boy broke the flower pot.’
b. \vdash O vaso de flor ficou quebrado.⁷
‘The flower became broken.’

⁷ The symbol \vdash indicates entailment (CANN, 1993).

Now, let's take a look at the motion verb *correr* 'to run'. This verb accepts a cognate nominal phrase, which encodes an event in the world (AMARAL, 2013), and derives a nominal phrase that also denotes an event.

(4) a. O atleta correu uma corrida perfeita.
[the athlete run- SP⁸ a run-PART⁹ perfect]
'The athlete ran a perfect race.'

b. A corrida do atleta durou uma hora.
[the run-PART of the athlete lasted one hour]
'The athlete's race lasted one hour.'

The syntactic property of accepting a cognate object denoting an event and the morphosyntactic property of deriving a nominal phrase, in which the subject of the verb is the complement of the name, reveals that the verb lexicalizes the realization of an event in the world rather than manner of motion or path only.

We intend to show that all BP motion verbs lexicalize the realization of an event, although they do not constitute a single verb class¹⁰. They differ in relation to the number and type of their arguments, in their lexical aspect, in their unaccusativity behavior, and in the participation in some alternations such as *a cortina balançou* 'the curtain swung' / *o vento balançou a cortina* 'the wind swung the curtain', but not in *o atleta correu* 'the athlete ran' / **o treinador correu o atleta* 'the coach made the athlete run'. Cançado and Amaral (2015) propose that agentive activity BP verbs do not constitute a single verb class, and also do not lexicalize the manner of acting. We endorse the authors' proposal arguing that motion verbs of that language are also a problem for MANNER/ RESULT complementarity hypothesis of Rappaport Hovav and Levin (2010), since they lexicalize a distinct semantic component of manner and result, which is the realization of an event.

Thus, our main goal is to discover the *motion* semantic property relevance to the lexical structure of BP verbs. In order to do this, we analyzed 86 verbs, collected through Borba (1990), that denote a kind of motion. For each verb, we created sentences using our intuition of native BP speakers. We check our intuition through attested data from Google search platform.

We analyze the semantic and syntactic behavior of verbs by checking the number of their arguments, testing their lexical aspect and their behavior in relation to unaccusativity, analyzing their participation in verb alternations and the semantic component that each verb lexicalizes. All of these tests, except for the one that evidences the semantic component lexicalized by the verb, which has already been shown in this section, will be explained further.

⁸ SP means 'simple past'.

⁹ PART means 'past participle'.

¹⁰ Amaral (2010, 2013, 2015), Corrêa e Cançado (2006), Godoy (2012), Souto (2014) e Silva Júnior (2015) have already mentioned that BP motion verbs do not constitute a single verb class.

According to the test results, we grouped the verbs into semantic classes and provided for each class a lexical structure by means of primitive predicate decomposition metalanguage. We define whether specific primitives that encode motion must be present in the semantic representations. We assume, following Dowty (1979), Pinker (1989), Jackendoff (1990), Levin e Rappaport Hovav (2005), Beavers (2010) e Cançado, Godoy e Amaral (2013), that verb meaning is best represented by means of the primitive predicates decomposition metalanguage. This is a metalanguage that assumes that the meaning of a word, especially of verbs, is composed of smaller parts of meaning called semantic primitives.

Having seen a brief overview of how motion verbs are treated in the literature, let us turn to the description of these verbs in BP and the classes to which they belong.

Event realization verbs

We call ‘event realization verbs’ verbs such as *correr* ‘to run’, ‘*caminhar/ andar*’ ‘to walk’, *pular/ saltar* ‘to jump’, *galopar* ‘to gallop’, *etc* that encode activities and are unergative.

(5) O menino estava correndo. \dashv O menino correu.
‘The boy was running.’ ‘The boy ran.’

(6) O menino correu uma corrida triunfante.
[the boy run-SP a run-PART triumphant]
‘The boy ran a triumphant race.’

The activity aspect is evidenced by the test of imperfective paradox (5), once verbs that denote activities, when placed in the imperfective form, entail that the action was already performed. Sentence (6) evidences that these verbs are unergative since they accept a cognate object.

It is important to mention that, although they basically denote activities, these verbs can denote accomplishments¹¹ when combined with noun phrases or with prepositional phrases indicating an ending point/telus: *o atleta correu 5 km* ‘the athlete ran 5 km’ / *João caminhou até o trabalho* ‘João walked until work’. These are examples of what Cançado and Amaral (2016) call, based on Smith (1997), ‘derived aspect’ or ‘sentence aspect’.

Rappaport Hovav and Levin (1998) propose the following structure for *run* verbs, since they are considered manner verbs in a general way:

¹¹ Accomplishment verbs denote events that develop over time and have a culmination point: *o menino quebrou o vaso de flor* ‘the boy broke the flower pot’ / *o Ricardo construiu uma casa* ‘Ricardo built a house’.

(7) *run* ‘correr’: [X ACT _{<MANER>}]
 (RAPPAPORT HOVAV; LEVIN, 1998, p. 109).

Unlike the authors, Jackendoff (1990) represents these verbs by means of a specific manner of motion primitive MOVE:

(8) *v*: [_{Event} MOVE ([_{Thing}])]
 (JACKENDOFF, 1990, p. 99).

Amaral (2013) proposes that BP *correr* ‘to run’ verbs lexicalize the realization of an event in the world, so they must have an <EVENT> root in their semantic structure. Her argumentation can be evidenced by the presence of a cognate object that specifies the event performed by some entity.

(9) O atleta correu a corrida final do campeonato.
 [the athlete run-SP the run-PART final of the championship]
 ‘The athlete ran the final race of the championship.’

(10) O atleta nadou um nado borboleta.
 [the athlete swim-SP a swim-PART butterfly]
 ‘The athlete swam a butterfly stroke.’

(11) O homem caminhou a caminhada do dia.
 [the man walk- SP the walk-PART of the day]
 ‘The man walked the walk of the day.’

(Adapted from AMARAL, 2013, p. 59).

The author bases her proposal on Jackendoff’s (1990) argumentation that cognate phrases specify some components of verb meaning. Thus, in the sentence (9), for example, the nominal phrase *a corrida final do campeonato* ‘the final race of the championship’ is a specification of the running event and, then, the notion of event must be contained in the verb meaning.

Amaral (2013) affirms that we can do paraphrases for *correr* ‘to run’ verbs through the verb *fazer* ‘to do’, which corresponds to primitive DO (ROSS, 1972; DOWTY, 1979; VAN VALIN, 2005), associated with names that denote events¹²:

(12) O João correu 5 km hoje. ⊥ ⊥ O João fez uma corrida de 5 km hoje¹³.
 ‘João ran 5 km today.’ ‘João do a 5 km race today.’

(13) A menina já caminhou hoje. ⊥ ⊥ A menina já fez sua caminhada hoje.
 ‘The girl already walked today.’ ‘The girl already did her walk today.’

¹² Similar proposal can be seen in Pinker (1989) who affirms that the unergative verbs can be paraphrased as ‘perform some action or activity’.

¹³ Symbol ⊥ ⊥ means paraphrases (CAN, 1993).

(14) As crianças gostavam de nadar cachorrinho. \dashv As crianças gostavam de fazer nado cachorrinho.
 ‘Children like dog paddling.’ ‘Children like doing dog paddle.’
 (AMARAL, 2013, p. 60).

The primitive DO was initially proposed by Ross (1972), being intrinsically related to action and agentivity. Latter, Dowty (1979) uses this primitive as an aspectual operator. But for both authors, DO relates an entity to an event.

Amaral (2013) reformulates the authors’ proposal and concludes that DO is not related to the notion of agentivity, since there are verbs that lexicalize events performed by non-volitional subjects such as *chorar* ‘to cry’ and *espirrar* ‘to sneeze’ (*o menino chorou involuntariamente* ‘the boy cried involuntarily’/ *a criança espirrou accidentalmente* ‘the child accidentally sneezed’). Thus, the primitive DO has only the function of relating an entity X to an event.

In this way, the author proposes the following structure for *correr* ‘to run’ verbs:

(15) v: [X DO <EVENT>]
 a. *correr* ‘to run’: [X DO <CORRIDA>]
 b. *nadar* ‘to swim’: [X DO <NADO>]
 c. *caminhar* ‘to walk’: [X DO <CAMINHADA>]

Finally, we point out, following Amaral (2013), that verbs such as *correr* ‘to run’, *nadar* ‘to swim’, *andar*/ *caminhar* ‘to walk’, *pular* ‘to jump’ have *motion* semantic component as an idiosyncratic¹⁴ property, since there are verbs that do not encode motion, but behave in the same way as those described in this section.

(16) a. O menino chorou por horas.
 ‘The boy cried for hours.’
 b. O menino chorou um choro triste.
 ‘The boy cried a sad cry.’

(17) a. A menina riu alto.
 ‘The girl laughed loudly.’
 b. A menina riu uma risada escandalosa.
 ‘The girl laughed a scandalous laugh.’

(18) a. O velho roncou a noite toda.
 ‘The old man snored the whole night.’
 b. O velho roncou um ronco profundo.
 ‘The old man snored a deep snore.’

¹⁴ Idiosyncratic properties are represented in the root (ontological category that comes between angled brackets) in the primitive predicates decomposition metalanguage.

This class includes a total of 33 verbs¹⁵ and 22 of them denote motion: *andar/ caminhar* ‘to walk’, *correr* ‘to run’, *cavalgar* ‘to ride a horse’, *dançar* ‘to dance’, *desfilar* ‘to parade’, *engatinhar* ‘to crawl’, *exercitar* ‘to exercise’, *galopar* ‘to gallop’, *marchar* ‘to march’, *mergulhar* ‘to dive’, *nadar* ‘to swim’, *pular/ saltar* ‘to jump’, *passear* ‘to wander’, *rebolar/ quebrar* ‘to lie around’, *sambar* ‘to dance samba’, *sapatear* ‘to tap-dance’, *viajar* ‘to travel’, *voar* ‘to fly’.

Path verbs

The term “path verbs” (TALMY, 1985, 2000; JACKENDOFF, 1983, 1990) or “verbs of inherent directed motion” (LEVIN; RAPPAPORT HOVAV, 1992; LEVIN, 1993; DEMONTE, 2011, ZUBIZARRETA; OH, 2011) refers to verbs that include in their meaning the specification of the direction of motion such as *get out* and *get in*. However, in BP, there are typical path verbs, such as *partir* ‘to leave’, *regressar/ retornar* ‘to return’ and *voltar* ‘to come back’ (LEVIN, 1993; DEMONTE, 2011), which do not appear to have an obvious directional meaning.

(19) \models^{16} O menino saiu para dentro.
 |= ‘The boy got out inside’

(20) \models O menino entrou para fora.
 |= ‘The boy got in outside’

(21) a. O soldado partiu/ regressou/ retornou/ voltou para a guerra/ da guerra.
 ‘The soldier left/ returned / returned /came back to the war from the war’
 b. O soldado partiu/ regressou/ retornou/ voltou pra lá/ de lá/ daqui.
 ‘The soldier left / returned / returned / came back to there / from there / from here’

Sentences (19) and (20) are contradictory because the prepositional phrase contradicts the direction conveyed by the verbs’ meanings. This shows that these verbs actually lexicalize some directional motion. However, the sentence in (21b) shows that verbs such as *partir* ‘to leave’, *regressar/ retornar* ‘to return’ and *voltar* ‘to come back’ do not seem to encode a directional meaning since we cannot deny it.

¹⁵ Amaral (2013) lists the following verbs that do not denote motion, but which belong to this class: *chorar* ‘to cry’, *espirrar* ‘to sneeze’, *gargalhar* ‘to laugh out loud’, *gemer* ‘to moan’, *rir* ‘to laugh’, *roncar* ‘to snore’, *soluçar* ‘to hiccup’, *soprar* ‘to blow’, *sorrir* ‘to smile’, *suspirar* ‘to sigh’, *tossir* ‘to cough’.

¹⁶ The symbol \models indicates contradiction (CANN, 1993).

Nevertheless, all path verbs have two arguments: a noun phrase that moves along a path (Theme) and a prepositioned phrase that expresses this path (Source or Goal)¹⁷ (LEVIN, 1993; DEMONTE, 2011; CORRÊA; CANÇADO, 2006; SOUTO, 2014):

- (22) O menino saiu da sala. → Source
‘The boy got out the room.’
- (23) A criança entrou no quarto da mãe¹⁸. → Goal
‘The child got into her mother’s room.’
- (24) A moça voltou para casa. → Goal
‘The woman came back home.’

Both Theme noun phrase and Path prepositional phrase are internal arguments of verbs, so that these verbs are considered to be unaccusative verbs of two places (LEVIN, 1993; MUNHOZ, 2011; MUNHOZ; NAVES, 2012). Their unaccusativity is evidenced by the arguments’ postponement and by the absence of a cognate object. This shows that the internal argument position is already filled:

- (25) a. Entrou uma criança no quarto.
[Entered a child into the room]
‘A child entered the room’
- b. *A criança entrou uma entrada triunfante no quarto.
[the child entered an entrance triumphant into the room]
‘The child entered a triumphant entrance into the room.’

In relation to lexical aspect, Levin and Rappaport Hovav (1992), Demonte (2011) and Souto (2014) propose that path verbs denote achievements, that is, they describe events that are punctual. Let’s see, then, how they behave with lexical aspect tests. Achievement verbs cannot be combined with the expression *parar de* ‘to stop’ or when combined with this, they acquire activity reading (CANÇADO; AMARAL, 2016):

- (26) A criança parou de entrar no quarto da mãe.
‘The child stopped coming into her mother’s room.’

¹⁷ It is interesting to note that some verbs can occur with the complete specification of path, presenting a prepositioned phrase that denotes the Source and another that corresponds to the Goal: *o menino desceu do quinto até o primeiro andar* ‘the boy went down from the fifth until the first floor’. However, we propose that one of these prepositional phrases functions as a verbal adjunct, since the verb meaning is already satisfied by the presence of only one of them: *o menino desceu do quinto andar* ‘the boy went down from the fifth floor’/ *o menino desceu até o primeiro andar* ‘the boy went down until the first floor’.

¹⁸ The verb *entrar* ‘to get in’ takes a prepositioned phrase headed by the preposition *em* ‘in’ to satisfy its meaning. Although it typically has a locative reading (*Belo Horizonte fica em Minas Gerais* ‘Belo Horizonte is in Minas Gerais’), it conveys Goal when combined with motion verbs that encode displacement, such as *entrar* ‘to get in’ and *chegar* ‘to arrive’, in the sentence *a menina chegou na festa* ‘the girl arrived at party’ (BEAVERS; LEVIN; THAM, 2010).

(27) ?O menino parou de sair da sala.
?'The boy stopped leaving the room.'

Sentence (26) is interpretable only if we read it as an activity, that is, if we imagine that the child had the habit of entering the mother's room and stopped doing it.

Some verbs of this class can present a noun phrase which encode path, such as in the sentence *o menino subiu o morro* 'the boy climbed the hill'. Demonte (2011) proposes that this noun phrase is classified as Incremental Theme (DOWTY, 1991), since its internal structure is directly related to that of the event. The top of the hill is reached gradually as the boy is performing the event of climbing it. Thus, in these cases, path verbs present the accomplishment derived aspect. It also occurs when these verbs are combined with preposition *até* 'until': *o menino subiu até o topo do morro* 'the boy climbed until the top of the hill'.

Regarding the semantic representation, Jackendoff (1990) proposes the following structure for the path verbs:

(28) $v: [\text{Event GO}([\text{X}], [\text{Path TO}([\text{Place Y}])])]$
(JACKENDOFF, 1990, p. 93).

According to the author, GO function expresses the displacement of an entity X by a path Y. However, the problem in this representation is that it does not express the verb root, that is, the semantic content that is lexicalized by it without its arguments.

Adopting Cançado and Amaral (2016) lexicalization proposal, we can see that path verbs, such as *correr* 'to run', lexicalize the realization of an event, since they derive a nominal phrase that encodes this semantic component:

(29) A entrada da menina no quarto da mãe foi inesperada.
'The girl's entrance into her mother's room was unexpected.'

(30) A saída do menino da sala surpreendeu a todos.
'The boy's exit from the room surprised everyone.'

(31) A volta da moça para casa foi tranquila.
'The girl's return home was quiet.'

We argue, according to Amaral (2013), that the root in the predicate decomposition structure of these verbs must be of events' ontological category: <EVENT>. Having defined the root that represents the semantic content lexicalized by path verbs, our next step is to establish the metapredicates that will compose the structure of recurrent meaning of the class. As we have seen, Jackendoff (1990) proposes a representation for path verbs using the GO function. However, since the root <EVENT> denotes an event in the world and GO primitive denotes motion along a path, the combination of these two elements does not have semantic correspondence, because, in the world, events are performed by an entity X and GO function does not convey this idea.

Therefore, we propose, based on Amaral (2013), that the metapredicate which combines with the root <EVENT> in path verbs is the primitive DO. The path meaning will be represented by the primitive LOC (WUNDERLICH, 2012; CANÇADO; AMARAL, 2016):

(32) *v*: [[X DO <EVENT>] LOC Z]
 a. *sair* ‘to get out’: [[X DO <SAÍDA>] LOC Z]
 b. *entrar* ‘to get in’: [[X DO <ENTRADA>] LOC Z]
 c. *voltar* ‘to come back’: [[X DO <VOLTA>] LOC Z]

The brackets in the structure in (32) mark the predicates and their arguments. Thus, DO is a primitive that relates the variable X, which denotes an entity (animate or inanimate), to the root <EVENT>, which shows that the verbs of this class lexicalize an event. The substructure [X DO <EVENT>] forms a complex argument. The metapredicate LOC, as well as DO, also takes two arguments: the variable Z and the complex argument [X DO <EVENT>]. The variables X and Z represent, respectively, the Theme argument and the Path argument, which has its meaning specified as Source or Goal¹⁹, according to the preposition semantically selected by the verb.

Motion idea is derived from the combination of the root <EVENT> with LOC²⁰ primitive, unlike what happens with verbs such as *correr* ‘to run’, in which the idea of motion is idiosyncratic.

(33) O João correu na esteira²¹.
 ‘João ran on the treadmill.’

(34) O João chegou na festa.
 ‘Jon arrived at party.’

Sentence (33) does not convey the idea of motion by a path, although it is composed by a verb denoting motion and by a locative prepositional phrase. On the other hand, the sentence in (34), also composed by a motion verb and by a locative prepositional phrase, denotes the realization of motion by a path, which shows that the meaning of motion is not only at the root of the predicate decomposition structure, but in the combination of this root with the primitive LOC.

¹⁹ Unlike Cançado and Amaral (2016), who assume that LOC primitive corresponds to the locative preposition in verbs that take a prepositional phrase as an argument, we assume that the entire prepositional phrase is represented by the variable Z, whereas LOC has only the semantic function of expressing a relation of location/ path. We assume, therefore, that in predicate decomposition language, only the variables, not the primitives, correspond to phrases.

²⁰ Godoy (2012) already proposes that location verbs, such as *enjaular* ‘to cage’ and change of locative state verbs, such as *enterrar* ‘to bury’, have motion semantic property derived from its predicate decomposition structure.

²¹ The prepositional phrase in (33) is called ‘event locative’ by Corrêa and Cançado (2006) since it is not an argument of the verb *correr* ‘to run’. On the other hand, the prepositional phrase in (34) is called ‘predicate locative’ since it is an argument of the verb *chegar* ‘to arrive’. Motion semantic property is derived from predicate structure only in verbs that take a locative argument.

Seventeen BP verbs are in this class: *adentrar/ entrar* ‘to get in’, *atravessar* ‘to cross’, *avançar* ‘to go forward’, *chegar* ‘to arrive’, *descer* ‘to go down’, *embarcar* ‘to board’, *ir* ‘to go’, *partir* ‘to leave’, *recuar* ‘to back off’, *regressar/ retornar* ‘to return’, *sair* ‘to get out’, *subir* ‘to go up’, *vir* ‘to come’ and *voltar* ‘to come back’.²²

Lastly, we argue that the directional meaning of verbs such as *entrar* ‘to get in’ and *sair* ‘to get out’ is part of their idiosyncratic meaning since other verbs of this class such as *partir* ‘to leave’, *regressar/ retornar* ‘to return’ and *voltar* ‘to come back’ do not present an obvious directional meaning. Thus, we propose that the term ‘path verbs’ derives from the fact that all verbs of this class have an argument that denotes this semantic component and not from the fact some of them lexicalize a direction. Therefore, the nickname ‘path verbs’ represents better this class than the nomenclature ‘verbs of inherent directed motion’.

Caused event verbs

In this class, we have verbs that take two arguments and that can present a Path prepositional phrase as an adjunct. They also derive a nominal phrase that encode an event in the world, and this nominal phrase is the nominal passive since the verbal object becomes the name’s complement and the verbal Agent becomes an adjunct headed by the preposition *por* ‘by’.

- (35) a. O piloto decolou o avião.
‘The pilot took off the plane.’
- b. O piloto decolou o avião até um quilômetro do solo.
‘The pilot took off the plane up to one km from the ground.’
- c. A decolagem do avião pelo piloto
‘The airplane’s take off by the pilot’
- (36) a. O soldado hasteou a bandeira.
‘The soldier raised the flag.’
- b. O soldado hasteou a bandeira até o topo do mastro.
‘The soldier raised the flag to the top of the mast.’
- c. O hasteamento da bandeira pelo soldado
‘The raising of the flag by the soldier’
- (37) a. O atleta levantou a barra de ferro.
‘The athlete lifted the iron bar.’
- b. O atleta levantou a barra de ferro até os ombros.
‘The athlete lifted the iron bar up to his shoulders.’

²² Cançado, Amaral and Meirelles (in prep.) argue that other verbs that do not encode motion are also part of this class such as *divorciar* ‘to divorce’, *acreditar* ‘to believe’, *apegar* ‘to hold’, *concentrar* ‘to concentrate’, among others. All verbs of this class have a prepositional argument and denote the realization of an event by a path, even if it is more abstract.

c. O levantamento da barra de ferro pelo atleta²³
'The lifting of the iron bar by the athlete'

According to Corrêa and Cançado (2006), the prepositional phrase that encodes path is a verbal argument. However, we argue that this phrase is an adjunct, since its presence is not necessary to satisfy the verb meaning, as we show in sentences (35a), (36a) and (37a).

Moreover, unlike the authors, who claim that verbs of this class denote achievements, we classify them as accomplishment verbs, since they are ambiguous when combined with the adverb *quase* 'almost':

(38) O piloto quase decolou o avião.
'The pilot almost took off the plane.'
a. O que o piloto quase fez foi decolar o avião.
'What the pilot almost did was take off the plane.'
b. O que o piloto fez foi quase decolar o avião.
'What the pilot did was almost take off the plane.'

Morgan (1969) proposes that the adverb *almost* differentiates verbs that denote two subevents and thus present the lexical aspect of accomplishment from those that encode just one event, which can be an activity or an achievement. The sentence in (38a) means that the pilot thought about taking off the airplane, but did not do it while (38b) encode the meaning that the pilot even performing some procedures to take off the airplane, did not conclude the action, so the plane did not take off.

Cançado, Amaral and Meirelles ([2017]) argue that there are other verbs that do not denote motion, but behave like those of this class, since they denote accomplishments, have two arguments and derive a phrase that encodes an event (nominal passive):

(39) a. O veterinário amputou a patinha do cão.
'The vet amputated the dog's paw.'
b. A amputação da patinha do cão pelo veterinário
'the amputation of the paw of the dog by the vet'

(40) a. O dono do frigorífico abateu o boi.
'The owner of the cold-storage room slaughtered the ox.'
b. O abate do boi pelo dono do frigorífico
'the slaughter of the ox by the owner of the cold-storage-room'

²³ It is interesting to mention that the verbs of this class exhibit an intransitive form: *o avião decolou* 'the plane took off', *a bandeira hasteou* 'the flag hoisted' and *o atleta levantou-se* 'the athlete got up'. These forms correspond, respectively, to what Amaral (2015) classifies as metonymic alternation, result constructions and middle alternation. For a detailed study on different semantic processes that underlie the transitive-intransitive alternation in BP, see Amaral's thesis (2015).

(41) a. O bandido sequestrou a moça.
 ‘The bandit kidnapped the girl.’
 b. O sequestro da moça pelo bandido
 ‘the kidnapping of the girl by the bandit’

In a preliminary analysis, the authors list about 300 verbs that behave the way we showed in this section. This indicates that motion is an idiosyncratic property of some verbs of this class. It is this idiosyncratic property that allows verbs to accept the addition of a Path prepositional phrase as shown in sentences “b” in examples (35) to (37).

Thus, to propose the semantic structure of this class, we have the following information: the verbs take two arguments, denote accomplishments, derive nominal phrases (nominal passive), and motion is an idiosyncratic property of some verbs since all of them seem to describe events in which the external argument affects the internal one in some way.

Thus, based on Amaral’s (2013) lexical structure proposal for *escrever* ‘writing’ verbs, we propose the following semantic representation for the verbs that we analyze in this section:

(42) *v*: [[X ACT] CAUSE [<EVENT> OF Y]]
 a. *hastear* ‘to raise’: [[X ACT] CAUSE [<HASTEAMENTO> OF Y]]
 b. *decolar* ‘to take off’: [[X ACT] CAUSE [<DECOLAGEM> OF Y]]
 c. *levantar* ‘to lift’: [[X ACT] CAUSE [<LEVANTAMENTO> OF Y]]

This representation evidences that verbs of this class take two arguments, represented by variables X and Y, denote accomplishments, which is evidenced by the presence of CAUSE primitive, and lexicalize an event in the world, denoted by the root <EVENT>. The OF primitive is a predicate that relates the variable Y to the root <EVENT> (AMARAL, 2013).

Six verbs that denote motion are part of this class: *hastear* ‘to raise’, *decolar* ‘to take off’, *aterrissar* ‘to land’, *levantar* ‘to lift’, *içar* ‘to hoist’ and *soerguer* ‘to uplift’.

Let us now turn to the description of the fourth class of BP motion verbs.

Caused motion verbs²⁴

This class includes verbs such as *lançar* ‘to throw’, *enviar* ‘to send’ and *extraír* ‘to extract’, which denote the triggering of motion along a path and which have three

²⁴ It is important to emphasize that what we mean by “caused motion verbs” differs from “caused motion construction” proposed by Goldberg (1995). The latter arises from the need to explain the causative and the motion meaning acquired by verbs that do not inherently possess them: *they laughed the poor guy out of the room* (GOLDBERG, 1995, p.152). In this paper, we call “caused motion verbs” events that are inherently causative (denote accomplishments) and which convey that an entity X triggers the realization of a motion event in which Y moves along a path Z.

arguments, one external (Agent), and two internal: the Theme, which is moved by a path, and a prepositional phrase, which denotes a path point (Source or Goal).

- (43) O menino lançou a boia na piscina²⁵ para Pedro.
‘The boy threw the float in the pool/ to Pedro.’
- (44) Henrique enviou um presente para Miriam.
‘Henrique sent a gift to Miriam.’
- (45) A secretária extraiu o dinheiro do caixa.
‘The secretary extracted cash from the ATM.’

In English, the verbs we describe in this class participate in the so-called dative alternation (PINKER, 1989; GROPEL et al., 1989; LEVIN, 1993; BEAVERS, 2011). This is an alternation that happens when the same verb allows two forms of expression of its internal arguments, as shown below:

- (46) a. Rich sent/ threw the ball to Barry.
b. Rich sent/ threw Barry the ball.

(Adapted from Beavers, 2011, p. 2).

According to Beavers (2011), *enviar* ‘to send’ and *lançar* ‘to throw’ are ditransitive because they select a subject that triggers the event, a direct object, which receives the thematic role of Theme, and a third argument that represents Path. This Path argument can be performed as the first object (46b), so that we have a double object construct (BEAVERS, 2011) or as a prepositional phrase (46a). It is still important to note that this alternation occurs only when the prepositional argument exhibits characteristics of Beneficiary, since its occurrence is not allowed when the prepositional phrase presents a strictly locative reading.

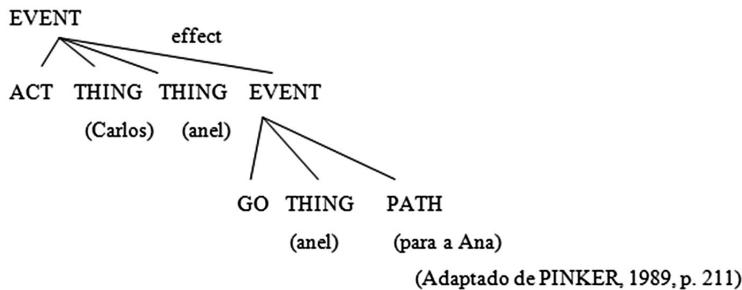
- (47) a. John sent the package to Bill/ to New York.
b. John sent Bill/ *New York the package.

Beavers (2011) and Pinker (1989) provide the following structures for dative verbs:

- (48) $v: [[x \text{ ACT}] \text{ CAUSE} [z \text{ GO TO} y]]$
(BEAVERS, 2011, p. 3).

²⁵ As we have proposed for verbs *entrar* ‘to get in’ and *chegar* ‘to arrive’, we argue that prepositional phrases headed by the preposition *em* ‘in’ acquire Goal meaning when combined with motion verbs that denote the triggering of a displacement by a path.

(49)



In BP, unlike English, the dative alternation is still quite rare²⁶, and in both languages verbs do not encode that the moving entity reaches an ending point.

(50) Henrique enviou um presente para Miriam, mas ela não recebeu.
 ‘Henrique sent Miriam a gift, but she did not receive it.’

(51) O menino lançou a bola para o gol, mas ela não chegou até lá.
 ‘The boy threw the ball into the goal, but it did not get there.’

It is interesting to note that the structures in (48) and (49) already make explicit the causative character of these verbs, which can be evidenced by the lexical aspect test with the adverb *quase* ‘almost’:

(52) O menino quase lançou a boia para a Maria.
 ‘The boy almost threw the float to Maria.’

a. O que o menino quase fez foi lançar a boia para a Maria.
 ‘What the boy almost did was throw the float to Maria.’

b. O que o menino fez foi quase lançar a boia para a Maria.
 ‘What the boy did was almost throw the float to Maria.’

The sentence in (52) means that the boy thought of throwing the float to Maria, but did not do it (52a), or that he made the movement to throw the ball but did not complete it (52b). This shows that *lançar* ‘to throw’ is an accomplishment verb.

The morphosyntactic property that characterizes this verbs class is: all verbs derive two kinds of nominal phrases that encode event. It can be a nominal phrase composed by the Theme argument and by the Path argument or a nominal phrase that corresponds to nominal passive.

²⁶ Cançado and Amaral (2016) point out that dative alternation seems to be incorporating in some colloquial dialects in BP, but still with little productivity: *a menina deu um presente para o menino* ‘the girl gave a gift to the boy’/ *a menina deu o menino um presente* ‘the girl gave the boy a gift’.

(53) O menino lançou a boia na piscina.
 ‘The boy threw the float in the pool.’
 a. O lançamento da boia pelo menino
 ‘The launch of the float by the boy’
 b. O lançamento da boia na piscina
 ‘The launch of the float in the pool’

(54) Henrique enviou um presente para Miriam.
 ‘Henrique sent a gift to Miriam.’
 a. O envio do presente pelo Henrique
 ‘the sending of the gift by Henrique’
 b. O envio do presente para Miriam
 ‘the sending of the gift to Miriam’

(55) A secretária extraiu o dinheiro do caixa.
 ‘The secretary extracted cash from the ATM.’
 a. A extração do dinheiro pela secretária
 ‘the extraction of cash by the secretary’
 b. A extração do dinheiro do caixa
 ‘the extraction of the cash from the ATM’

Therefore, since these verbs have three arguments that denote accomplishments and lexicalize the realization of an event, we propose the following argument structure for the class:

(56) *v*: [[X ACT] CAUSE [[<EVENT> OF Y] LOC Z]]
 a. *lançar* ‘to throw’: [[X ACT] CAUSE [[<LANÇAMENTO> OF Y] LOC Z]]
 b. *enviar* ‘to send’: [[X ACT] CAUSE [[<ENVIO> OF Y] LOC Z]]
 c. *extrair* ‘to extract’: [[X ACT] CAUSE [[<EXTRAÇÃO> OF Y] LOC Z]]

The variables X, Y and Z represent, respectively, the nominal phrase that triggers the action, the Theme nominal phrase and the Path prepositional phrase. The specification of the path point (Source or Goal) is made according to the preposition semantically selected by the verb. As we have proposed for path verbs, it is the combination of the root <EVENT> with the LOC predicate that conveys the idea of motion along a path.

This class includes 24 verbs: *apagar/ deletar* ‘to delete’, *arremessar/ lançar* ‘to throw’, *chutar* ‘to kick’, *coletar/ colher* ‘to collect’, *doar* ‘to donate’, *emprestar* ‘to lend/borrow’, *endereçar* ‘to address’, *entregar* ‘to deliver’, *enviar* ‘to send’, *exonerar* ‘to exonerate’, *exportar* ‘to export’, *expulsar* ‘to expel’, *extrair* ‘to extract’, *importar* ‘to import’, *remover* ‘to remove’, *retirar* ‘to withdraw’, *sacar* ‘to draw out’, *subtrair* ‘subtract’, *suprimir* ‘suppress’ *transferir* ‘to transfer’, *teletransportar* ‘to teleport’.

Finally, it is important to note that some verbs of this class, the so-called dative, accept a prepositional phrase that can be considered Beneficiary of the action and, therefore, can be replaced by the oblique pronoun *lhe* ‘him/her/them’:

(57) a. Henrique enviou um presente para Miriam.
 ‘Henrique sent a gift to Miriam.’
 b. Henrique enviou-lhe um presente.
 ‘Henrique sent her a gift.’

(58) a. A secretária extraiu o dinheiro do caixa.
 ‘The secretary extracted cash from the ATM.’
 b. ?A secretária extraiu-lhe o dinheiro.
 ‘?The secretary extracted it cash.’

However, although some verbs of this class have a Beneficiary indirect object, and then present a dative reading, it is not relevant for their division into classes, since all verbs lexicalize the realization of an event. We propose, then, that this is an idiosyncratic property of some verbs, which will be relevant only for the substitution of the Beneficiary prepositional phrase by the pronoun *lhe* ‘him/her/them’.

Let us now turn to the description of verbs known in the literature as manner of motion verbs.

Manner of motion verbs

In this class, we describe verbs such as *balançar* ‘to swing’, *girar* ‘to spin’ and *rodopiar* ‘to twirl’, which are considered unaccusative verbs that encode activities and denote the way in which motion occurs (LEVIN; RAPPAPORT HOVAV, 1992).

In BP, the activity aspect can be evidenced through the imperfective paradox test, since verbs that denote activities entail the action’s realization in progressive tense:

(60) a. O menino estava girando o pião.
 ‘The boy was spinning the top.’
 b. | O menino girou pião.
 ‘The boy spinned the top.’

However, these verbs are not unaccusative in BP since they do not fit the typical unaccusativity tests. They do not form adjectival participle with their internal argument, do not accept the postposition of their arguments and accept a cognate/ hyponym object:

(61) a. O pião girou.
 ‘The top spinned.’
 a. ? O pião girado
 ‘?The spinned top’
 b. ?Girou o pião
 ‘?Spinned the top’

c. O pião girou um giro perfeito.
 [the top spinned a spin perfect]
 'The spinning top turned a perfect spin.'

As we can see in (61a), verbs of this class exhibit an intransitive form, which, according to Amaral (2015) and unlike Levin and Rappaport Hovav (1992), Levin (1993) and Haspelmath (1993), differs from inchoative alternation since this one is exclusive of change of state verbs.

(62) a. O vento balançou a rede.
 'The wind swung the hammock.'
 b. A rede balançou.
 'The hammock swung'
 c. *A rede tornou-se balançada.
 '*The hammock became swung.'

(Adapted from AMARAL, 2015, p. 111 e 112).

Unlike change of state verbs, manner of motion verbs do not entail *become state* (PARSONS, 1990).

Amaral (2015) further argues that manner of motion verbs impose a restriction on the argument of its intransitive form: it must denote an entity capable of moving on its own or capable of "moving spontaneously through natural events" (AMARAL, 2015, p. 115).

(63) a. O vento balançou o galho da árvore/ o balanço.
 'The wind swung the tree branch/ the swing.'
 b. O galho da árvore/ o balanço balançou (com o vento)
 'The tree branch swung/ the swing swung because of the wind.'
 c. ?A parede balançou (com o vento).
 '?The wall swung because of the wind.'

(64) a. O menino quebrou o galho da árvore/ o balanço/ a parede.
'The boy broke the tree branch/ the swing/ the wall.'
b. O galho da árvore/ o balanço/ a parede (se) quebrou.
'The tree branch/ the swing/ the wall broke.'

In the sentences (63), the noun phrases *o galho da árvore* ‘the tree branch’ and *o balanço* ‘the swing’ can occur in the intransitive form with the verb *balançar* ‘to swing’, because they can be moved by the wind, while the same is not true for the noun phrase *a parede* ‘the wall’. This makes it unable to be the subject in the intransitive form. On the other hand, in the case of the change of state verb *quebrar* ‘to break’, all the nominal phrases, *o galho da árvore* ‘the tree branch’, *o balanço* ‘the swing’ and *a parede* ‘the wall’ can be subjects of its intransitive form. This shows that change of state verbs have only a lexical constrain (they must encode *become state* and present the substructure [BECOME Y <STATE>] – (CANÇADO; GODOY; AMARAL, 2013)) to occur in the causative-inchoative alternation, so that the semantic type of its argument does not matter for its participation in this alternation (AMARAL, 2015).

Thus, Amaral (2015) proposes that BP manner of motion verbs are basically transitive and participate in the middle transitive-intransitive alternation, since these verbs entail the motion of their internal argument in transitive form and only make the intransitive one if the subject noun phrase denotes an entity capable of moving on its own.

(64) a. O menino girou o pião.
‘The boy spun the top.’
b. O pião girou.
‘The top spun.’

(65) a. O vento balançou a cortina.
‘The wind shook the curtain.’
b. A cortina balançou.
‘The curtain swung.’

(66) a. O mestre-sala rodopiou a porta bandeira.
‘The master of ceremonies twirled the flag bearer.’
b. A porta bandeira rodopiou.
‘The flag bearer twirled.’

Regarding the semantic representation, we have already shown that Jackendoff (1990) proposes the following structure for English manner of motion verbs:

(67) *v*: [Event MOVE ([Thing])] (JACKENDOFF, 1990, p. 99).

However, as we showed, in BP these verbs, according to Amaral's (2015) analysis, are basically transitive. In this way, the author reformulates the Jackendoff's (1990) primitive MOVE so that it becomes a primitive that takes two arguments²⁷:

(68) $v: [X \text{ MOVE}_{<\text{MANNER}>} Y]$

(AMARAL, 2015, p. 114).

Nevertheless, considering the proposal of Cançado and Amaral (2016) that we can evidence the semantic component lexicalized by the verb through phrases correlated to the verb meaning, we see that the verbs of this class do not lexicalize manner of motion since they accept cognate phrases that denote an event.

(69) O menino girou o pião com um giro perfeito.
[the boy spinned the top with a spin perfect]
'The boy turned the top with a perfect turn.'

(70) A mãe balançou o carrinho do bebê com um balanço suave.
[the mother swung the baby's stroller with a swing gentle]
'The mother rocked the baby's stroller with a gentle swing.'

(71) O mestre-sala rodopiou a porta bandeira com um rodopio perfeito.
[the master of ceremonies twirled the flag carrier with a twirl perfect]
'The master of ceremonies swirled the flag carrier with a perfect whirl.'

Moreover, it seems *ad hoc* to propose a specific motion predicate (MOVE) to represent the meaning of these verbs, since in the other classes this semantic property (motion) is part of the verb idiosyncratic meaning (classes of *correr* 'to run' and of *hastear* 'to raise') or is derived from the combination of the root and the LOC primitive (classes of *sair* 'to get out' and of *lançar* 'to throw').

Thus, based on the proposal of Nascimento (2015) for verbs such as *beijar* 'to kiss'²⁸, we propose the following representation for the verbs of the class we describe in this section:

(72) $v: [X \text{ AFFECT}_{<\text{EVENT}>} Y]$

- balançar* 'to swing': $[X \text{ AFFECT}_{<\text{BALANÇO}>} Y]$
- girar* 'to spin': $[X \text{ AFFECT}_{<\text{GIRO}>} Y]$
- rodopiar* 'to twirl': $[X \text{ AFFECT}_{<\text{RODOPIO}>} Y]$

The entities X and Y represent, respectively, the external and internal arguments of the verbs and the root $<\text{EVENT}>$ evidences the fact that these verbs lexicalize the affectation of an entity Y through an event.

²⁷ Menuzzi and Ribeiro (2011) also propose a representation with the primitive MOVE for BP manner of motion verbs.

²⁸ According to Nascimento (2015), verbs such as *beijar* 'to kiss' are contact verbs that have a Beneficiary internal argument.

Therefore, we propose that verbs such as *balançar* ‘to swing’, *rodopiar* ‘to twirl’, *girar* ‘to spin’, *beijar* ‘to kiss’, *abraçar* ‘to hug’, *acariciar* ‘to caress’, among others, form a single verb class, since they denote activities and accept cognate prepositional phrases that denote an event:

(73) a. A mãe balançou o carrinho do bebê.
 ‘The mother swung the baby’s stroller.’

 b. A mãe balançou o carrinho do bebê com um balanço suave.
 [the mother swung the baby’s stroller with a swing gentle]
 ‘The mother rocked the baby’s stroller with a gentle swing.’

(74) a. O menino beijou a menina.
 ‘The boy kissed the girl.’

 b. O menino beijou a menina com um beijo molhado.
 [the boy kissed the girl with a kiss wet]
 ‘The boy kissed the girl with a wet kiss.’

Thus, *motion* semantic property is part of verbs’ idiosyncratic meaning, and it is this idiosyncratic property that allows verb participation in middle alternation.

This class includes 16 verbs that encode motion: *balançar* ‘to swing’, *brandir* ‘to brandy’, *bulir* ‘to do a kind of motion’, *chacoalhar* ‘to shake’, *fremir* ‘a kind of motion’, *girar* ‘to spin’, *menear* ‘to do a kind of motion’, *movimentar* ‘to move’, *picar/ quicar* ‘to bounce the ball’, *remexer* ‘to rummage’, *rodar* ‘to rotate’, *rodopiar* ‘to twirl’, *rolar* ‘to roll’, *sacolejar* ‘to do a kind of shaking or swinging’, *sacudir* ‘to flip’. Besides these verbs, there are more 16 other verbs, pointed by Nascimento (2015), which do not entail motion, such as *beijar* ‘to kiss’, *abraçar* ‘to hug’, *afagar* ‘to fondle’, among others.

Having described the five classes by which BP motion verbs are divided, we conclude that it is not necessary to propose specific motion primitives to represent this semantic property in lexical structures of the BP verb classes. Our proposal is contrary to Jackendoff (1990), Menuzzi and Ribeiro (2011), Godoy (2012) and Amaral (2015) ones, once these authors propose specific motion primitive such as MOVE and GO. In BP, motion is an idiosyncratic property of some verbs such as those of the *correr* ‘to run’ class, *hastear* ‘to raise’ class and *balançar* ‘to swing’ class. On the other hand, this property is derived from combination of the verb root with the primitive LOC in verbs of the *sair* ‘to get out’ class and *lançar* ‘to throw’ class.

In addition, we show that the so-called “motion verbs” of the BP lexicalize an event, contrary to what is proposed by other studies which attest that motion verbs are divided between verbs that lexicalize only path and verbs that lexicalize manner of motion. We corroborate, therefore, the proposal of Amaral and Cançado (2015) that the Rappaport Hovav and Levin’s (2010) MANNER / RESULT complementarity hypothesis is not applicable to BP verbs, since they lexicalize semantic components different from manner and result, such as the root <EVENT>.

The chart of verb classes we described in this paper can be seen below:

List 1 – BP “motion verbs” classes

Verb classes	Verbs	Argumental Structure
event realization verbs	<i>correr</i> ‘to run’, <i>pular</i> ‘to jump’, <i>nadar</i> ‘to swim’	[X DO <EVENT>]
path verbs	<i>chegar</i> ‘to arrive’, <i>entrar</i> ‘to get in’, <i>sair</i> ‘to get out’	[[X DO <EVENT>] LOC Z]
caused event verbs	<i>decolar</i> ‘to take off’, <i>hastear</i> ‘to raise’, <i>levantar</i> ‘to lift’	[[X ACT] CAUSE [<EVENT> OF Y]]
caused motion verbs	<i>lançar</i> ‘to throw’, <i>enviar</i> ‘to send’, <i>extrair</i> ‘to extract’	[[X ACT] CAUSE [[<EVENT> OF Y] LOC Z]]
manner of motion verbs	<i>balançar</i> ‘to swing’, <i>girar</i> ‘to spin’, <i>rodopiar</i> ‘to twirl’	[X AFFECT <EVENT> Y]

Source: Author’s elaboration.

Final considerations

In this paper, we show that *motion* semantic property is not something easy to define, since verbs of different types can denote situations that encode some kind of motion. However, there is a group of verbs that is consensually called “motion verbs” in the linguistic literature, such as *run* verbs, *get out* verbs, *raise* verbs, *throw* verbs and *swing* verbs. In this research, we analyze the syntactic-semantic behavior of these verbs in order to determine which semantic component is lexicalized by them and how *motion* semantic property is represented in the argument structure of BP verb classes.

In order to do so, we briefly reviewed the studies on motion verbs in the literature and show that, contrary to what is proposed, BP motion verbs lexicalize the realization of an event and not only path or manner of motion. We corroborate, therefore, the proposal of Amaral and Cançado (2015) that the Rappaport Hovav and Levin’s (2010) MANNER / RESULT complementarity hypothesis is not applicable to BP verbs, since they lexicalize semantic components different from manner and result, such as the root <EVENT>.

In addition, we argue that it is not necessary to propose specific motion primitives such as MOVE and GO (JACKENDOFF, 1990), since this semantic property is derived from predicate decomposition structure of the verbs (*sair* ‘to get out’ verbs and *lançar* ‘to throw’ verbs), or is part of its idiosyncratic meaning (*correr* ‘to run’ verbs, *hastear* ‘to raise’ verbs and *balançar* ‘to swing’ verbs).

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MEIRELLES, L.; CANÇADO, M. A propriedade semântica movimento na representação lexical dos verbos do português brasileiro. *Alfa*, São Paulo, v.61, n.2, p.511-538, 2017.

- **RESUMO:** *Este artigo propõe-se a (i) descrever os verbos de movimento do português brasileiro em relação às suas propriedades semânticas e sintáticas, (ii) analisar o padrão de lexicalização desses verbos, e (iii) determinar como o movimento é representado na estrutura argumental dos verbos através da metalinguagem de decomposição de predicados primitivos. Propomos que os verbos de movimento do português brasileiro lexicalizam, todos, a realização de um evento e não a dicotomia trajetória versus modo do movimento, como proposto na literatura linguística. Contudo, embora exibam o mesmo padrão de lexicalização, eles não podem ser analisados como pertencentes a uma única classe verbal, pois diferem quanto ao número e tipo de argumentos que pedem para ter seu sentido saturado, ao seu aspecto lexical e ao seu comportamento em relação à inacusatividade. Assim, os verbos de movimento do português brasileiro distribuem-se por pelo menos cinco classes distintas, de modo que cada classe apresenta uma representação semântica própria.*
- **PALAVRAS-CHAVE:** *Lexicalização. Decomposição de predicados primitivos. Classes verbais. Verbos de movimento.*

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All submissions are read by two anonymous referees. Authors’ identities are not revealed to the referees. Should

the judgment of the two referees be inconsistent, a third referee will be called in. Once the refereeing process is concluded, the review copies are sent to the author, or to the first author of co-authored papers, with the appropriate instructions.

Papers can be written in one of the following languages: **Portuguese, English, French, Spanish, or Italian**. In papers written in **Portuguese**, *TÍTULO*, *RESUMO*, and *PALAVRAS-CHAVE* should come before the body of the paper, and their English versions, *TITLE*, *ABSTRACT*, and *KEY-WORDS*, after it. In papers written in any of **the other languages**, the corresponding elements that come before the body of the paper should be written in the same language the paper was written; the corresponding elements that come after the body of the paper should be written in **Portuguese** for papers written in **English** and in **English** for papers written in **French, Spanish, or Italian**.

All articles are published in a bilingual format, with English necessarily as the second language version. Authors who submit for approval an article originally in English must, in case it is accepted, provide its version in Portuguese, following the same guidelines indicated for the English language. Only articles with accepted versions in Portuguese (or another chosen language) and English will be

published. If both versions are not accepted, the article will not be published.

The journal editor reserves the right to return a manuscript if it departs from the style requirements. When applicable, a personal letter will be sent to the author, asking for improvements and adaptations.

Authors are responsible for the data and concepts expressed in the paper as well as for the correctness of the references and bibliography.

2. Online submissions

To submit a paper, authors must be registered on the journal's website. To register, create a login name and a password by clicking **Acesso** (Access) on the journal's website. After logging in, fill in the profile by clicking **Editar Perfil** (Profile Editing) and start the submission process by clicking **Autor** (Author) and then **CLIQUE AQUI PARA INICIAR O PROCESSO DE SUBMISSÃO** (Click here to start the submission process). Follow the **five-step submission process** below:

Step 1. Confirm the agreement to the Journal Policies (**Condições de submissão**) and the Copyright Terms (**Declaração de Direito Autoral**) by checking the appropriate boxes. Select either **Artigo** (Paper) or **Resenha** (Review paper). Save the form and go to step 2.

Step 2. Enter metadata: first name, last name, e-mail, bio statement, and paper title are obligatory. Save the form and go to step 3.

Step 3. Upload the paper file. Go to step 4.

Step 4. If necessary, upload supplementary files such as appendixes and annexes with research tools, data and tables, which should conform to the ethical standards of

assessment, sources of information usually unavailable to readers, and pictures or tables that cannot be inserted into the text itself. Go to step 5.

Step 5. Confirm the submission.

After confirming the submission, authors will receive a confirmation e-mail from the journal editor. After submission, authors can follow the process up, from submission and acceptance, through assessment and final version preparation, to on-line publication.

After submission, articles will be assigned to reviewers by the Editorial Board or special issue editors. The journal's Editorial Board and Editors are responsible for the policy of paper selection, which is available at the link **Sobre a Revista>Processo de Avaliação por Pares** (About the Journal>Peer Review Process).

3. Preparation of manuscripts

3.1. Presentation

Authors should ensure that their electronic copy is compatible with *PC/MSWord*, and use *Times New Roman*, *12-point* size. The page size should be set to A4 (21cm x 29.7cm), and the text body should be one-and-a-half spaced throughout. Leave 3 cm from the top of the page and on the left margin, and 2.0 cm from the bottom of the page and on the right margin. Articles should have a minimum of 15 pages and not exceed **30 pages**, including bibliography, appendixes, and annexes. The text must meet the rules of Portuguese new orthographic agreement, which became mandatory in Brazil from January 2016. Two versions of the paper must be submitted: one containing the name and academic affiliation of

author(s), and one in which all references to the author(s), including citations and bibliographical references are erased.

3.2. Paper format

The format below should be followed:

Title. The title should be centered and set in **CAPITALS** at the top of the first page. Runover* titles should be single-spaced.

Author's name: The name of each author follows the title and should be given in full with the surname in CAPITALS and aligned to the right margin, on the third line below the title, with a footnote marked by an asterisk referring to metadata in the following order: acronym and full name of the institution to which author(s) is(are) affiliated, city, state, country, zip code, e-mail.

Abstract. The abstract, which must summarize the contents of the paper (goals, theoretical framework, results, and conclusion), should conform to the following: it should appear on the third line under the name(s) of the author(s), contain at least 150 and at most 200 words, be single-spaced, and, with no indentation for the first line, be preceded by the word **ABSTRACT** in CAPITALS in the same language of the paper,

Keywords. Each keyword (seven, at most) is followed by a period. They should be preceded by the word **KEYWORDS** in CAPITALS, and appear two lines below the abstract. The Editorial Board suggests that the keywords should match general concepts of the paper subject domain.

Body of the paper. The body of the paper should be one-and-a-half-spaced

throughout. It begins on the third line below the keywords.

Subsection titles. The subsection titles should be typeset in **bold** and aligned to the left margin. They should not be numbered. There should be two one-and-a-half-spaced blank lines before and one one-and-a-half-spaced blank line after each subsection title.

Acknowledgements. Acknowledgements should conform to the subsection title layout, and should be preceded by the word **"Acknowledgements"** set in **bold**.

Title in English. For papers written in Portuguese, French, Spanish and Italian, the title in English (with no capitals and no bold) should be placed two blank single-spaced lines after the paper text body.

The abstract in English. For papers written in Portuguese, French, Spanish and Italian, the abstract in English should be typeset in *italics*, be preceded by the word **ABSTRACT**, typeset in *italics* and in CAPITALS, with no indentation for the first line, be single-spaced, and be placed three blank single-spaced lines after the title in English.

The keywords in English. For papers written in Portuguese, French, Spanish, and Italian, the keywords in English should be typeset in *italics*, be preceded by the word **ABSTRACT**, typeset in *italics* and in CAPITALS, and be placed three blank single-spaced lines after the abstract in English.

NOTE: For papers written in English, the title, abstract, and keywords referred to in 7, 8 and 9 above, respectively, should be written in Portuguese.

References. The subtitle **References** should be set in **bold**, with no indentation for the first line, and placed two blank

single-spaced lines after the keywords. The reference list should be single-spaced and ordered alphabetically and chronologically (see 3.3.1 below), placed three blank single-spaced lines after the keywords in English. **12. Bibliography.** The bibliography list, if essential, should come after the reference list. The word “**Bibliography**” should be set in **bold**, with no indentation for the first line, and placed three blank single-spaced lines after the reference list, aligned to the left. It will include all works not mentioned in the paper or in its footnotes.

3.3. Further instructions

3.3.1 Reference guidelines Both reference and bibliography lists should be ordered alphabetically by the last name of the first author. A single space should separate one reference item from the other. The names of the translators must be specified.

Examples:

Books

AUTHIER-REVUZ, J. **Palavras incertas:** as não coincidências do dizer. Tradução de Cláudia Pfeiffer et al. Campinas: Ed. da UNICAMP, 1998.

CORACINI, M. J.; BERTOLDO, E. S. (Org.). **O desejo da teoria e a contingência da prática.** Campinas: Mercado das Letras, 2003.

LUCHESI, D. **Sistema, mudança e linguagem:** um percurso na história da linguística moderna. São Paulo: Parábola Editorial, 2004.

Book chapters

PÊCHEUX, M. Ler o arquivo hoje. In: ORLANDI, E. P. (Org.). **Gestos de leitura: da história no discurso.** Tradução de Maria das Graças Lopes Morin do Amaral. Campinas: Ed. da UNICAMP, 1994. p.15-50.

Thesis and dissertations

BITENCOURT, C. M. F. **Pátria, civilização e trabalho:** o ensino nas escolas paulista (1917-1939). 1998. 256 f. Dissertação (Mestrado em História) – Faculdade de Filosofia, Letras e Ciências Humanas, Universidade de São Paulo, São Paulo, 1998.

Papers in journals

SCLIAR-CABRAL, L.; RODRIGUES, B. B. Discrepâncias entre a pontuação e as pausas. **Cadernos de Estudos Linguísticos**, Campinas, n.26, p. 63-77, 1994.

Online papers

SOUZA, F. C. Formação de bibliotecários para uma sociedade livre. **Revista de Biblioteconomia e Ciência da Informação**, Florianópolis, n.11, p. 1-13, jun. 2001. Disponível em: <...> Acesso em: 30 jun. 2001.

Newspaper articles

BURKE, P. Misturando os idiomas. **Folha de S. Paulo**, São Paulo, 13 abr. 2003. Mais!, p.3.

EDITORA plagiou traduções de clássicos. **Folha de S. Paulo**, São Paulo, 4 nov. 2007. Ilustrada, p. 6.

Online publications

UNIVERSIDADE ESTADUAL PAULISTA. Coordenadoria Geral de Bibliotecas. Grupo de Trabalho Normalização Documentária da UNESP. Normalização Documentária para a produção científica da UNESP: normas para apresentação de referências. São Paulo, 2003. Disponível em: <...>. Acesso em: 15 jul. 2004.

Paper in edited volumes, conference proceedings, and working papers

MARIN, A. J. Educação continuada. In: CONGRESSO ESTADUAL PAULISTA SOBRE FORMAÇÃO DE EDUCADORES, 1., 1990. *Anais...* São Paulo: UNESP, 1990. p. 114-118.

Films:

Macunaíma. Direção (roteiro e adaptação) de Joaquim Pedro de Andrade. Filmes do Serro/Grupo Filmes/Condor Filmes. Brasil: 1969. Rio de Janeiro: Videofilmes, 1969. Versão restaurada digitalmente, 2004. 1 DVD (105 minutos), color.

Paintings, photographs, illustrations, drawings:

ALMEIDA JÚNIOR. **Caipira picando fumo**. 1893. Óleo sobre tela. 17 cm X 23,5 cm. Pintura pertencente ao acervo da Pinacoteca do Estado de São Paulo.

PICASSO, Pablo. **[Sem título]**. [1948]. 1 gravura. Disponível em: <<http://belgaleria.com.br>>. Acesso em 19 ago. 2015.

Music CDs (as a unit or tracks)

CALAZANS, T. **Teca Calazans canta Villa Lobos**. Rio de Janeiro: Kuarup Discos, 1999. 1 CD.

CALAZANS, T. **Modinha**. In: CALAZANS, T. **Teca Calazans canta Villa Lobos**. Rio de Janeiro: Kuarup Discos, 1999. 1 CD.

3.3.2. In-text references and quotations

For references in the text, the surname of the author should be in CAPITALS, enclosed in parentheses; a comma should be placed between the author's last name and year, e.g. (BARBOSA, 1980). If the name of the author is part of the text, only the year is enclosed in parentheses: "Morais (1955) argues..."

Page numbers follow the year and are preceded by "p.;" note a comma and a space between year and "p.," and between "p." and the number, e.g. (MUNFORD, 1949, p. 513).

References of the same author with the same year should be distinguished by using lower case letters in alphabetical order, e.g. (PESIDE, 1927a), and (PESIDE, 1927b). For references with one author and up to two co-authors, semi-colons are used to separate the surnames, e.g. (OLIVEIRA; MATEUS; SILVA, 1943); for references with more than two co-authors, the expression "et al." substitutes for the surnames of the co-authors, e.g. (GILLE et al., 1960).

Quotations longer than three text lines should be set in 11-point font size, and set out as a separate paragraph (or paragraphs) on a new line. The paragraph (or paragraphs) should be 4.0 cm from the left margin throughout, without any quotation marks. Quotations shorter than three text lines should be included in double quotation marks in the running text. Quotations from texts in foreign languages must be translated into Portuguese. Published translations should be used whenever possible. The original text should appear in a footnote.

3.3.3. Italics, bold, underlining and quotation marks

Italics: Use italics for foreign words, book titles in the body of the text, or for emphasis.

Bold: Use bold only in the title of the article and in the text headings and subheadings.

Underlining: Avoid using underlining.

Quotation marks: can be used to highlight parts of the major works, such as titles of poems, articles, chapters. The major works should be highlighted in italics, as the statement above; quotation marks must be used in the body of the text for quotations of excerpts of works. Example: A linguística é uma disciplina que "[...] se baseia na observação dos factos e se abstém de propor qualquer escolha entre tais factos, em nome de certos princípios estéticos e morais" (MARTINET, 1972, p.3).

3.3.4. Footnotes

Footnotes should be kept to a minimum and placed at the bottom of the page. The superscript numerals used to refer to a footnote come after any punctuation sign (comma, semicolon, period, question mark, etc.).

3.3.5. Figures

Figures comprise drawings, graphs, charts, maps, diagrams, formulas, models, photographs, x-rays. The identifying caption should be inserted above the figures, centered, preceded by the designation word designative (Chart, Map, Figure etc); if there is more than one, figures must be numbered consecutively in Arabic numerals using the same font and size of the body of the text. Indication of the source and other information necessary for its understanding should appear below the figure. Figures should be submitted as separate files, saved in the program in which they were generated. Maps, photographs and radiographs should also be submitted as separate files, high-resolution (300 dpi). Author(s) are responsible for image copyrights.

3.3.6. Tables and text frames

Tables should be used to present statistical information, and text frames should be used to summarize and organize textual information. The title is inserted above the table, centered, beginning with **Table 1** in bold, followed by a hyphen and the title without emphasis, in the same font and size of the body text; the title of figures should be presented above the figure,

centered, beginning with Figure 1 in bold, followed by a hyphen and the title without emphasis, in the same font and size of the body text. The numbering is consecutive, in Arabic numerals; if you need to specify the data source, it must be placed below the table or the table and the text aligned to the left. Tables should be built with the open side borders and no lines separating columns.

3.3.7. Appendixes and Annexes

When absolutely necessary to the text comprehension, and within the limit of 30 pages, Annexes and / or appendixes, following the subsection style, should be included in the end of the paper, after the references or bibliography.

3.3.8. Review format

The review should contain, at the beginning, the complete reference to the book being reviewed, including number of pages, in Times New Roman, 14 point size, single spaced, no title, no summary, no keywords. The name(s) of the review author(s), in 12 point size, must appear on the third line below the reference of the book reviewed, preceded by "reviewed by [name(s) of author(s)]". Names must be followed by an asterisk referring to a footnote containing the following information: full name and acronym of the institution to which the review author(s) belong; city; state; country; zip code; email. The text of the review should begin on the third line below the name(s) of the author(s) in Times New Roman, 12 point size 12 and spacing 1.5.

Page format is as follows: paper size: A4 (21.0x 29.7 cm); left and top margins 3.0 cm, right and lower 2.0 cm; minimum length of 4 and maximum of 8 pages, including bibliographic references and annexes and/or appendices; indentation: 1.25 cm to mark the beginning of the paragraph; spacing: 1.5.

3.3.9. Translation format

Translated articles are subjected to a peer review process, to decide on the opportunity and the convenience of their publication. They should follow the article format, where applicable. In the second line below the name of the author of the translated text, right-aligned, the name(s) of the translator(s) should appear in the following format: "Translated by [name(s) of the translator(s)]", with an asterisk referring to a footnote with the following information: full name and acronym of the institution to which the translator(s) belong; city; state; country; zip code; email. The translated text must be accompanied with a written authorization of the publisher responsible for the original publication.

3.3.10. Interview format

Interviews are subjected to a peer review process, which decides on the opportunity and the convenience of its publication. The format of the interview is the same required for articles, but the title should contain, besides the general theme, the expression "Interview with [interviewee name]", without emphasis, with an asterisk referring to a footnote containing a brief review of the biography of the

interviewee, which clearly demonstrates her/his scientific relevance. The author(s) of the interview should follow, according to the rules established for articles.

3.3.11. English version

The author(s) of paper accepted for publication in Portuguese, French, Spanish or Italian must provide the English version of the text until the deadline shown in the e-mail notification of acceptance. The standards for citation of authors in the text and the references of the English version are the same as the ones in Portuguese. *Alfa* appoints reviewers to evaluate the English version of the article. The review is restricted to checking the quality of translation, i. e. adequation to the standard norms of English usage for research papers.

In case there are citations of works with an English-language edition, this edition should be used both in the text and in the references. In case there is no English edition, the quoted text should be translated into English, and the text in the original language of the edition used must be included in a footnote.

If the text contains figures scanned from advertisements in newspapers, magazines or similar midia, in Portuguese or another language, the English version of the text must be included in a footnote.

When the text contains examples the understanding of which involves the need to clarify morphosyntactic features, a literal version of them in gloss should be included, followed by the common English translation in single quotation marks. Example:

(1) isso signific-a um aument-o de vencimento-s (D2-SP-360)
this mean-IND.PRS.3.SG a.M raise-NMLZ of salary-PL
'this means a raise in salary.'

Conventions for the glosses: *The Leipzig Glossing Rules: conventions for interlinear morpheme-by-morpheme glosses*, edited by the Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology (Bernard Comrie, Martin Haspelmath) and the Department of Linguistics at the University of Leipzig (Balthasar Bickel); available in <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>.

3.3.12. Copyright transfer – publication authorization

Following acceptance of the paper, the AUTHOR AGREES PROMPTLY TO ASSIGN COPYRIGHT to UNESP, which is granted permission to reproduce it and publish it in the journal. The terms "reproduce" and "publish" are understood

according to their definitions in the Sections VI and I, respectively, of the Article 5 of the Law 9610/98. The PAPER is permanently available to be used in both print and electronic media, and readers have FREE-OF-CHARGE ACCESS through the Internet to read, download, copy, or print the FULL TEXTS of the PAPERS. This publication authorization is permanent, and UNESP is responsible for keeping the identification of the PAPER AUTHOR(S).

3.3.13. Privacy Policy

All names and addresses appearing in *Alfa* are used exclusively for the stated purposes of the journal and will not be made available for other purposes or to third parties.

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