

CLASHES AMONG THE VOICES IN THE CURRICULAR RESTRUCTURING OF UNDERGRADUATE LANGUAGE TEACHER EDUCATION PROGRAMS: THE DISCOURSE ON INTERDISCIPLINARITY UNDER CONSIDERATION¹

EMBATES ENTRE VOZES NA REESTRUTURAÇÃO CURRICULAR DE CURSOS DE LETRAS: O
DISCURSO DA INTERDISCIPLINARIDADE EM QUESTÃO

EMBATES ENTRE VOCES EN LA RESTRUCTURACIÓN CURRICULAR DE CURSOS DE LETRAS:
EL DISCURSO DE LA INTERDISCIPLINARIEDAD EN CUESTIÓN

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ABSTRACT: This article aims at investigating how the professors of the Undergraduate Language Teacher Education Programs Structuring Nucleus (NDE) of a public university respond to the interdisciplinarity discourse present in the National Curricular Guidelines. The empirical data were obtained through documental study and group interviews carried out with the professors who integrate the NDE. The research is guided by Bakhtinian assumptions, as well as other theoretical contributions raised to construct intelligibility on the data. It favors the debate around the initial training of language teachers along with refractions and revaluations of principle as well as guidelines of legal discourses related to the restructuring of courses. The dialogical analysis showed that clashes were present in the reformulation process of the Undergraduate Language Teacher Education Programs and that, in the creation of the curricular proposition, the values of the voice of tradition prevailed.

KEYWORDS: Syllabus Restructuring Nucleus. Curricular Guidelines. Interdisciplinarity. Responsiveness.

RESUMO: Este artigo objetiva investigar como os professores do Núcleo Docente Estruturante (NDE) de Cursos de Letras de uma universidade pública respondem ao discurso da interdisciplinaridade presente nas Diretrizes Curriculares Nacionais. Os dados empíricos foram obtidos por meio de estudo documental e entrevista coletiva realizada com os professores que integram o NDE.

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Orientam a pesquisa, pressupostos bakhtinianos, bem como outros aportes teóricos levantados para construir inteligibilidades sobre os dados, favorecendo o debate em torno da formação inicial de professores de língua e das refrações e revalorizações dos princípios e orientações dos discursos legais relacionados à reestruturação de cursos. A análise dialógica permitiu constatar que os embates estiveram presentes no processo de reformulação dos Projetos Pedagógicos dos Cursos de Letras e que, na construção da proposta curricular, prevaleceram os valores da voz da tradição.

PALAVRAS-CHAVE: Núcleo Docente Estruturante. Diretrizes Curriculares. Interdisciplinaridade. Responsividade.

RESUMEN: Este artículo objetiva investigar como los profesores del Núcleo Docente Estructurante (NDE) de Cursos de Letras de una universidad pública contestan al discurso de la interdisciplinariedad presente en las Directrices Curriculares Nacionales. Los datos empíricos fueron obtenidos mediante el estudio documental y encuesta colectiva realizada con los profesores que integran el NDE. Orientan la investigación, presupuestos bajtinianos, así como otros aportes teóricos levantados para construir inteligibilidades sobre los datos, contribuyendo en el debate sobre la formación inicial de los profesores de lenguas y de las refracciones y revaloraciones de los principios y orientaciones de los discursos legales relacionados a la reestructuración de cursos. El análisis dialógico ha permitido constatar que los embates estuvieron presentes en el proceso de reformulación de los Proyectos Pedagógicos de los Cursos de Letras y que, en la construcción de la propuesta curricular, prevalecieron los valores de la voz de la tradición.

PALABRAS-CLAVE: Núcleo Docente Estructurante. Directrices Curriculares. Interdisciplinariedad. Responsividad.

1 INTRODUCTION

In this article, the focus is interdisciplinarity as the articulator in the organization of the syllabus through the exploration of what professors who take part in the Undergraduate Language Teacher Education Programs Structuring Nucleus (hereon NDE) at a public university had to say during the process of restructuring the curricula of the courses². I present here part of the outcome of the research done for my doctoral dissertation, which studied the complexity of the process of restructuring Undergraduate Language Teacher Education Programs in the academic environment, based on Dialogical Discourse Analysis (BRAIT, 2008).

One of the tasks of the NDE (a group of professors responsible for developing and following up on the Pedagogical Project of an undergraduate course), defined in the CONAES Resolution n. 1/2010 (BRASIL, 2010), is to ensure the compliance with the National Curricular Guidelines for Undergraduate Courses. Thus, in the Redesigning of the Pedagogical Projects of the Undergraduate Language Teacher Education Programs, the first determination made to the members of the Nucleus was that they had to be in accordance with the Curricular Guidelines for the Language Courses (hereon DCL), and the new National Curricular Guidelines for the Initial and Continued Training of Teaching Professionals at the Basic Education Level (hereon NDCF).

With these considerations in mind, the focus given here will be on the reaction-responses of the subjects from this research to the interdisciplinarity discourses that appear in these Guidelines. To this end, I first examined the official statements that substantiate the Guidelines and, subsequently, those made by the professors in the NDE, which stand for the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature³, redesigned by the members of the NDE. Besides the *counter words*⁴ (VOLOŠINOV, 2000) spoken by these subjects in the group interview were also put under analysis.

This examination is developed with the support of the concepts of comprehension/response, discourse/dialogic relations and

² The research was approved by the institution's Ethics Committee. Process n. 34038614.5.0000.5541.

³ The Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature was selected considering that "Portuguese Language" and "Literature" are areas that are part of the other Undergraduate Language Teacher Education Programs in the institution where the research took place, and had had their PPCs redesigned by the professors members of the NDE: Undergraduate Language Teacher Education Portuguese and English, Undergraduate Language Teacher Education Portuguese and Spanish, and Undergraduate Language Teacher Education Portuguese and French.

⁴ Understood as a word that opposes another in the sense of a response (VOLOŠINOV, 2000).

polemic bivocality present in works of thinkers who participate in what today is called the “Bakhtin Circle”. In this perspective, verbal communication was treated in such a way as to privilege the existing dialogue in the NDE professor’s statements, as a means to contribute to the debate about the initial language teacher training, as well as the refractions and revaluations of the principles and orientations in the official documents.

In the first part of the article, the focus will be on reflections about Bakhtin and the Circle’s presuppositions, focusing on the concepts which I based the study on. I will also present the methodology that substantiated the outline of the research. The second part shows the meanings of the concepts of interdisciplinarity in the National Curricular Guidelines for the Undergraduate Language Teacher Education Programs and for the Training of Teachers. In the third and fourth parts, I present the answers of the NDE professors to the interdisciplinarity discourse as the articulator in the curricular organization. Finally, I synthesize the main aspects discussed in the research.

2 THEORETICAL-METHODOLOGICAL ASPECTS

To study the discourse of the NDE professors (or the other discourse produced and circulating in society) in a language dialogic perspective that originates in Bakhtin and the Circle’s reflections, it’s required the understanding that the dialogic approach conceives verbal discourse as a product of the dialogic relations established among subjects who are inside the spheres of human activity. In other words, the discourse is manifested as a replica of the dialogue produced in the subject’s various social spheres. In this view, the language, the subject and the world are established through the principle of dialogism that, according to Brait and Magalhães (2014, p. 13), can “a) designate a phenomenon that is simultaneously semiotic, linguistic, enunciative, and discursive, and/or b) establish a principle of construction of knowledge. Two non-conflicting conceptual orientations that must be integrated in working with language”⁵.

It is in this sense that, in this study, I have tried to implement discourse analysis, from the standpoint of establishing dialogical interactions, namely, discursive relations of meaning. One aspect to consider is that such relations are not in the texts themselves, but are delimited, understood from the researcher’s point of view, translating the fact that the discourse, when directed toward its object, already finds it contested, evaluated, or highlighted by the discourses that have been produced about it (BAKHTIN, 1981). This means that, beyond the reaction with the actual object of the discourse, the statement also expresses the relation between the speaker and what *others* have stated.

Therefore, the statement does not begin or end in itself: it responds and gives space for responses, not being a beginning or an end, but one of the links in a discourse chain. From this, it can be understood that the statement is born and developed from the situation of communication, in a dialogue with the spoken statements and other interactive situations, and addressing future statements, from which it expects a response. This means that when considering any statement, we take an active responsive stance. The answer, in this perspective, creates a favorable ground for comprehension. As such, the comprehension and the response are dialectically cast and reciprocally conditioned, since one is impossible without the other (BAKHTIN, 1981).

In this perspective, there is no understanding without a *counter word*, according to Vološinov (2000), that is, without a response, in the sense of an axiological positioning towards another’s a statement. Thus, the discursive subject will only be able to respond if he takes a stand. We, therefore, consider that, both the understanding and the response are parts related to every discourse, which, by its turn, is only possible in/through situated verbal interaction. This understanding should also consider that the response can be of agreement, but also of disagreement, negation, indifference, etc.

With this understanding, I will analyze the NDE professors’ discourse-responses. Based on how these professors re-formulate the official statements that standardize and regulate the Undergraduate Language Teacher Education Programs, criticizing,

⁵ In the original: “a) designar um fenômeno, simultaneamente, semiótico, linguístico, enunciativo e discursivo e/ou b) estabelecer um princípio de construção de conhecimento. Duas orientações não conflitantes e que devem estar integradas no trabalho com a linguagem”.

questioning, agreeing or not with the interdisciplinary discourse consigned in such documents. Consequently, I intend to gather, in their discourse, the values they defend for the preparation of the students that will graduate from the Languages Programs.

Another important Bakhtinian premise that is assumed in this research is the idea that language can only be analyzed in its complexity when understood as a socio-historical- ideological phenomenon that is realized through the statement that emerges from concrete verbal communication, but that would not be possible in the abstract linguistic system of the language forms nor in the speaker's psyche (VOLOŠINOV, 2000). This aspect leads us to consider that the statements in this study cannot be disassociated from the context where they were produced or taken as purely linguistic phenomena, under penalty of losing their value and no longer signifying, becoming mere abstract linguistic forms.

In other words, in this view, the study is characterized by a dialogical analysis that takes into consideration the extralinguistic, historical and concrete relations, to build an understanding of meanings originating at the core of the dialogical relations established between statements. In this perspective, I formulated the research path based on the orientation given by Vološinov (2000), who considers that it is first necessary to understand the forms and types of interaction that occur in a historic, concrete situation, observing the genre to which the text belongs, to only then, analyze the language forms in their usual linguistic conception.

In order to verify how the professors respond to official educational statements, in relation to the interdisciplinarity principle, I first analyzed these statements. This is, hence, a study of language in use, of discourse functioning in a certain situation of discourse interaction. Such a study is characterized by a dialogical analysis which took into account the distinct relations that become concrete in the statements, aiming at building comprehensions of the meanings promoted in the context of the dialogical relations.

In the second analytical part, I focus on the discourse analysis of the NDE professors' statements. For this, I analyze the data obtained from the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature, reformulated by the subjects of the research, looking at the principle of interdisciplinarity. After this, I discuss the subjects' discourse-statements to the questions in the group interview.

It is expected, in the group interview, that there will be a significant occurrence of the bivocal discourse (that presents more than one voice), according to the Bakhtinian understanding, due to the nature of the genre, that is based on interaction, exchanges, findings, building new ideas. In this process, one can more clearly situate the presence of a controversial bivocality, considering the format of the genre that is close to the conversational setup, where each speaker presents his position through his statements, sending towards the other his *counter word*. For Bakhtin (1984), the controversy can be open or veiled. The open controversy occurs when the object of rebuttal is the other's discourse itself. In the veiled controversy, on the other hand, the other's discourse is not marked in the author's discourse, but actively affects him.

Thus, we observe the complex interactions among different voices and intentions, considering the immediate context of the statement, known by all those involved in the process: NDE professors of the Undergraduate Language Teacher Education Program and the interviewer, as well as the socio-historical-cultural suppositions of this context.

For the transcription of the interview, I followed some of the coding presented by Luiz Antônio Marcuschi⁶, naming the professors P01, P02, P03, P04 and P05, in order to preserve their anonymity. To achieve the objectives of the study, I sought to establish the analysis presenting the effects of the meanings, at times cross-referencing the interview data, in its condition of concrete statement, with the information in the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature.

⁶ The codes used are: () incomprehensible speech; [] professors' interspersed speech; (+) brief pause in speech flow; (++) long pause in speech flow; (()) researcher's comments; / sudden truncations; :: vowel extension; CAPITAL LETTERS, emphasis or strong accent (MARCHUSCHI, 2000). Besides these codes, I used: Quotation marks – citation made by professors of other statements; E for interviewer; P01 ... P02 for the professors.

From these theoretical-methodological standpoints, I will, then, go on to a brief discussion of the Guidelines that present and substantiate the CDL and NDCF, to grasp the meaning ascribed to interdisciplinarity, and, finally, verify the reaction-response of the research subjects to the principle materialized in these official documents.

3 INTERDISCIPLINARITY AND MEANINGS IN THE CURRICULAR GUIDELINES

What is published as interdisciplinarity in teacher education brings heated discussions that denounce controversies related to the several implications that have been attributed to the topic since it became part of the official education discourse. Bakhtin (1986) clarifies that there cannot be one single meaning for the term, since it is potentially infinite. However, he warns that it should always count on another meaning to reveal the new elements of its perennity. Based on this, I investigated the Ruling CNE/CES n. 492/2001, that substantiates the Curricular Guidelines for the Undergraduate Language Teacher Education Programs (DLC), and the Ruling CNE/CP n. 02/2015, that presents the new National Curricular Guidelines for the Initial and Continued Education of Teachers at Basic Education Level (NDCF), aiming at interpreting the meanings of interdisciplinarity that emerge from their discourses, focusing on the dialogue that is established between the documents. It is important to point out that neither of the Rulings presents a definition of what the perspective of interdisciplinarity is and, also, no references were offered that would contribute for the reader to better understand the precepts, the presuppositions and the characteristics of the approach.

Concerning the dialogical perspective, it is understood that the senses are not born by chance, but from ideologically established relations among subjects in a certain verbal interactive situation. In this view, and considering that the senses, from the dialogical perspective, are not reduced to only one possibility, despite having dominant meanings in certain enunciative contexts, our active understanding of the interdisciplinarity dimension in the realm of the two Guidelines, as they concern the construction of meanings, certainly, will bring about new understandings. Moreover, all understanding is an active and dialogical process, being, therefore, tense.

In the Guidelines that substantiate the DCL, I found that, besides the indication of curricular organization based on competence, there is also the orientation of curricular organization based on academic subjects, with the suggestion that “the programs should include in their pedagogical plan the criteria for establishing obligatory and elective subjects among the academic activities of both bachelor and teacher education degree courses, and in their organization: modular, credit or semiannual or annual”⁷ (BRASIL, 2001a, p. 31).

The existence of two distinct orientations in the document (curricular orientation by competence and by subject) shows that the discourse subject is not one, but multiple, i.e., pervaded by different voices, taken here in the sense of ideological-conceptual horizons. Nevertheless, it is in the perspective of the curricular organization centered in subjects that interdisciplinarity can occur. Interdisciplinarity makes use of subjects to advance knowledge in its specificity or in its totality (AIRES, 2011).

In the item “Curricular contents” of the Ruling that substantiates the DCL, we find:

Integrated with the contents considered as basic in the Undergraduate Language Teacher Education Program, should be the contents characterized as professional qualification in the area. These must be understood as all and any academic activity that makes up the process of acquisition of competencies and abilities necessary for the exercise of the profession, and include linguistic and literary studies, professional practices, complementary studies, internships, seminars, conferences, research, extension and teaching projects, sequential courses, according to the different proposals made by the collegiate bodies of the Institutions and enrolled in by students.

⁷ In the original: “os cursos devem incluir no seu projeto pedagógico os critérios para o estabelecimento das disciplinas obrigatórias e optativas das atividades acadêmicas do bacharelado e da licenciatura, e a sua forma de organização: modular, por crédito ou seriado” (BRASIL, 2001, p. 31)

In case of teaching education programs *contents defined for basic education*, appropriate teaching methods for each content, and the researches that underly them *should be included*. (BRASIL, 2001a, p. 31, emphasis added).

8

The voice that echoes in the fragment of the Ruling is that found in the Report by Jacques Delors/UNESCO, which defends the integration among subjects, considering that the fragmentation of knowledge does not meet the needs of the present world. According to the document, “[...] the division by subjects may not correspond to the labor market, and the institutions that achieve the best results are those that are able to grow, with flexibility and a spirit of cooperation, learning that transcends the limits between subjects.” (DELORS, 1988, p. 144)⁹.

In line with this standpoint, in the fragment extracted from the Ruling under analysis, we verify that the writers guide the integration between the basic contents, linked to the Linguistic and Literary areas of study, with those of training the professional in Language Teaching. In this case, the meaning of interdisciplinarity is associated with the notion of integration of contents/subjects. The integration process produced by interdisciplinarity would, therefore, have as reference the subjects that encompass the basic contents and those that characterize professional qualification. In this light, the success of the interdisciplinary work will come from the degree of development reached by the subjects and these, in turn, will be decisively affected by their contracts and interdisciplinary participation.

One aspect to be considered in the fragment taken from the Ruling is the clarification that the “[...] contents that characterize the professional qualification of the Language Teacher” should be understood as “any academic activity that consists of the process of acquisition of competencies and abilities necessary for exercising the profession”. Through this perspective, the professional qualification contents should be focused on the development of skills. Consequently, the integration between the basic contents and those of professional qualification would aim at ensuring the training of certain skills considered essential for the future language teacher.

In this view, the qualifications are an essential goal of the curricular organization, transforming interdisciplinarity in a means to effective strategies that value activities related to the profile of the targeted professional.

The ruling that substantiates the DCL, as can be observed by the excerpt under analysis, also shows the contents of performance as objects of learning for the student teacher, highlighting that, in the teacher education programs, “the content defined for basic education, the teaching methods appropriate for each content and the research that underlies them should be included”, recalling, in this manner, the principle of isomorphic relation between the offered qualification and the desired practice.

Here, there is acceptance of the discourse of inverted symmetry, very disseminated at the time of production of the DCL. Articulated to the notion of competence, inverted symmetry is marked by the idea that the teacher’s preparation should occur in a location similar to that in which he will perform. This discourse is guided by the notion that the future teacher needs to experiment, as a student, what he will develop in his professional performance. Consequently, it means making the licensee’s education an “[...] experience analogous to the learning experience he should facilitate for his future students” (BRASIL, 2001b p. 31)¹⁰.

⁸ In the original: “*De forma integrada aos conteúdos caracterizadores básicos do curso de Letras, devem estar os conteúdos caracterizadores de formação profissional em Letras. Estes devem ser entendidos como toda e qualquer atividade acadêmica que constitua o processo de aquisição de competências e habilidades necessárias ao exercício da profissão, e incluem os estudos linguísticos e literários, práticas profissionalizantes, estudos complementares, estágios, seminários, congressos, projetos de pesquisa, de extensão e de docência, cursos sequenciais, de acordo com as diferentes propostas dos colegiados das IES e cursadas pelos estudantes. No caso das licenciaturas, deverão ser incluídos os conteúdos definidos para a educação básica, as didáticas próprias de cada conteúdo e as pesquisas que as embasam*”. (BRASIL, 2001a, p. 31, grifos nossos).

⁹ In the original: “[...] a divisão por disciplinas pode não corresponder às necessidades do mercado de trabalho e as instituições que obtêm melhores resultados são as que souberam incrementar, com flexibilidade e espírito de cooperação, aprendizagens que transcendem os limites entre disciplinas” (DELORS, 1988, p. 144).

¹⁰ In the original: “[...] experiência análoga à experiência de aprendizagem que ele deve facilitar a seus futuros alunos” (BRASIL, 2001b, p. 31).

In this view, the integration will occur to the proportion that it allows the development of interlinked actions between specific training in the Undergraduate Language Teacher Education Program (specific subject contents) and the general training (pedagogical content), in other words, among professors of different areas of knowledge.

When analyzing the Ruling CNE/CP 2/2015 that presents and substantiates the new National Curricular Guidelines for the Initial and Continued Training of Teaching Professionals at the Basic Education Level (NDCF), I found that the discourse consigned in this document interacts dialogically with the discourse in the Ruling that substantiates the DCL, when highlighting as guiding principles of the national common foundation for the initial and continued training the “solid theoretical and interdisciplinary formation”, the “interdisciplinary group work”, among others (BRASIL, 2015, p. 22)¹¹

I also verified that, as in the Ruling that establishes the DCL, in the one that substantiates the NDCF, the integration should occur from the construction of learning situations symmetrically inverted (the inverted symmetry), as this permits carrying out interconnected work with the basic level school, promoted by the interdisciplinary vision that articulates course-specific characterizing contents with pedagogical knowledge, as can be seen in the following excerpts:

[...] (we) ratify that the initial and continued training should contemplate: solid theoretical and interdisciplinary formation of professionals; the introduction of student teachers in institutions in the public education network of basic education levels, the privileged space for teaching praxis (BRASIL, 2015, p. 23)

The concept of marked training, as well as its effective institutionalization by the training institutions, aims at ensuring that the graduate from the courses of initial training at the undergraduate level should be able to: [...] master the specific and pedagogical contents and the theoretical-methodological approaches of their teaching, in an interdisciplinary way and adequate to the different human development phases (BRASIL, 2015, p. 26).¹²

Based on the fragment, the convergence and harmony between the discourse in the 2015 Ruling, that substantiates the NDCF, and that of 2001 that establishes the DCL, seem clear concerning the meanings given to interdisciplinarity whose aims converge to the strengthening of the relations between the education of the student and the training of the future teacher.

From this perspective, it can be said that the Ruling CNE/CP n. 2/2015 expresses the relation of the authors with the previous unrelated statements (Guidelines from 2001), with which they wage the ideological struggle to make a value judgment. This occurs because, as Bakhtin (1986)¹³ defends, our idea is born and formed in the process of interaction and struggles with the thoughts of others. On the other hand, the evaluative orientation is formed in the dialogue between the viewpoints (about the object) expressed in the preceding enunciations.

We are aware that interdisciplinarity alone will not guarantee success in teaching, however, I understand that it makes possible the beneficial critical reflection about the educational activity, searching for new practices to overcome the fragmented view on teaching, trying to transform and make those practices more relevant. This perspective is built in the dimension of otherness founded on the relation of “an I-for-me, the other-for-me and the I-for-the-other”¹⁴ (BAKHTIN, 1993, p.73), around which the multiple factors

¹¹ In the original: “[...] sólida formação teórica e interdisciplinar”, o “trabalho coletivo interdisciplinar”, entre outros (BRASIL, 2015, p.22).

¹² In the original: [...] ratificamos que a formação inicial e continuada deve contemplar: sólida formação teórica e interdisciplinar dos profissionais; a inserção dos estudantes de licenciatura nas instituições de educação básica da rede pública de ensino, espaço privilegiado da práxis docente (BRASIL, 2015, p. 23).

A concepção de formação assinalada, bem como a sua efetiva institucionalização pelas instituições formadoras, busca garantir que o(a) egresso(a) dos cursos de formação inicial em nível superior deverá, portanto, estar apto a: [...] dominar os conteúdos específicos e pedagógicos e as abordagens teórico-metodológicas do seu ensino, de forma interdisciplinar e adequada às diferentes fases do desenvolvimento humano (BRASIL, 2015, p. 26).

¹³ BAKHTIN, M. The Problem of Speech Genres. In: BAKHTIN, M. Speech Genres and Other Late Essays. Translated by Vern W. McGee. Edited by Caryl Emerson and Michael Holquist. 20th ed. Austin, TX: University of Texas Press, 1986, pp.60-102.

¹⁴ In the original: “[...] um eu-para-mim, o outro-para-mim e o eu-para-o-outro” (BAKHTIN, 1993).

that integrate the pedagogical process are organized. In this aspect, interdisciplinarity allows a restricted world view to be overcome, expanding the understanding of the centrality of the subject in the complex reality.

Having concluded this recognition, I will discuss the statements made by the subjects of the research, from the establishment of dialogical relations with these documents that were analyzed, in their correlation with the concept of comprehension/response relative to interdisciplinarity discourses.

4 THE PRINCIPLE OF INTERDISCIPLINARITY IN THE PEDAGOGICAL PROJECT OF THE UNDERGRADUATE LANGUAGE TEACHER EDUCATION PROGRAM PORTUGUESE AND LITERATURE

The Pedagogical Project of the Program is a discourse genre with a configuration that typifies and differentiates it from others in the academic-university sphere. The Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP)¹⁵ defines this instrument as “the orientation document for a course, which presents the institutional academic policies based on the DCNs”¹⁶ (BRASIL, 2012, p. 32). Therefore, in general, the pedagogical project of a course can be considered the guide for the activities developed along the course of the student’s training, being made up of several elements that give evidence of a theme in accordance with the academic area, among which are notable: “[...] cognition and knowledge necessary for the acquisition of the competencies established by the profile of the graduate; curricular structure and content; syllabus; basic and complimentary bibliography; teaching strategies; faculty; material resources; laboratories and support infrastructure for the effective functioning of the course.” (BRASIL, 2012, p. 32)¹⁷.

Concerning the curricular structure and content in the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature (PPCP), in reference to the National Curricular Guidelines, the authors present a curricular matrix divided into: *Scientific-cultural contents* (subjects related to linguistic and literary studies); *Teaching and educational contents* (pedagogical subjects, under specific legislation – Brazilian Sign Language (hereon LIBRAS), Teaching Practice and Complementary Activities); *Nucleus of integrating contents* (elective subjects).

It is interesting to observe that the discourse subjects are in dialogue with the two Guidelines analyzed, as well as with the Ruling CNE/CE 2/2002¹⁸, when they mention the groups of subjects, in spite of not presenting the same concept shown in those documents for each nucleus. When establishing a kind of dialogical relation with the official documents that could be called hybrid¹⁹, the authors present a proposition woven by a plurality of voices. In the following chart, the orientation for the development of a syllabus matrix given by each one of the Guidelines and the Ruling CNE/CP 2/2002 can be observed:

¹⁵ The Anísio Teixeira National Institute for Educational Study and Research (INEP) is a Federal autarchy connected to the Brazilian Ministry of Education. Its mission is to subsidize the development of educational policies at the different governmental levels, with the objective of contributing to the country’s economic and social advancement.

¹⁶ In the original: o documento orientador de um curso que traduz as políticas acadêmicas institucionais com base nas DCN’s (BRASIL, 2012, p. 32).

¹⁷ In the original: conhecimentos e saberes necessários à formação das competências estabelecidas a partir de perfil do egresso; estrutura e conteúdo curricular; e mentário; bibliografia básica e complementar e infraestrutura de apoio ao pleno funcionamento do curso (BRASIL, 2012, p. 32).

¹⁸ This Ruling institutes the duration and the class hours of the teaching degree courses, full graduation, higher level teacher education program (BRASIL, 2002). In 2015, it was revoked by the Ruling CNE/CP 2/2015.

¹⁹ We adopted the term “hybrid” for the dialogical relation established, considering that the speakers do not disregard the discourse of the guidelines, recognizing their authority, but they alter them, giving them a different form through a plurality of voices.

DCL	Ruling CNE/CP 2/2002	NDCF
<i>Basic characterizing contents</i> (related to the Linguistic and Literary area)	<i>Scientific-cultural curricular contents</i> (specific and pedagogical contents)	<i>Nucleus of general training</i> (specific, interdisciplinary and educational areas)
<i>Contents that characterize the professional training of the Language Teacher</i> (teaching practice, internships, complementary activities, among other activities)	<i>Teaching Practice as a Curricular Component</i> <i>Supervised Curricular Internship</i>	<i>Nucleus of strengthening and diversifying of studies in the area of professional performance</i> (specific, pedagogical and research contents)
<i>Contents defined for basic education</i> (teaching methods adequate for each content and the research the underlies them)	<i>Academic-scientific-cultural activities</i> (complementary activities)	<i>Nucleus of integrating studies</i> (complementary activities)

Chart 1: Orientations for developing a syllabus matrix - DCL, Ruling CNE/CP 2.2002 and NDCF

Source: Research results (2017)

In the Pedagogical Project studied here, the denomination of the first nucleus of subjects, *Contents of scientific-cultural nature*, establishes a dialogical relation with the Ruling CNE/CP n. 2/2001 (by restating the name given in the Ruling), and also with the DCL (by including only the subjects related to the Linguistic and Literary Studies, as the mentioned Guidelines suggest, not including the pedagogical subjects as recommended by the Ruling). The second nucleus, *Teaching and Educational Contents*, with regards to the list of subjects, there is a dialogue with the DCL – *Contents that characterize the professional training of the Language Teacher* – by including internships and complementary activities. However, the authors include in this nucleus the teaching and educational subjects and those of specific legislation (LIBRAS). The third nucleus, *Nucleus of integrating studies*, establishes a relation with the NDCF *Nucleus of Integrating Studies*. But, while the new Guidelines introduce the complementary activities in this nucleus, the PPCP presents the electives. Nonetheless, there is a common principle between them: both are components of flexibility and curricular integration.

By this, we can perceive that the voices in the official documents were reaccentuated, or better saying, coated with something new, specific from the Undergraduate Language Teacher Education Program Portuguese Literature. Continuing with the analysis of the curricular proposition, I found that the matrix was organized in a perspective of subjects, with the presentation of the subjects and their respective class hours. The attempt to present a more articulate and integrated proposal can be seen in the description of the nuclei, especially the *Nucleus of integrating studies*.

The perspective of interdisciplinarity appears in the text when the authors approach the topic of the Obligatory Curricular Teaching Practice, as seen in the following excerpt:

Considering the national and state curricular orientation for the teaching of language and observing a certain dissociation among related subjects in present practices in schools, the Supervised Teaching Practice is designed as a component where *Portuguese Language and Literature be seen as interdependent contents. In this sense, it is understood that the Teaching Practice should be implemented in an interdisciplinary manner*, with the teachers of these two subjects working together and, by extension, giving students orientation about the class plans that will focus on linguistic and literary activities, therefore, without separating, in classroom methodology, 'Literature class' and 'Portuguese Language class', and offering opportunity for the understanding that, in basic education, the teaching of language aiming at the development of the four fundamental abilities: reading, writing, speaking, and listening will be prioritized. (PPCP, 2015, p. 46)²⁰

²⁰ In the original: Considerando as orientações curriculares nacionais e estaduais para o ensino de linguagens e percebendo certa dissociação entre disciplinas afins nas práticas escolares atuais, o Estágio Supervisionado está configurado como um componente em que *Língua Portuguesa e Literatura sejam vistos como saberes interdependentes. Nesse sentido, entende-se que o Estágio deve ser operacionalizado de maneira interdisciplinar*, com trabalho conjunto entre professores dessas disciplinas e, por extensão, com orientações aos alunos sobre o planejamento de aulas que contemplem atividades linguísticas e literárias sem, portanto, separar, na metodologia de ensino, 'aula de Literatura' e 'aula de Língua Portuguesa', oferecendo, assim, oportunidades para o entendimento de que, na educação básica, deve-se priorizar o ensino de linguagens com vistas ao desenvolvimento das quatro habilidades fundamentais: leitura, escrita, fala e escuta. (PPCP, 2015, p. 46).

We can verify that the Supervised Teaching Practice foresees interdisciplinary work in the training of the future native language teacher, advancing the perception that the subjects Portuguese Language and Literature are complementary and, therefore, should not be taught separately in basic education. In this perspective, during the teaching practice, the professors of the two subjects would work together, in an interdisciplinary view, and the student teachers would also work with interdisciplinarity in the classroom with those subjects. This perspective establishes a dialogical relation of ratification of the discourses in the Guidelines, as seen, supporting teaching methodologies that contribute to the development of the critical-reflective thought process in future teachers.

Another integrating factor present in the PPCP is the inseparability of the university roles between teaching, research and extension. According to the document, the undergraduate Language Teacher Education Program Portuguese and Literature:

[...] works toward placing teaching, research and extension at the same level, as complementary and interdependent activities that have the same value in the university system. For the principle of inseparability or integration to be totally realized, *increasing interdisciplinary group and/or transdisciplinary projects will be accomplished* and introduced in the community through the integration of different pieces of knowledge for the gathering of challenges in a way that is ample, effective and brings solutions. (MORIN, 2000 *apud* PPCP, 2015, p. 57)²¹

Thereby, the articulation among the three academic activities will occur through the “interdisciplinary and/or transdisciplinary group projects” which will guarantee the integration of the different kinds of knowledge. Still, according to the PPCP (2015, p. 51), “the importance of teaching is highlighted if this is integrated with the knowledge produced by research, as well as if it meets the desires of the community, considered in extension activities.”²² In this way, the PPCP positively answers the Guidelines, especially the DCL that suggests an “existing articulation between teaching, research and extension, as well as the direct articulation with graduate studies” (BRASIL, 2001a, p. 29)²³.

Thus, the curricular interdisciplinarity and integration discourse echoes in the PPCP in the sense shown in the Guidelines, considering that, according to the documents analyzed, the principle that supports such a discourse will become real through the integrated work among professors of different subjects and through the interaction of curricular content.

However, when analyzing the proposed curriculum, I observed that the interdisciplinary perspective, showing a dialogical methodology among teachers and students, only appears in the activity developed in Teaching Practice. In this sense, it would be up to the course to extend the adopted interdisciplinary perspective between the subjects Portuguese Language and Literature exercised at the time of Teaching Practice to other subjects/components of the syllabus, drawing, weaving and outlining a Curricular Matrix in a way the professors would clearly see the interfaces of subjects and the possible inter-relations they could provide. According to Veiga (2012, p. 105), “[...] the epistemological principle of interdisciplinarity implies going beyond the mere juxtaposition of a subject, avoiding, at the same time, the fragmentation of knowledge into generalizations. It means the establishment of connections between different kinds of knowledge and different areas of knowledge”²⁴.

This understanding requires the construction of other curricular designs that favor training paths that are different from the traditional models, characterized by a less segmented relation among the curricular components. In the next part, I consider how the professors in the NDE positioned themselves on this aspect during the group interview.

²¹ In the original: “[...] aponta para que o ensino, a pesquisa e a extensão sejam atividades complementares e interdependentes e que tenham valorações análogas no sistema universitário. Para que o princípio da indissociabilidade ou integração seja inteiramente concretizado, *há que se realizar crescentemente projetos coletivos interdisciplinares e/ou transdisciplinares* introduzidos na comunidade por meio da integração de diferentes saberes para a apreensão dos desafios de forma ampla, efetiva e resolutive” (MORIN, 2000 *apud* PPCP, 2015, p. 57).

²² In the original: “[...] a importância do ensino é destacada se esse for integrado ao conhecimento produzido por pesquisa, bem como se atender aos anseios da sociedade considerados nas atividades de extensão”.

²³ In the original: “[...] articulação constante entre ensino, pesquisa e extensão, além de articulação direta com a pós-graduação”. (BRASIL, 2001a, p. 29)

²⁴ In the original: “[...] o princípio epistemológico de interdisciplinaridade implica ir além da mera justaposição de disciplinas, evitando, ao mesmo tempo, a fragmentação do conhecimento em generalidades. Significa o estabelecimento de conexões entre diferentes saberes e diferentes áreas do conhecimento”.

5 VOICES IN CONFLICT IN THE GROUP INTERVIEW

The group interview with the five professors that form the NDE of the Language Teacher Education Program of a public university is the second part of the study on the discourse of the subjects in the research and represents the *corpus* from which I extracted portions for analysis. Such a genre is understood as the production of language to generate active and responsive comprehension among the participants which is manifested in agreements, disagreements, hybridization, additions and silences elaborated during the whole process (BAKHTIN, 1986). To understand actively and responsively the other's statement indicates turning towards the other, attempting to see his / her value system.

The discussion on interdisciplinarity began, in the interview, with P02 speaking, motivated by P01's *counter words* highlighting the bureaucratization that permeated the flow of the work in the nucleus during the process of reformulating the Pedagogical Projects of the Language Teacher Education Programs, when returning to the question asked about how the professors had organized themselves to develop the work on the reformulating the PPCs. The following fragment shows the Exchange:

P01 – I also would like to mention something, taking advantage of part of what ((mentions P02's name)) said and that also has to do with the first question you asked, referring to the organization of the NDE, objectives and such... it is that, unfortunately, in the university institution, concerning the organization, bureaucracy excels and this has permeated the flow of the NDE's work/.../

P02 – What I am saying is this (+) This is what I miss/ this time to have this academic discussion [P01 – Yes, that's it] I feel there should be even more, you understand? For me, the most important in the project would be to see this, would be to understand if it will be interdisciplinary, how is it to be interdisciplinary? /.../ The project is ready (incomprehensible) what doesn't exist is this conversation, this discussion with the department, an academic discussion.

/.../

P05 – We are talking about interdisciplinarity and I remember a lecture that took place during an integration week in an integrator PIBID seminar that was about this. We have interdisciplinarity, trans-disciplinarity... there are so many words, and it is not known exactly what it is, but we know we do not do it. /.../ It is a matter that we could work on, maybe bring someone from education or ourselves... It's a job. Discuss this, put this on the table, put out a basic text, suggested, oriented by someone in the area and, based on this, discuss what we understand and what we want with this interdisciplinarity. Because it's not about doing what is fashionable. Because everyone else is doing it, then we will do it and it won't work, because it's not our reality. But we'll do it because it's a fad...

P04 - Well, concerning literature, we made some very substantial changes in the proposition of subjects /.../ we decided to join Portuguese and Brazilian Literature, with the denomination "Literature Studies". We chose some main works by relevant authors of Portuguese Literature and put them in the syllabus, maintaining Brazilian Literature as the core, naturally, covering all its periods. There was a suggestion = not to study it by literary chronology as it has been done for many years. There is a western tendency, the study of literature in this way, but we didn't reach an agreement on this, so we maintained the chronological study, the study through periods, but we did make this differentiation, that we thought was very important, an advancement in our area of study. It was very difficult, many don't agree, many disagree, but we ended up facing this and we think it was good, it was important. Some subjects, some content ended up very interesting considering the literary texts that were chosen for those moments, you know? Other things that we also presented was the subject that focuses on the ethnic-racial aspect, African Literature. While going through this process, we also thought, given the cutting edge research we have here, of including our regional studies, Brazilian literature produced in Mato Grosso. I think it is our role, considering we have a Master's degree program that is established, consolidated here that has this very strong branch. So, it was something very interesting, although difficult, this process in the Brazilian Literature Area [E – And it was a big breakthrough, wasn't it?] It was a big breakthrough. We intended to advance to thematic studies, we will lose the perspective of periods, but we weren't able to do that. But we understand, then, that it was an interesting endeavor. [E – it was a big step!] It was a big step. Now concerning interdisciplinarity, we understand the difficulty of dealing with this. I am a professor of Teaching Practice and work with literature teaching practice. We tried to do interdisciplinary work with the professor of Portuguese Language I teaching practice, trying to understand this perspective of interdisciplinarity that we really suppose is not merely inviting the other [P05 – But work together] Yes, work together. It is the two professors in the classroom, discussing the same issues, living with each other's differences. I disagreed with many things, she disagreed with me. So that we adjusted while working. So, we had, like, some problems along the way, but we understand that it was a very important experience. I believe we can only think about interdisciplinarity by doing interdisciplinarity. It is necessary to start from a pioneer project, it's not possible to find out from behind

a desk, no. Only on the field, to mature and give up some beliefs for the other person, and the same the other way around, to come to a consensus, to write about this. From then on, it is possible to think about something.

P02 – It is because interdisciplinary is a term that has been used since the 80s, if I'm not mistaken, here at this university, or the 90s. /.../

P01 – Interdisciplinarity is a modern and not a post-modern theme. Now the talk is about the term complexity. This is what is talked about. Interdisciplinarity came to Brazil through, I mean, was disseminated through Ivani Fazenda who is from the Pedagogy area, and wrote that book that everyone discussed in Brazil... But this is from the 90s. After this, Morin showed up and the complexity theory applied to Human and Social Sciences was popularized and this is none other than the same amplified, isn't it? That means that the term disciplinarity, multidisciplinarity and all the other things are taken by the complexity which is considered today that goes beyond those former concepts.

P02 – This is why when you move away from this chronology in Literature and go into (incomprehensible) the chronology, sometimes, it does not allow, it's not that it doesn't allow, but this thing (incomprehensible), of choosing another path, it seems that you are able to work with more interdisciplinarity.

P04 – But it seems to me that there are two separate issues there, because literature is naturally interdisciplinary. It is not possible to think of literature (incomprehensible). I'm raising another issue which is the work in the classroom, in teaching practice with Portuguese Language and Literature, how this is going to be developed. Because Literature is disappearing from the syllabus, isn't it? It can be noticed, in my teaching practice, students sometimes go, do several practicum classes, and the teacher doesn't give one literature class at the fundamental level, for example. So, how is this genre being approached? So, this is an issue. So, I need to work with the language professor so we can think about how this will be done. Because it isn't something sporadic.²⁵

²⁵ In the original: P01 – Eu também queria apresentar uma coisa, reaproveitando uma parte da fala ((cita o nome de P02)) e que remete também à primeira pergunta que você fez, quanto à organização do NDE, objetivos e coisas assim... é que, infelizmente, dentro da instituição universitária, no que se refere à organização, prima o burocrático e isso tem permeado o andamento dos trabalhos do NDE /.../. P02 – O que estou dizendo é isso (+) É isso que eu sinto falta/ desse tempo pra fazer essa discussão acadêmica [P01 – É isso aí] eu sinto que deveria ter ainda mais, entendeu? Pra mim o mais importante do projeto era ver isso. Era entender se vai ser interdisciplinar, como é que é ser interdisciplinar? /.../ O projeto já está pronto (incompreensível) o que não existe é essa conversa, essa discussão com o departamento, uma discussão acadêmica. /.../ P05 – Estamos falando de interdisciplinaridade e aí eu me recordo de uma palestra que houve, por ocasião de uma semana de integração, no seminário integrador do PIBID e tocava nisso. Temos interdisciplinaridade, transdisciplinaridade... tem tanta nomenclatura e não se sabe exatamente o que que é, mas sabemos que não fazemos. /.../ É uma questão que nós poderíamos tratar, de repente trazer alguém da educação ou nós mesmos... É um trabalho. Discutir isso, colocar isso, encaminhar algum texto base, sugerido, orientado por alguém da área e a partir dele discutirmos o que nós entendemos e o que que nós queremos com essa interdisciplinaridade. Porque também não é questão de fazer o modismo. Porque todo mundo está fazendo assim, então nós vamos fazer e não vai dar certo, porque não é nossa realidade. Mas vamos fazer porque é modismo... P04 – Bem com relação à literatura, nós fizemos algumas alterações muito substanciais, na proposta de disciplinas /.../ nós decidimos fazer uma junção de Literatura Portuguesa e Brasileira com a denominação "Estudos Literários". Pegamos alguns textos principais de autores diferenciais da Literatura Portuguesa e colocamos, então, na grade, mantendo o eixo de Literatura Brasileira, naturalmente, de todos os períodos. Houve uma ideia de que não estudássemos por cronologia literária, como vem sendo feito, há muitos anos. Há uma tendência ocidental, o estudo da literatura desse modo, mas, sobre isso, nós não chegamos num acordo, então a gente manteve o estudo cronológico, a periodização, mas conseguimos fazer essa diferenciação, que nós julgamos muito importante, um avanço imenso na área. Com muita dificuldade, muito não concordo, muito discordo, mas a gente acabou encarando isso e achamos que foi bom, foi importante. Algumas disciplinas, alguns conteúdos ficaram muito interessantes pelos textos literários que foram pensados para aqueles momentos ali, né? Outras coisas que nós apresentamos também foi a disciplina que trabalha com a questão étnico-racial, a Literatura Africana. E pensamos também em todo esse percurso, dado as pesquisas de ponta que nós temos aqui, de inserir os nossos estudos regionais, a literatura brasileira produzida em Mato Grosso. Acho que é o nosso papel, já que temos um mestrado, sedimentado, consolidado aqui que tem essa vertente bastante forte. Então foi uma coisa que foi muito interessante, embora difícil esse processo dentro da Área de Literatura Brasileira [E – Foi um grande avanço, né?] Foi um grande avanço. A gente pretendia avançar para os estudos temáticos, vamos perder a perspectiva da periodização, mas isso nós não conseguimos fazer. Mas a gente entende, então, que foi um trabalho interessante. [E – foi um grande passo!] Foi um grande passo. Agora em relação também à questão da interdisciplinaridade, a gente entende a dificuldade de lidar com isso. Sou professora de estágio e trabalho com estágio de literatura. Tentamos fazer com a professora de estágio de Língua Portuguesa I um trabalho interdisciplinar, tentando compreender essa perspectiva da interdisciplinaridade, que a gente supõe realmente que não é só convidar o outro [P05 – Mas trabalhar junto] É trabalhar em conjunto. São os dois professores dentro da sala de aula, discutindo as mesmas questões, convivendo com a diferença do outro. Muitas coisas eu discordo, muitas coisas ela discordou de mim. De modo a gente se afina nesse trabalho. Então, nós tivemos, assim, alguns problemas no percurso, mas a gente entende que foi uma experiência muito importante. Acho que a gente só dá conta de pensar a interdisciplinaridade fazendo interdisciplinaridade. Tem que partir de um projeto pioneiro, não dá pra descobrir em escrivinha, não. Só indo a campo mesmo pra gente amadurecer e a gente abrir mão de alguns conceitos em função do outro e o outro idem pra gente chegar num consenso, escrever sobre isso. A partir daí dá pra pensar em alguma coisa. P02 – É porque interdisciplinar é um termo que está sendo usado desde os anos 80, se eu não me engano aqui nesta universidade, ou 90. /.../ P01 – A interdisciplinaridade é o tema da modernidade e não da pós-modernidade. Agora o que se fala é a complexidade. Isso que se fala agora. A interdisciplinaridade penetrou aqui no Brasil através, quer dizer, foi divulgada através de Ivani Fazenda que é da Educação, que escreveu aquele livro que todo mundo discutiu no Brasil... Mas isso é da década de 90. Depois disso, surgiu Morin e se divulgou a teoria da complexidade aplicada às Ciências Humanas e Sociais e nada mais era do que isso amplificado, não é? Quer dizer que o termo disciplinaridade, multidisciplinaridade e todas as outras coisas é a complexidade como se considera agora que ultrapassa aqueles conceitos antigos. P02 – Por isso quando você foge dessa cronologia na Literatura e você entra na (incompreensível) a cronologia às vezes, não permite, não é que não permite, mas essa coisa (incompreensível), de entrar pra outro caminho, parece que consegue trabalhar mais com a interdisciplinaridade. P04 – Mas está me parecendo duas questões distintas aí, porque a literatura, naturalmente, é interdisciplinar. Não dá pra pensar a literatura (incompreensível). Eu estou colocando uma outra questão que é o trabalho dentro de sala de aula, de estágio com Língua Portuguesa e Literatura, como isso vai se processar. Porque a Literatura está sumindo da grade, né? A gente observa, minhas alunas de estágio vão, às vezes, fazem várias aulas de estágio e a professora não dá uma aula de literatura, no ensino fundamental, por exemplo. Então de que modo está

It can be verified that the lack of an *academic discussion* during the process of reformulating the Pedagogical Projects bothers P02: *This is what I miss/ this time to have this academic discussion*. For this professor, the issue of interdisciplinarity would be a topic that should permeate the discussion in the reformulation of the PPCs (*would be to understand if it will be interdisciplinary, how is it to be interdisciplinary*). This professor's discourse finds echo in the appreciative evaluation made by P05, who understands the Nucleus can deal with the matter by inviting *someone from education* or even someone in the group to *discuss this, put this on the table, put out a basic text, suggested, oriented by someone in the area*. As is highlighted, P05 presents a critical view on the issue when mentioning that interdisciplinarity cannot be considered a *fad*. In this perspective, interdisciplinarity would be a way to deal with knowledge according to the reality of the course and, for this, the professors would first have to know what it is and how they want to implement it.

In this light, we understand, in agreement with Mesquita and Soares (2012, p. 251), that there is no ready recipe nor a specific proposition to build an interdisciplinary context in the initial education of future teachers, considering that each course or each institution must consider their institutional reality and "their actual formative necessities, without losing sight of the fact that the first step for an interdisciplinary pedagogical proposition is based on a curricular matrix that makes possible the integration among the subjects of the course in question"²⁶.

P02 and P05's statements betray the lack of a deeper discussion among the professors about interdisciplinarity as a principle of curricular organization and, consequently, of the means to follow through with such a principle. However, it is worth observing what P04 says when mentioning the work done in schools during the teaching practice of Portuguese Language and Literature, as well as the changes made to the subjects in Literature.

For P04, interdisciplinarity is built while pursuing the articulation of kinds of knowledge, stemming from group work, reconciling subjects. This conciliation, as the professor's discourse shows, happens in the time and space of teaching practice, with moments of effective sharing and exchange between the subjects of Teaching Practice of Literature and Portuguese Language I. This report converges with the discursive reality in the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature, when it highlights that the Supervised Teaching Practice should be done in an interdisciplinary way, with professors of these subjects working together, as we have analyzed. In this sense, the PPC maintains the format of the internship that was already being developed by the professors.

In P04's statement, it can be detected that the dialogue, in the pursuit of the inter-action of pieces of knowledge between the two teaching practice professors, is an essential element for the successful development of the activity: *It is the two professors in the classroom, discussing the same issues, living with each other's differences. I disagreed with many things, she disagreed with me. So that we adjusted by working*. The professor's statement points to the possibility of building the dialogical, communicative practice in an interdisciplinary context, in an interactive model.

Working under a model with these characteristics will certainly demand intense reciprocity, exchange, dialogue, and communication among the people and the several areas of study. In this perspective, interdisciplinarity restores the importance of the other, without whom there is no reciprocal exchange of thought and language evolution, enlarging the horizons in the socio-historical educational process. In the professor's words: *Only on the field, to mature and give up some beliefs for the other person, and the same the other way around, to come to a consensus*. In addition, it is necessary to improve the critical awareness of the meaning of interdisciplinary work, that it *is not merely inviting the other*, but also outlining how the work should begin.

This setup for the teaching practice moment is valued as *a very important experience*, in the professor's point of view. P04 believes that *we can only think about interdisciplinarity by doing interdisciplinarity* and that it is necessary *to start from a pioneer project, it's*

sendo abordado esse gênero aí? Então essa é uma questão. Então eu preciso trabalhar com o professor de língua pra gente pensar como é que vai ser isso aí. Porque não é uma coisa esporádica.

²⁶ In the original: "[...] suas reais necessidades formativas sem perder de vista o fato de que o primeiro passo para uma proposta pedagógica interdisciplinar passa por uma matriz curricular que possibilite a integração entre as disciplinas do curso em questão".

not possible to find out from behind a desk. The professor's speech shows a hidden controversy (BAKHTIN, 1984) towards P02 and P05's discourses that believe it is necessary to discuss what interdisciplinarity is, how to develop an interdisciplinary activity. Thus, we feel P02 and P05's discourses in P04's statements, even when they are not present. In other words, P02 and P05's discourses are not explicitly present in P04's, however, they actively influence it, although they are outside its scope (BAKHTIN, 1984).

P04 also mentions the change made in the Literate area, describing that the subjects Brazilian Literature and Portuguese Literature were joined and given the denomination "Literature Studies". When doing this, they maintained the core of Brazilian literature of all periods and included in the matrix *some main works by relevant authors of Portuguese Literature*.

The professor positively values the changes made (*we think it was good, it was important*), despite the course not being able to change the chronological literary form of study. In the same statement, the professor also points out the inclusion of the Brazilian literature studies produced in Mato Grosso in the subject "Literature Studies", as a positive evaluation of writers' literary production in the state where the professors are situated. This position shows the professors' concern with the regional writers' literary production, who certainly have contributed and still contribute to the literary discussion. This space given to Mato Grosso literature evinces the value of what is genuine and fundamental to the understanding of identity, of culture, and of the very formation of regional and national literature.

When considering the thought of forming a student who will be a reader, these changes in literature as a subject present a very positive aspect, considering that they may contribute to the student teacher's understanding the production of Brazilian literature in an integrated way, at the same time as he engages in dialogue with other texts from Portuguese and/or regional literature in a synchronic and diachronic vision of the literary movements.

In P04's discourse, there is opposition to P02 concerning interdisciplinarity, that separates the subject "literature", considered *naturally interdisciplinary*, from the interdisciplinary work that is being done in the classroom during Teaching Practice, which involves interaction between subjects. The professor expresses concern with the fact that literature is being suppressed in the fundamental level classroom. That said, one of the issues considered in the teaching practice developed with the Portuguese professor is to verify *how this genre is being approached* in the schools and how this work should be done.

Concerning the inter-relation between linguistics and literature, Fiorin (2008, p. 50) mentions that the link should happen at the level of concepts that explain the organization of the literary discourse and how it works, and not "in use of basic literature and of elementary grammar, nor in principles of general organization upon which literary studies should be based"²⁷. This means that when reading a literary text, its specificities must be considered and it should not be proposed with a merely linguistic orientation. In this sense, the literary text should not be used as a pretext for teaching grammatical terms, representative concepts of discourses allied to language centripetal forces (BAKHTIN, 1981), that aim at the perpetuation of the concept of a single language, nor should it appear in the Portuguese Language class fighting for space with other genres, to be read oriented by activities that are of interest only to bring a reflection on the textuality, as this brings little contribution to helping the student become a literary reader.

We also observe P01's statement that differs from the others for taking a theoretical direction. When P02 mentions that interdisciplinarity has been discussed in the institution since the 80s or 90s, the professor states that *interdisciplinarity is the modern and not the post-modern theme*, that appeared in the 90s and was publicized by Ivani Fazenda. He goes on to say that *now the talk is about the term complexity*, a theory disclosed by Edgar Morin who, according to what the professor understands, *is the amplification of the concept of interdisciplinarity, multidisciplinary*. Such a theory searches for articulation and connectivity of knowledge, thus emphasizing the interdisciplinarity. According to Morin (2004, p. 28), complexus means that which was woven together and that there is complexity when different elements are inseparable, constitutive of a whole, having "an interdependent, interactive and inter-retroactive weave between the object of knowledge and its context, the parts and the whole, the whole and the parts, the parts

²⁷ In the original: "[...] no uso de literatura de rudimentos e de uma gramática elementar nem em princípios de organização gerais sobre os quais assentar os estudos literários".

among themselves. This is why the complexity is the union of the unit and the multiplicity”²⁸. This means the complex thought tries to articulate the several types of knowledge compartmentalized in the most diverse fields, without losing the essence and the singularity of each phenomenon. In this sense, we understand that the complex thought is established as a requirement for the exercise of interdisciplinarity (SANTOS; HAMMERSCHMIDT, 2012).

However, more than consider the relation “interdisciplinarity” and “complexity”, it is our interest to observe, in this interactive situation, P01’s discursive intention. We notice in his discourse that there is the intention of characterizing, in a derogative manner, the principle of interdisciplinarity by using expressions that define it as something outdated [*interdisciplinarity is the modern and not the post-modern theme*], culminating with the statement that “Complexity” *goes beyond those former concepts* (interdisciplinarity and multidisciplinary). In this point of view, the controversy emerges from the professor’s speech that takes as an object of rebuttal the theme “interdisciplinarity”, adopted by the official documents and by the NDE professors. The controversy is evidenced also by the use of the connective with adversative value “but” (*But this is from the 90s*), when referring to the period when the concept of interdisciplinarity was publicized in Brazil by Ivani Fazenda. Such a discourse reveals a clash between what is defended by the official discourse and the members of the NDE and what the professor understands.

When considering the discourses of the professors that participate in the NDE of the Language Teacher Education Programs researched, it is possible to say that framework for restructuring these courses is perplexing and polemic where it concerns the principle of interdisciplinarity.

In the discourse of the Guidelines, as observed here, it should happen in the context of teacher training, primarily in two manners: through the integrated work of professors of different subjects, and by the interaction of the contents in the teacher training syllabus. P04’s speech shows agreement with the conception of these legal documents, when the work developed during the teaching practice in an interdisciplinary manner in the school was mentioned, and also when the report on the integration of literature subjects was given.

However, it was noted, by analyzing the discourse of the professors and the Portuguese Language Pedagogical Project, that the interdisciplinary perspective, except for what was done in teaching practice and the integration of literature subjects, is not effectively adopted among the course subjects. The principle is mentioned in the professors’ discourse in the interview and appears in the discourse of the PPC, but does not happen in the syllabus proposal, according to the Guidelines. In this sense, I determined here what I characterize as centrifugal forces (BAKHTIN, 1981), represented in the “transgressions” to what is prescribed in the Guidelines – centripetal forces (BAKHTIN, 1981) and promoted in the daily life of academic interaction. From the professors’ statements, we can claim that one of the reasons for this “transgression” may be the lack of greater discussion about the topic, which would be relevant for the better comprehension of the principle.

In light of the above, on one hand, there are the propositions of the Guidelines that advise and standardize the Teacher Education Programs, specifically the Language Teacher Education Programs, and, on the other hand, there are the professors in the NDE, responsible for coordinating the reformulation of the courses, who, when transmitting their comprehension of doing interdisciplinarity, in their statements, simply resonate their understanding about the topic, or yet, the gaps that hinder the existence of another Language Teacher Education Program, with another way of dealing with the production of knowledge. In the discourses of those responsible for reformulating the PPCs, in general, interdisciplinarity appears, therefore, as obligatory discourse, as an aim to be reached. This reality can find its roots in the professors’ own training, where they did not learn how to think and make knowledge in any other manner except in a fragmented way.

²⁸ In the original: “[...] um tecido interdependente, interativo e inter-retroativo entre o objeto de conhecimento e seu contexto, as partes e o todo, o todo e as partes, as partes entre si. Por isso, a complexidade é a união entre a unidade e a multiplicidade”.

6 FINAL CONSIDERATIONS

This study presented the reaction-response of professors, who were members of the Program Structuring Nucleus of the Undergraduate Language Teacher Education Programs at a public university, to the discourse on interdisciplinarity presented in the Rulings CNE/CES n. 492/2001 and CNE/CP n. 2/2015 that dictate and substantiate, respectively, the Curricular Guidelines for the Undergraduate Language Teacher Education Programs (BRASIL, 2001a) and National Curricular Guidelines for Initial and Continued Qualification of Basic Education of Teaching Professionals (BRASIL, 2015).

When placing the Ruling CNE/CES n. 492/2001 in dialogue with the Ruling CNE/CP n. 2/2015, I verified a relation of dialogical convergence between them concerning the meanings given to interdisciplinarity. In these documents, the discourse of interdisciplinarity, strives for the articulation between aspects of the student teacher's general and specific qualification, focusing on the necessities of the basic level students.

The dialogical analysis of the official documents in relation with the NDE professors' statements showed, on the other hand, that the subjects of the research, along with their peers, were not able to loosen their bonds from the traditional teacher education model. They presented a course syllabus with few possibilities of developing interdisciplinary work, with articulation of the several areas of study, based on effective theory-practice unity. It is important to point out, however, that, in the Pedagogical Project of the Undergraduate Language Teacher Education Program Portuguese and Literature, there are orientations for the development of Supervised Teaching Practice in an interdisciplinary perspective, from joint work between professors of Portuguese Language and Literature.

The analysis also made it possible to verify that the answers given by the subjects concerning the principle of interdisciplinarity, observed in the PPC, are in line with their counter words that appeared in the group interview. The subjects' statements taken from this exercise show that the clashes were present in the process of restructuring the Pedagogical Projects, mobilizing different stances in the midst of Professors in the Program Structuring Nucleus group, aiming at enabling what would be considered relevant in the qualification of future teachers.

These research findings are evidence that official discourse is resumed in the space of a curricular restructuring in a nonlinear manner, constraining the discourses that defend the possibility of change in the structure of courses merely through legal norms.

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