

THE MONITORING NOTEBOOK GENRE IN THE PEDAGOGY OF ALTERNATION: SPACE OF DIALOGUE BETWEEN FAMILY AND SCHOOL

**O GÊNERO CADERNO DE ACOMPANHAMENTO NA PEDAGOGIA DA ALTERNÂNCIA:
ESPAÇO DE DIÁLOGO ENTRE FAMÍLIA E ESCOLA**

**EL GÉNERO CUADERNO DE ACOMPAÑAMIENTO EN LA PEDAGOGÍA DE ALTERNANCIA:
ESPACIO DE DIÁLOGO ENTRE FAMILIA Y ESCUELA**

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ABSTRACT: In this paper, we aim to analyze how writing mediates literacy practices in the interplay with the Monitoring notebook genre, a didactic-pedagogic instrument of the educational units that adopt the educational system of the Pedagogy of Alternation (PA). This research follows a qualitative-interpretative approach. The data analyzed consist of (transcribed) stretches from a class recorded in the research and texts of 03 (three) items of the Monitoring notebook genre. The research shows that this genre enables communication between school and family with regard to the monitoring and orientation of students at the sessions of School Time

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and Community Time in an educational unit that adopts the PA, configuring the reality of language actions and language activities in the teaching process of this social context.

KEYWORDS: Literacy. Pedagogy of Alternation. Teaching.

RESUMO: Neste artigo, objetiva-se analisar como a escrita medeia práticas de letramentos articuladas ao gênero Caderno de acompanhamento, um instrumento didático-pedagógico das unidades educativas que assumem o sistema educativo da Pedagogia da Alternância (PA). Trata-se de uma pesquisa de abordagem qualitativo-interpretativista. Os dados analisados são constituídos por trechos (transcritos) de uma aula registrada na pesquisa e textos de 03 (três) exemplares do gênero Caderno de acompanhamento. O estudo mostra que esse gênero possibilita a comunicação entre a escola e a família no que diz respeito ao acompanhamento e orientação dos estudantes nas sessões do Tempo Escola e do Tempo Comunidade em uma unidade educativa que adota a PA, configurando a realidade das ações e das atividades de linguagem no processo formativo desse contexto social.

PALAVRAS-CHAVE: Letramento. Pedagogia da Alternância. Ensino.

RESUMEN: En este artículo, se pretende analizar cómo la escritura interviene en prácticas de la alfabetización articuladas al género Cuaderno de acompañamiento, un instrumento didáctico-pedagógico de las unidades educativas que asumen el sistema educativo de la Pedagogía de la Alternancia (PA). Se trata de una investigación de enfoque cualitativo-interpretativista. Los datos analizados están constituídos por fragmentos (transcritos) de una clase registrada en la investigación y textos de 03 (tres) ejemplares del género Cuaderno de acompañamiento. El estudio muestra que este género posibilita la comunicación entre la escuela y la familia en lo que se refiere al acompañamiento y orientación de los estudiantes en las sesiones del Tiempo Escuela y del Tiempo Comunidad en una unidad educativa que adopta la Pedagogía de la Alternancia, configurando la realidad de las acciones y de las actividades de lenguaje en el proceso formativo de ese contexto social.

PALABRAS CLAVE: alfabetización. Pedagogía de la Alternancia. Enseñanza.

1 INTRODUCTION

The Pedagogy of Alternation (hereinafter PA) is an educational system born in the mid-1930s, in the French countryside (GIMONET, 2007), with the creation of the first *Maisons Familiales Rurales* (Rural Family Houses), better known in Brazil as Agricultural Family Schools (AFS) and Rural Family Homes (RFH). Throughout its trajectory, this Pedagogy has created and perfected several Pedagogical Instruments, whose objective is to promote the training of children and young peasants (CALIARI, 2013; SILVA, 2018). In addition, the PA theoretical-methodological proposal contemplates school, family and community in the formative processes.

This pedagogy presents a proper and appropriate formative proposal recognized by the social movements that represent countryside peoples since it favors a critical-emancipatory education of the social actors in the formation processes (SILVA; ANDRADE; MOREIRA, 2015; SILVA; GONÇALVES, 2018). After having been established in Brazilian Agricultural Family Schools (AFS) in the late 1960s, the PA expanded and consolidated in the country, becoming a reference for the training of peasants, be it in primary, higher or postgraduate *lato sensu* courses (SILVA, 2018).

A priori, the formation developed from the alternation viewpoint articulates and integrates two different formative spaces and times, represented by *School Time* (period of classes in the Center of Formation/school articulated between study, research and intervention proposals) and *Community Time* (period of experience in the property/community, study research, experimentation, collective work, etc.) (SILVA, 2018; SILVA, GONÇALVES, 2018), in addition to being integrated with the Pedagogical Instruments (hereinafter IP¹). In this sense, we believe that the present research is relevant because our object of analysis is the Monitoring notebook genre, a written and specific IP of the PA, whose use in schools can broaden and improved, possibly beyond the educational context of the alternation.

¹ In alternation, the Pedagogical Instruments are devices of action that favor interaction of children and young people (students) with their families, with other social actors involved in the formation process, with scientific knowledge and with the socio-professional and cultural environment in an active way, promoting the integral formation and allowing the development of the environment where they live (SILVA, 2011; 2018; SILVA, GONÇALVES, 2018).

It should be pointed out that the present article is part of a broader research² whose objects of study are literacy practices and events mediated by Pedagogical Instruments of PA in a Brazilian School of Agriculture (BSA) (SILVA, 2018). However, in this work, our objective is to investigate how writing mediates literacy practices in the interplay with Monitoring notebooks since this IP allows the communication between school and family with regard to the accompanying and orientation of students in the sessions of School Time and Community Time in an educational unit that adopts the PA.

In order to do so, we analyzed texts of three items of the Monitoring notebook genre written by three 1st Year of Mid School collaborating students of the Family School Zé de Deus (AFSZD), located in the municipality of Colinas do Tocantins, state of Tocantins. On average, each item of this genre has 22 record sheets. In addition to this genre, we used the transcribed section of one of the classes recorded in the research in the data analyzes.

The present work is structured in two main parts. Firstly, we situate the investigative context, in addition to presenting the theoretical-methodological perspective, the concept of genre adopted in the research and a brief characterization of the Monitoring notebook. After that, considering the educational activities of the PA, particularly the role of parents and monitors³ in the students' orientations and the written production of the texts that constitute the Monitoring notebook, we try to characterize and problematize the dialogue established between school and family as well as the representations of literacy in the records of this genre. Finally, we present our considerations regarding the results of the research.

2 THE THEORETICAL-METHODOLOGICAL APPROACH ADOPTED IN THE RESEARCH

As stated earlier, the focus of analyzes in this research are the texts that integrate the Monitoring notebook genre, identified as a written Pedagogical Instrument mediator of the interlocution between the school (AFS) and the family regarding the accompaniment and orientation of the students in the sessions of School Time and Community Time.

Given the nature of the research object, namely the educational practices developed in school-field (AFSZD) (both in School Time and in Community Time) involving the research collaborators and the literacy representations manifested in the records of the Monitoring notebooks (SILVA, 2018), our study is grounded on theoretical-methodological approaches from distinct areas, such as Education (FREIRE, 2005; 2006; GIMONET, 2007; ARROYO, 2011; CALIARI, 2013), Language studies (BAKHTIN, 2006) and Literacy theories (KLEIMAN, 1995; CAMPOS, 2003; BARTON; HAMILTON, [1998]2012; STREET, 2012, 2014). This is, therefore, a qualitative study of interpretative data analysis (ERICKSON, 1986; DENZIN; LINCOLN, 2006). For this reason, the study is situated in the applied field of language studies (MOITA LOPES, 1998; 2006).

Approaching the situation of the contemporary studies in Applied Linguistics (LA), Moita Lopes (2006) argues that, in order to deal with the diversity of contexts of human language use, such studies began to be developed from an interdisciplinary perspective. The author explains that "the applied linguist, starting from a problem that people encounter when using language in social practice and in a context of action, looks for evidence clues in various disciplines that can theoretically shed light on the issue at stake [...]" (MOITA LOPES, 1998, p. 102). In addition to not obliging the applied linguist to reduce his research to a specific area, LA favors the articulation of knowledge originating in different areas.

The concept of genre adopted here is based on the Bakhtinian perspective. Bakhtin (2006, p. 262) adopts the term *discourse genres*, understood as "*relatively stable types of utterances*" [italics in the original]. As fundamental "tools" of language activities, genres are socio-historical constructs situated in a particular sphere of human communication. In this sense, genres, materialized in texts,

² This research was carried out within the project "Reality Notebook in the Pedagogy of Alternation: a pedagogical mediator instrument of literacy" (PROPESQ / UFT n° TO3 # 001/2015) and contributes to the scientific activities of the Group of Studies and Research in Field Education - GEPEC/CNPq.

³ In the Pedagogy of Alternation, the teacher is called or known as a monitor. This happens because the attributions of a monitor goes beyond the pedagogical activities inherent to the classroom since this professional is also responsible for accompanying the students both in school activities and in their socio-professional life (SILVA, 2018). Therefore, in this work we adopt the word monitor to address the teacher.

configure the reality of the actions and activities of the social actors' language, being the result of the human interactions in a certain social context.

Based on this perspective, we conceive the Monitoring notebook as a discursive genre. It is a genre adopted in most of the Family Centers of Training by Alternation (CEFFA⁴), mainly in those where the students go to Elementary School (SILVA, 2018). It assumes the role of a written Pedagogical Instrument responsible for the mediation between the school and family regarding the monitoring and orientation of students in the sessions of School Time and Community Time. For all this, this notebook accumulates the records resulting from the performance of the students' monitors and relatives (parents or guardians) in the guidelines of school activities. For this genre to exist, it requires the commitment of the monitors and parents.

Therefore, considering the functions of writing and the production conditions of the Monitoring notebook genre in the alternation, we can affirm that the discursive genres are understood as "relatively stable" in Bakhtin's sense (2006) because writing is constituted through a dialogical process, and not as a product itself, a result of the individual work of a student. From there, it is possible to hear different voices emerging from the texts in monitoring notebooks because there are specific sections for the transcribing of records to be elaborated by parents and monitors.

2.1 THE MONITORING NOTEBOOK GENRE IN THE PEDAGOGY OF ALTERNATION

The Monitoring notebook⁵ can be defined as a Pedagogical Instrument mediating the interlocution between the CEFFA and the family, concerning the monitoring and orientation of students in the sessions of School Time and Community Time (SILVA, 2011; 2018). In order for this Pedagogical Instrument to exist, it is necessary for families to commit themselves to the formation process of their children, that is, to accompany them, especially by orienting them in the activities to be developed during the Community Time. In addition to assist in the monitoring of adolescents during the periods they remain in the families' properties/communities, the instrument also reinforces that Community Time is an important training period in the PA, whose families are invested in walking alongside their children in the teaching-learning process. We can also affirm that the formative perspective involving the articulation of activities between School Time and Community Time corroborates one of the commitments of the alternation, which is to overcome the educational model and reproduction of the urban school reality in the field, what denies peasants the right to access to the formal education system. This is a principle proposed by the alternation when still in its early stages in the French *Maisons Familiales Rurales*.

According to Caliari, the Monitoring notebook

[...] is one of the means by which the family and the School relate in the task of the alternant⁶ formation. It is an opportunity for the family and the school to make observations about the students' learning in a planned way in the two environments they live in and, simultaneously, the young person plans his work life, experience and study and at the same time analyze his degree of development (CALIARI, 2013, p. 425-426).

In other words, the Monitoring notebook accumulates records resulting from the performance of monitors and family in guiding students in different spaces and formative times of the alternation. Using the notebook is a permanent, continuous and collaborative process since it is employed in the Zé de Deus Agricultural Family School (AFSZD) from the first to the last class session of the

⁴ In Brazil, the most well-known educational units that adopt the educational system of Pedagogy of Alternation are the Agricultural Family Schools (AFS) and the Rural Family Houses (CFR) (SILVA, 2011; 2018).

⁵ Depending on the type of CEFFA, this Pedagogical Instrument is called the Notebook of Alternation. However, we use in this work Monitoring notebook, which is the denomination adopted at the Zé de Deus Agricultural Family School.

⁶ The author uses the term alternant in reference to children and young peasants who study in the educational units that assume the educational system of the Pedagogy of Alternation.

school year. It is collaborative because records depend on the participation of monitors, students and parents. It is worth mentioning that, once the parents enroll their children in this AFS, they are instructed to verify, register and communicate with the school monitors about questions related to activities and the teaching-learning process of the children through the Monitoring notebook.

In AFSZD, the Monitoring notebook has two types of individual sections for records: one reserved for the records of the School Time activities, and another for the activities of the Community Time session. It is worth noting that the number of these sections is produced according to the number of sessions of the School Time and the Community Time of a school year.

In the first section, the records are elaborated by the monitor responsible for the “individual monitoring” of a student, being reported: 1) Date and time of arrival and departure of the alternant (student) to the CEFFA; 2) Main teaching-learning activities of the school session attended by the alternant, such as: theoretical and practical classes, coexistence in the school session, practical work, among others (the report is elaborated by the monitor and the alternant about the student participation in classes, in the activities related to the studies of the Study Plans contents (SP), production of the genre Notebook of Reality (NR), study visits, courses, lectures, among others); 3) Recommendations by the monitor/reports regarding the alternant so that the family becomes aware of the student’s progress. Moreover, it is possible to take the scheduled activities at school to be held at home during Community Time. This section is signed by the monitor of the student.

The second section is dedicated to the records of the activities programmed in the school and carried out along with the family/community by the alternant during the Community Time, whose follow-up is the responsibility of a family member, preferably the father, mother or another responsible person. By bringing information about the time at home and the development of activities by the alternant in the socio-professional environment, in this section are recorded: 1) Date and time of arrival and departure of the alternating to the community; 2) The main teaching-learning activities of the family session: practical activities and studies (including: school activities, research of the PE in the community, production of the Notebook of Reality, home and housework), social participation in the community, among others; 3) Observations of the family: in this section the family makes recommendations about the child, such as the need to improve reading, writing, social coexistence, etc. Parents are responsible for signing this section.

3 PRODUCING THE MONITORING NOTEBOOK IN THE ALTERNATION AND LITERACY REPRESENTATIONS

At the beginning of the activities in the 2014 school year at the school-camp, in the class collaborating with of our research, the monitor Décio presented, explained the functions and conceptualized some Pedagogical Instruments of the alternation to locate the newly arrived students who did not know the AFSZD and the PA. One of the Pedagogical Instrument was the Monitoring notebook, whose definition places it as a means of communication among the partners involved in the student training process:

Décio⁷: Monitoring notebook... this is, let’s say, the part; it’s the gossip stuff, right? This is the, it’s ... let’s just say, it’s the communication between the school and the family. Everything that happened to the student here [in the school], he will fill in it, and, the responsible monitor is also gonna be filling in it, talking with the family through this notebook. And the family back and forth answering it, or, giving some kind of, communicating something to the school about the student’s life. So a lot of people call it gossip stuff because it is fit for it too... it is going to screw up and it is a lot. Fine? (SILVA, 2018, p. 156).

When choosing to use the term “gossip stuff” to conceptualize/characterize the Monitoring notebook, the monitor does not intend to trivialize or depreciate this notebook and its functions within the PA; it is not an instrument that is used to record false comments or refer badly to students for the purpose of causing “intrigue” and embarrassment between people: monitors, students, and families.


⁷ For ethical reasons, the names of all the collaborators of this research were replaced by pseudonyms. We also recall that this excerpt is the transcribed passage from a class recorded in Silva’s research (2018, p. 156).

We understand that the word seems to have been used with the intention to simplify and facilitate the understanding of the alternants on such Pedagogical Instrument since this Notebook allows for the communication between school and family regarding the students' school life. However, according to the recurrent popular jargon in the Tocantins micro-region where AFSZD is located, the word "gossip"⁸ is pejorative.

Considering that the Monitoring notebook is responsible for the communication between the two alternation training organizations, represented by the school and the family, we must admit that the use of the term "gossip stuff" discredits the quality of the interaction between social actors (monitors, students and parents), as well as limit student autonomy and open up margins for other disputable issues. The term "gossip", for example, may denote that there is some "control" on the part of parents and monitors about the school life of students since both parts know what each one is doing. In a way, this can generate problems because the voices of the students are silenced from the point of view of power relations. Obviously, this would not be the purpose of alternation with the adoption of the Monitoring notebook in the formative practices.

Despite the points raised regarding the use of the term "gossip stuff", the Monitoring notebook allows close contact among family, school and student. This Notebook is a discursive genre that should bring real and important comments, records and messages so that all actors directly involved in the training are aware of the development of children and young people in the alternation, be it in the teaching-learning activities carried out at the CEFFA (School Time) or amid their families (Community Time).

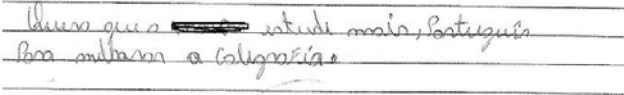
It is important to emphasize that this notebook is a rare instrument of registration adopted in the educational units, and that brings the characteristics and the aims pointed out previously. In general, "posts" are used by schools to maintain contact/dialogue with students' parents. That is, in a traditional practice, only the school is the issuer. In the educational system of Alternation, an effective interaction is forged, whereby school and family are not only co-enunciators, but actors that are jointly in charge of the formation of the students. When thinking about the adoption of the Monitoring notebook consisting of systematized written records, the Pedagogy of Alternation - which is materialized in the educational practices developed in the CEFFA - created another Pedagogical Instrument whose construction is conditioned to the social uses of reading and writing, which in turn refers to the theme of literacy. It is not just about reading and writing the records. Behind these skills, there is a concern both on the part of the school and of some families regarding the literacy of the students, such as the following examples from the Monitoring notebooks of the students collaborating with the research:

Example 1

<p>FAMILY OBSERVATIONS:</p> <p>I want Francisco to study more Portuguese. He needs to improve calligraphy, he is very lazy to write and read.</p> <p>_____</p> <p>Father, Mother or Responsible</p>

⁸ According to Michaelis Dictionary, in some parts of the Northeast region of Brazil one of the meanings of "gossip" ("fuxico", originally in Brazilian Portuguese) is: "4. Very close friendship that reveals great complicity and affection". Available at: <http://michaelis.uol.com.br/busca?r=0&f=0&t=0&palavra=fuxico> Accessed on: 12 Apr. 2017.

(Monitoring notebook. Francisco, p. 58, Monitor Vanessa⁹)

Example 1 shows a part of the record kept by the mother of the collaborator Francisco containing specific recommendations with regard to what she considers that the child needs, which is to improve the knowledge in Portuguese Language and also the quality of the calligraphy. The student's mother is concerned with learning the mother language, particularly with the variety of prestige taught in schools. Although she describes the child as "very lazy to write and read", perhaps the pejorative word "lazy" has not been properly employed. This is because Francisco's lack of interest in reading and writing activities may indicate personal difficulties, as well as the lack of familiarity with such literacy practices in everyday family life. The actions to help the student solve such difficulties depend on both the parents and the school. No differently, Example 2 presents the same recommendation as in Example 1:

Example 2
<p>• OBSERVAÇÕES DA FAMÍLIA:</p>  <p>Pai, Mãe ou Responsável</p>
<p>FAMILY OBSERVATIONS:</p> <p>I want Carlos to study more, Portuguese to improve calligraphy.</p> <hr/> <p>Father, Mother or Responsible</p> <p>(Monitoring notebook. Carlos, p. 60, Monitor Jonas¹⁰)</p>

Although the observation in Example 2 focuses again on "Portuguese" learning and on improving "calligraphy", the mother and responsible for the records in collaborator Carlos' Monitoring notebook practically repeats the same message in Example 1 from the Monitoring notebook of Francisco, previously presented. In both cases, mothers recommend that their children need to study Portuguese and improve "calligraphy". However, the use of the term "calligraphy" in Examples 1 and 2, in our view, seems to refer to orthography since the focus is the teaching of Portuguese, the variety of language learned in school. We can also observe that in Example 1, Francisco's mother points out that he needs to "write and read", which has nothing to do with improving handwriting. It is important to remember, however, that hardly anyone improves handwriting by studying the language, as implied in both examples. As we perceive it, calligraphy concerns the beauty of handwriting, not the learning or formal knowledge of a language.

On the one hand, the observations in examples (1 and 2) corroborate that the family is monitoring and pointing out one of the child's difficulties, that is, it informs the monitor and AFSZD of issues that need to be worked on with the student, in this case, the improvement of orthography through the study of Portuguese, not that of "calligraphy". On the other hand, such messages from the students' mothers reveal recurrent representations of literacies in the discourse and in the social imaginary of the researched community. However, we must emphasize that literacy is a social practice, not a purely technical and neutral ability (STREET, 1984, 2014). In a way, the mothers' recommendations support practices that dialogue with what the formal education system legitimizes and perpetuates, providing a typical environment for strengthening the perspective of school literacy.

The examples also reinforce that the social actors of the communities where the students collaborating in the research live overestimate school literacies because, by emphasizing that the students need to "study Portuguese", they reflect an image of the

⁹ Monitor Vanessa, who holds a teaching degree in Letters, was the advisor of the collaborator Francisco and also responsible for the Monitoring notebook of this alternant.

¹⁰ The monitor Jonas, who is a Zootechnist, was the advisor of the collaborator Carlos and is responsible for the Monitoring notebook of this alternant.

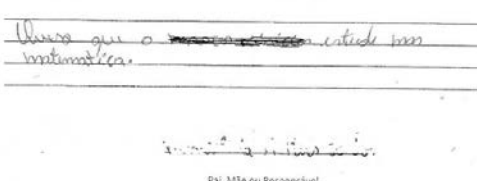
process of learning how to write as something that can be based on orthography teaching, and not necessarily on the oral and written interactions that language makes possible. It is, therefore, an overvaluation of a symbolic good of the dominant social class by the oppressed (FREIRE, 2005). This same social view in relation to language was also observed among the members of a peasant community participating in a research by Tórres (2003, p. 41), who shows that “the representation of written language reproduces the school model of literacy that privileges grammatical correction and not communication”. In addition to denying literacy practices with which students already have familiarity outside school, the focus is on literacy practices that would be limited to the development or individual enhancement of reading and writing skills.

Based on these findings - and considering that the alternation is an educational system thought from the perspective of the reality of the social, cultural, political and economic context of living in the country- we cannot forget that, according to Freire (2005, 2006), teaching-learning needs to be thought by the school and the community as a social project, mediated by practical actions whose purpose is to intervene in reality, so that human actors are not seen as mere recipients of information, but participants in a teaching model that promotes collective development of new levels of consciousness, especially political. Still according to the author, “Liberating, problematizing education can no longer be the act of depositing, narrating, transferring or transmitting ‘knowledge’ and values to learners, mere patients, in the manner of ‘banking’ education, but a cognizant act” (FREIRE, 2005, p. 68). In this sense, Freirean thinking reinforces the need for education to be oriented or promoted so as to contemplate, in particular, the political (and not the mechanistic) aspect in the formative processes.

We also note that the concerns expressed in Examples 1 and 2 are directly related to the autonomous literacy model established by Street (1984, 2014). These examples implicitly convey the idea of overvaluation of writing by peasant families since it presupposes a necessary mastery of socially prestigious knowledge, evidence of acquired knowledge. Furthermore, being limited to learn the written form of the language and improving calligraphy reinforces what the school proposes to teach society, that is, it presents a vision focused on the subject and the individual abilities to use the written form of the language under the premises of autonomous literacy (SILVA, 2018). In this perspective, mothers focus on the development of individual competences, such as the need to learn the writing (orthography, not calligraphy) of the language, evidencing the desire that the training school should be capable of making its children “literate subjects”. Although it is a widely propagated view in the dominant sphere of society, the examples reinforce that such a view, in some way, is also present in peasant imaginary.

In the face of this realization, it is necessary to think of an “emancipatory literacy” and to help rural peoples to understand that it is necessary to be “[...] aware that reading and writing have to be apprehended for a larger project, not as an end in themselves, but in order to demand, for example, something from someone, some institution from the State, in favor of the community and/or the subject” (CAMPOS, 2003, p.164). And for this to happen, schools need to engage students in interactive practices that balance the perspective of speaking and writing. In the case of the PA formative proposal, the *Putting together* and the *Study visit* are Pedagogical Instruments that can encourage students to participate in oral practices that are significant for the teaching-learning process, as defended by Silva and Gonçalves (2018).

Along with the preoccupation with the learning/mastering of the Portuguese Language already manifested in the previous examples, Example 3 evidences the demands for another area:

Example 3
<p style="text-align: center;">• OBSERVAÇÕES DA FAMÍLIA:</p>  <p style="text-align: center;">Pai, Mãe ou Responsável:</p>
FAMILY OBSERVATIONS:

I want [student's name] to study more math.

Father, Mother or Tutor
(Monitoring notebook. Carlos, p. 58, Monitor Jonas)

In Example 3, the observation recorded by Carlos's mother reveals concern about her son's need to improve his knowledge of Mathematics. It is a direct message to the school. Although the monitor Jonas is responsible for monitoring the student in the school-camp, this monitor does not teach that subject. Even so, it is up to Jonas to take this note both to the knowledge of the pedagogical Coordination and to the monitor responsible for the subject of Mathematics in the class.

It should also be noted that - in all the three (03) Monitoring notebooks of the students analyzed in the research - the records were prepared by the students' mothers. As shown in Examples 1, 2 and 3, most observations are characterized by traditional orientations in the social imaginary about the duty or role of school in the formation of people. Furthermore, the fact that there was no record made by a father points to gender issues: the peasant woman is responsible for the track of the children's education. In some cases, it is assumed that it happens because mothers know how to write and fathers do not. Despite the limited adherence and availability of the families and the monitors to carry out the records in the Monitoring notebook - the fact that the AFSZD does not require such records for adult students - we cannot forget that many mothers or fathers may have difficulties in preparing the records. Nonetheless, we assumed that the parents are literate, in addition to the fact that data analyzed indicate to the school the concern of families to introduce their children to school literacy.

Still according to the observations in Examples 1, 2 and 3 registered by the mothers of the students collaborating in the research, families are only concerned with two subjects: Portuguese Language and Mathematics. This finding reinforces the thesis that learning to read, write, and count is most important in most people's views. However, if we take into account that the education offered to Brazilian peasants is marked by precariousness and limited access (ARROYO, 2011), the concern of peasant mothers manifested in examples (1, 2 and 3) seems to emphasize what this social group considers first and foremost with regard to what the school can do to them, which is to learn the rudiments of reading, writing, and the four mathematical operations. Unfortunately, for the vast majority of people living in the Brazilian countryside (including many adolescents), learning such skills still represents the end-point in their education. For example, data from the 2010 IBGE Census (BRAZIL, 2011) showed that, for example, the number of people aged 15 or older who did not know how to read or write and who lived in the Brazilian countryside reached 23.2%. These numbers corroborate that many peasants do not have access to school.

However, that only is not enough. It is even worse if the teaching-learning process is conducted in a traditional and mechanical perspective, which may impair the development of certain cognitive abilities as well as of literacy. Therefore, it should be emphasized that both reading and writing must function as spaces for the construction of meanings, so that they can help the actors in the formation process to understand the social world and the power relations in society, as in the peasant struggle for an education modality that matches the real needs of this social context.

To broaden the discussion, we present two examples of observations elaborated by monitors, which are in the Monitoring notebooks:

Example 4
<p>Recomendações do monitor/informês:</p> <p><i>Sugiro que antes de escrever o texto no caderno da realidade você faça um rascunho e lia-se para que tenha certeza de que estão bono e não falta informações e só depois escreva-se no caderno.</i></p> <p>_____ Monitor (a) responsável</p>
<p>Recommendations/reports of the monitor:</p> <p>I suggest that before writing the text in the notebook of reality you do a draft and read it so that you make sure it is ok and not missing information, only after that you rewrite it on the notebook.</p> <p>_____</p> <p>Monitor (Monitoring notebook. Marcos, p. 61, Monitor Vanessa)</p>

In Example 4, the notes presented by the monitor Vanessa, responsible for the records of the Monitoring notebook of that student, emphasize the importance of reviewing. It is an important observation because it helps the student understand the importance of planning one's own writing and improving the final quality of written records. Furthermore, the comment of the monitor also shows the family that reviewing is a good option so that the texts of the students present at least the indispensable information in the final version. Curiously, this is a note referring to records in the Notebook of Reality (CR), which is the genre resulting from the records of the activities related to the themes of the Study Plans.

In recommending and justifying the importance of reviewing the text before writing it in the Notebook of Reality, we can say that Vanessa (the Monitor in Example 4) is defending part of what Menegassi (2013) calls "writing as work". In that study, the perspective based on the conception of writing as work is defended by the author as a teaching-learning priority action since the writing of any text genre goes through indispensable stages for the improvement of writing, such as planning, execution, review and rewriting. In turn, the reviewer and collaborator is the teacher. Rewriting is a process of producing any text that involves comings and goings, planning, reflection and dialogue between teacher and student. From this perspective, a dialogical process (BAKHTIN, 2006) mediates textual production.

In the observation of the monitor evidenced in Example 4, the approach contemplates both school and teacher literacy, and what is expected of the student in formation with concern to the comprehension and reflection about writing, or the didactic-pedagogical option (rewriting) that is accessed to make the student aware of written production. In this sense, in proposing the rewriting - although not mentioned directly - the teacher suggests a writing proposal capable of helping both learning the language and improving orthography, for example. Obviously, it is a practice of literacy that must be integrated with the work of the teacher and her performance in the classroom that can contribute to the training of students since it requires, especially, reflection on the part of the student about the text itself.

On the other hand, Example 5 (illustrated below) presents a perspective that seeks to link student and individual participation in the formative process:

Example 5
<p>Recomendações do monitor/informes:</p> <p><i>Você precisa se organizar mais e prestar atenção nas aulas. Caso tenha dúvida sobre um conteúdo procure tirar-la com o professor. Participe das aulas faça leituras pois ela vai te ajudar a entender melhor os conteúdos. Você é muito inteligente basta acreditar.</i></p> <p>_____ Monitor (a) responsável</p>
<p>Recommendations/reports of the monitor:</p> <p>You need to organize better and pay more attention to the classes. If you have any doubts on a content, try to ask the teacher. Participate in the class, read, because this will help you understand better the subject. You are very intelligent, just believe it.</p> <p>_____</p> <p>Monitor (Monitoring notebook. Marcos, p. 59, Monitor Vanessa)</p>

In the above comment by the monitor Vanessa, firstly, the trainer clarifies to the collaborator Marcos that he needs to take better advantage of the classes. She then emphasizes that, if the student is having difficulties to learn content, he can and should talk to the teacher. That is, as the person responsible for monitoring the student at the CEFFA, Vanessa demonstrates her commitment to student training by presenting suggestions and guiding students in their quest for school success. In fact, this is a widespread alternation proposal in the CEFFA, which makes the students leave their “comfort zones” and become actors of their own formation.

The main suggestion presented, given the difficulties detected, is that the student should read because it is an activity that helps us to improve the comprehension of contents. Interestingly, this is not a message just to warn the student or to talk about his difficulties. The monitor closes the note by complimenting the student, saying that he is “very intelligent”, differently from what appears (pejoratively) in a mother’s message about the student in Example 1. Furthermore, Vanessa also emphasizes that we need to believe in our potential. These observations are very beneficial as they improve people’s self-esteem; Marcos receives suggestions and compliments in his Monitoring notebook. Therefore, the observations from the monitor confirm that this notebook is not and should not be a space for the propagation of “gossip”, but a means of continuous and collaborative dialogue between monitors, students and families regarding the process of student formation. Moreover, it is also a Pedagogical Instrument for mediating the literacy of children and young peasants in CEFFA.

In summary, the analyses of the examples (1, 2, 3, 4 and 5) extracted from the Monitoring notebooks draw attention especially to questions about school literacy. The concern is not only the monitors but also the parents, as shown in Examples 1, 2 and 3. The observations indicate that aspects related to language hint at a model of literacy that peasants expect their children to develop, which is the autonomous literacy, in addition to emphasizing issues directly related to school literacy. Not very differently, the comments (Examples 4 and 5) from a monitor in the Monitoring notebooks of her students indicate, as we see it, aspects of school literacy and teacher’s literacy.

Therefore, the Monitoring notebook is a Pedagogical Instrument of essential importance for the promotion of dialogue among all the actors (parents, monitors and students) involved in the student formation process, and a Pedagogical Instrument mediator of literacy in the Agricultural Family School investigated.

4 FINAL CONSIDERATIONS

The analyses of the notes in the Monitoring notebook of students collaborating in the research show that the records, which are of the parents' responsibility, were prepared only by the mothers of the students. The lack of records developed by the fathers in this book points to gender issues: the peasant woman is responsible for the accompaniment of the education of the children. However, this finding also allows us to infer that, perhaps, mothers know how to write and fathers do not; this last aspect can only be inferred since in our research we did not interview parents in order to verify their levels of schooling. On the other hand, we believe that many mothers or fathers may not have time or may even have some difficulty in preparing the records of the notebooks. We understand that the participation of parents in the elaboration of observations and records in the Monitoring notebooks demands that they be subjects of literate practices, which means that few interventions - when they exist - are restricted to the social imaginary they bring from their school days: writing well is having good orthography, for example.

As its main purpose is to mediate the dialogue between families and the CEFFA about the journey and the formation of children and young people (at school and family/community spaces), the Monitoring notebook is a Pedagogical Instrument that requires practices of reading and writing by the different actors that construct it: monitors, parents and students. That is, in order for this notebook to be registered in the Community Time session, it is necessary, for example, that parents have a minimum command of the written form of the language: reading and writing. Otherwise, it would be a useless pedagogical tool. At school, it also demands availability and attention from the monitor responsible for the student's individual records and monitoring. Therefore, the existence of this book is the result of a collective and collaborative work, whose contributions may be of great relevance for guiding the students in their formative processes.

Therefore, based on the results of the research, we can affirm that adopting the Monitoring notebook in PA represents a great challenge. In addition to requiring parents to engage more actively in the path towards the formation of their children, it also requires that they are able to make records in such a notebook. As we all know, few families have time or are interested in keeping a close eye on their children's school activities. Furthermore, another obstacle to keeping the records is writing itself: many peasants, especially the older ones, do not know how to read or write, what hinders the adoption and construction of this Pedagogical Instrument in the CEFFA. Therefore, one possibility to improve the production of this genre would be to redefine strategies to communicate with the parents, for example, in meetings or visits to the families. Additionally, it should be emphasized that the socioeconomic context of Tocantins is distinct from other contexts where there are other formative experiences guided by the principles of Pedagogy of Alternation, what requires further research on the implementation of the Monitoring notebook genre in the CEFFA.

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