

WRITTEN TEXTS AS TEACHING RESOURCES IN PHYSICAL EDUCATION CLASSES: TEACHERS' PERSPECTIVES AND EXPERIENCES

O TEXTO ESCRITO COMO RECURSO DIDÁTICO NAS AULAS DE EDUCAÇÃO FÍSICA: PERSPECTIVAS E EXPERIÊNCIAS DOS PROFESSORES

EL TEXTO ESCRITO COMO RECURSO DIDÁCTICO EN LAS CLASES DE EDUCACIÓN FÍSICA: PERSPECTIVAS Y EXPERIENCIAS DE LOS MAESTROS

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Keywords:

Physical Education
and training.
Teaching materials.
Textbooks.

Abstract: The aim of this study was to analyze written text as a teaching resource used to teach Physical Education and understand perceptions and practices constructed by teachers using that resource in their classes. We interviewed 21 teachers who believe in the relevance of this intervention, select diverse texts related to current Physical Education topics, building a consistent pedagogical process with what literature suggests on the topic. Therefore, we see that they care about the contribution of Physical Education for readers' construction, without neglecting the specific knowledge of the area.

Palavras chave:

Educação Física
e treinamento.
Materiais de ensino.
Livros de Texto.

Resumo: Com o objetivo de analisar o texto escrito como recurso didático aplicado no ensino da Educação Física e compreender as percepções e práticas construídas por professores que utilizam este recurso em suas aulas, realizamos entrevistas com 21 professores. Os participantes acreditam na relevância desta intervenção, selecionam textos diversificados e relacionados com temáticas atuais da Educação Física, construindo um processo pedagógico coerente com o que propõe a literatura sobre a temática analisada. Assim, percebemos que eles se preocupam com a contribuição da Educação Física para a construção do leitor, sem deixar de lado os conhecimentos específicos da área.

Palabras clave:

Educación Física
y entrenamiento.
Materiales de
enseñanza.
Libros de texto.

Resumen: Con el objetivo de analizar el texto escrito como recurso didático aplicado en la enseñanza de la Educación Física y comprender las percepciones y prácticas construidas por profesores que utilizan ese recurso en sus clases, fueron entrevistados 21 maestros. Los participantes están convencidos de la importancia de esta intervención, seleccionan textos diversos y relacionados con temas actuales de la Educación Física, construyendo un proceso pedagógico coherente con lo que propone la literatura sobre el tema analizado. Así, se percibe que se preocupan con la contribución de la Educación Física para la construcción del lector, sin dejar de lado los conocimientos específicos del área.

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1 INTRODUCTION

The use of written text as a resource to mediate the learning process is a very old educational practice. M. A. Silva (2012) argues that books and texts were already used in Antiquity for educational purposes. Generally, written texts' presence in school has been confined to textbooks, hindering proper exploitation of their potential. Choppin (2004) sees the definition of textbook as quite complex, given the multiplicity of forms it adopts and functions it performs. Munakata (2012), while acknowledging such complexity, chooses to present the textbook's general characteristic: it is a book produced in order to facilitate the educational process. For the author, efforts to develop that kind of book are seen as early as in the 13th century, when craftsmen reproduced handwritten books to be marketed to college students.

In recent decades, textbooks have drawn the attention of several researchers (CHOPPIN, 2004), giving rise to debates and controversies. Several criticisms have been leveled to their use, such as inflexibility in organization of contents, mercantilist use, ideological interests expressed in the books, and interference by public policies (ZABALA, 1998; MUNAKATA, 2012).

Despite criticism, textbooks still prevail among the resources used by teachers in their classes (SILVA, M. A., 2012) and have taken on many different formats. Some school systems have replaced the use of traditional textbooks with the "primer-based teaching system" (ADRIÃO *et al.*, 2009), i. e, teaching materials prepared by the school system itself, but which remain very similar to the book. Therefore, part of the criticism directed at textbooks can also be applied to primer-based systems. Those systems began to be used in Brazil in the 1950s (MOTTA, 2001) and were marketed by private school systems for a long time.

However, in recent years, efforts by the public school system have also chosen to use primer-based systems. Adrião *et al.* (2009, p. 802) investigated São Paulo municipalities that adopted these teaching systems developed through partnerships with private companies. The authors found

[...] a growing trend in municipalities, especially in those with up to 50 thousand inhabitants, which are considered small, to seek political and pedagogical support for educational services under their responsibility from private companies that provide services and products, such as teaching materials for students and teachers, including primers and CD-ROMs, in-service teacher training and monitoring the use of purchased materials.

Managers justify the use of that material by pointing out the need to standardize educational practices and build an educational identity for the town. However, according to Adrião *et al.* (2009), that practice shows a return to the technicistic ideals adopted during the period of Brazil's military dictatorship. Moreover, it is a consented form of private intervention in public schools, in line with the characteristics of Brazilian educational policy and international interests advocated by the World Bank (ADRIÃO *et al.*, 2009; MOTA JUNIOR, MAUÉS, 2014).

Since the 1990s, Brazilian education management has been strongly influenced by international organizations, similar to what happens in other Latin American countries (ALTMANN, 2002). Mota Junior and Maués (2014) argue that such initiative is intended to economically explore education while preparing workers to meet the new demands of the labor market. Based on Altmann (2002), the authors state that "emphasis on basic education, decentralization of management and centralization of school system evaluation were at the heart of the World Bank's proposals for educational reform in peripheral countries, including Brazil" (MOTA JUNIOR; MAUÉS, 2014, p. 1140).

Several actions have been implemented under this educational policy, such as inclusion of different evaluation systems and mechanisms (the National System for Basic Education Evaluation, National Examination of Secondary School, and Higher Education Assessment) and preparation of the National Curriculum Parameters (ALTMANN, 2002). Public-private partnerships and encouraging the use of textbooks or primer-based teaching systems are also examples of actions that enable the achievement of the objectives proposed by international organizations. Thus, the private sector benefits from economic exploitation enhanced by marketing the material to be used by students while influencing the school curriculum (CUNHA, 2011).

As a result of such educational policy, the use of textbooks or primer-based systems can be found in several Brazilian schools. In the Departments of Education of the states of São Paulo, Rio Grande do Sul and Paraná, for instance, this type of material has been produced to guide pedagogical practice and provide textbooks to students. That reality affects Physical Education (PE), since specific references for the area have been developed and used, both in the public and private schools (AMARAL, 2014; DARIDO *et al.*, 2010).

In this context, some teachers face the often mandatory task of using written texts in their classes. An example of that requirement can be seen in the implementation of the Curriculum Proposal of the State of São Paulo (SÃO PAULO, 2010). To implement it, teaching books were designed for teachers and students in each area of the school curriculum. As shown by the participants in the survey conducted by Freitas (2011), some schools have required that their teachers use that material. They justify by saying that students might be required to learn those contents when they take the test known as School Performance Evaluation System of the State of SÃO PAULO (SARESP).

For a long time, written texts were rarely used in PE classes, and teaching resources seemed to be restricted to sporting materials (balls, hoops, nets, bars, among others), that is, resources related to learning motor skills. That assessment was presented in the National Secondary Education Curriculum Parameters, as shown in the following excerpt:

Other areas of study are dedicated to enhancing students' knowledge through various methodologies, environmental studies, videos, appreciation of works of different authors, text reading, problem solving, discussion of current and concrete issues while the lessons in the "most attractive" of the components are limited to known fundamentals of sports and games. (BRASIL, 2000, p. 33; emphasis in the original)

The use of textbooks and primer-based teaching systems can be one of the factors influencing the change in that reality pointed out in Brazil (2000). However, the use of such material has received several criticisms. Lack of teacher preparation (CASTELLANI, 2013) is one of many factors that might affect the quality of the work and discourage its application. Cordeiro (2004) explains that textbook and primer-based systems generally employ fragmented and superficial written texts that limit the possibilities for readers' interaction and interpretation (CORDEIRO, 2004). For Campos and Montoito (2010), that material has reduced variability of text genres. From that perspective, the authors advocate the use of other texts written as an alternative to textbooks, such as scientific texts, fiction books, poetry, newspaper and magazine articles, among others.

Cordeiro (2004) and Mendes (2008) explain that contact with different text genres is important for encouraging students to build competence in reading – a goal which should guide the work according to the São Paulo Municipal Department of Education (SÃO PAULO, 2006a). Would teachers of PE (and other areas) be ready to undertake the task of encouraging the construction of reading competence?

PE's contributions to the construction of reading and writing competence are analyzed by the São Paulo Municipal Department of Education (SÃO PAULO, 2006b) from a cultural approach. Considering body culture as an object of study to be understood in school PE, the authors believe in the possibility of encouraging "reading and interpretation of gestures, human movement, the constituent cultural sign of the various groups that make up today's society" (SÃO PAULO, 2006b, p. 19). From this perspective, PE must allow the analysis of different (verbal or nonverbal) texts in their classes. Among the latter, written texts also deserve teachers' attention.

Cordeiro (2004) recalls that reading takes on different characteristics nowadays, allowing readers to communicate in different ways, whether it is to get information and to re-interpret them in order to meet the needs of their professional practice or to create a space that allows departing from work and its reality in leisure times. In the current dynamics, it is schools' and PE's role to provide students with contact with many written texts that can meet their personal desires.

Agreeing with the author, we believe that working with written texts can encourage readers' analysis and reflection, thus leading them to expand their "horizons and expectations" (CORDEIRO, 2004, p. 99). Its relevance is also pointed out by Campos and Montoito (2010, p. 159) when analyzing the use of text to teach Science and Mathematics. For the authors, written texts can encourage "imagination and affection in the construction of ideas, concepts and views of the world and therefore of science". Thus, using written texts in PE classes as well as providing teaching resources and different methodologies can help encouraging students' thinking and imagination, thus expanding learning situations related to the culture of body movement.

From this perspective, the use of children's books can be an interesting resource for presenting new games and playful activities to children in kindergarten. Stories that have characters involved in those activities can encourage children's curiosity and creativity. For instance, text can contribute to reflection on various topics, such as those presented in the National Curriculum Parameters (BRASIL, 1998). Thus, reading texts published in magazines or newspapers can provoke debates about beauty standards presented by the media, doping in sports or gender relations in football. Therefore, written texts' contributions to learning in PE cannot be ruled out because of criticism to textbooks and the primer-based system.

But, like any other educational resource, the use of texts should be goal-oriented. The PE view that has been adopted by teachers may hinder their use in class (BRASIL, 2000). Therefore, when teachers see PE only as a space for developing physical fitness and/or learning sports techniques, written texts might not be the best resource. However, their relevance becomes evident when a critical pedagogical trend (BRACHT, 1999) guides teachers' choices, since various learning situations will have to be created that are distinct from those traditionally used to learn specific motor skills in certain sports.

If PE is understood as the curriculum area responsible for allowing students to know, experience and understand the body culture of movement, thus encouraging critical analysis of reality and contributing to the construction of their autonomy, diversification of teaching resources will have to be sought. The idea is advocated by Brasil (1998, p. 85), which states that creating conditions to facilitate "access to books, magazines, newspapers and videos; preparation of surveys, interviews, panels, visits, appreciation and organization of events and production of materials" may contribute to the process of building students' autonomy.

However, the use of that resource requires planned action (CORDEIRO, 2004). For teachers to be able to build such planning there needs to be an (initial and ongoing) professional training process. The São Paulo Municipal Department of Education has invested in that process and prepared the Expectations Reference for the Development of Reading and Writing Competence (*Referencial de expectativas para o desenvolvimento da competência leitora e escritora no ciclo II*, SÃO PAULO, 2006a). The document presents guidelines for teachers to mediate students' contact with texts. Such efforts can encourage some PE teachers to use written texts in their classes on a voluntary basis. Knowing how teachers have been using that teaching resource can help us understand its possibilities and limits.

Based on the foregoing, we understand that some PE teachers are bringing written texts to their classes, either by themselves or after imposition by the educational system in which they work. Based on this assumption, we can ask ourselves: what do those teachers think of the use of texts as teaching resources? How have they been using texts in class? What is their perception about the work they do?

Unfortunately, few studies on the topic have been devoted to answer these questions. Some of them have focused on understanding the possibilities for application of textbooks in PE as a means for curricular organization, such as Darido *et al.* (2008), Galatti, Paes and Darido (2010) and Diniz and Darido (2012). Darido *et al.* (2008) present the assumptions that guided the preparation of a textbook for Physical Education. They recognize the existence of criticism to and limits in the use of the textbook, but they believe in their relevance to the area and discuss some possibilities for their use. Galatti, Paes and Darido (2010) wrote a book that presents didactic sequences to address Collective Sports Games in class. Suggestions for preparing a textbook to teach dance in Physical Education classes are presented by Diniz and Darido (2012).

Other studies are dedicated to developing and evaluating the use of textbooks. That is what we found in Rodrigues and Darido (2011), who developed a Basketball textbook and evaluated the pros and cons of using the material with five PE teachers. Rufino and Darido (2013), in turn, evaluated the implementation of a PE book on the cross-cutting topic of health, from the perspective of 33 public school students.

Another study on textbooks was presented by Botelho and Neira (2014). The authors conducted a document research on studies on textbooks published in Brazil and Spain. They found that the studies show images and texts in the books of the area that express stereotyped, prejudiced and discriminatory beliefs.

The studies presented above have looked into textbooks rather than written texts. Thus, they contribute little to understanding texts as teaching resources, their contributions and how to use them. We found authors who advocate the use of text, such as Paula (2003) and Carmo (1999). Paula (2003) discusses the use of bibliographic support as a methodological resource for teaching PE at primary and secondary levels of schooling. Carmo (1999) proposes the use of books to teach football and discusses the importance of adding written material to other traditional resources. However, the authors did not investigate how written texts have been used by teachers. Starting from that issue, we conducted this study to examine written texts as teaching tools applied in the teaching of PE and understand perceptions and practices constructed by teachers who use that resource in their classes. We believe that identifying experiences and perceptions of teachers who use written texts can

contribute to a better understanding of teachers' pedagogic practice, identifying advances, possibilities and needs in the use of that teaching resource in the context of PE.

2 METHODOLOGY TRAJECTORY

To achieve the proposed objectives, we conducted a qualitative research, seeking to interpret and analyze participants' meanings and perspectives about the context investigated (TRIVIÑOS, 1987). For this, we believe it would be necessary to select an intentional and convenience sample consisting of teachers who intentionally and voluntarily use written texts. Thus, the study included 21 teachers linked to private and public education schools in the state of São Paulo who had used written texts as teaching tools in their classes for at least one year.

Semi-structured interviews were chosen to access views, descriptions and explanations provided by the participants on the study object (LAVILLE; DIONNE, 1999; FLICK, 2004). In addition to interviews, we decided to use written texts supplied by the participants as a source of information to illustrate the material they have used. We believed that knowing some of the texts used would allow us to better understand the views and experiences they described.

In order to analyze the information obtained in interviews and texts provided, we use the technique of content analysis. That type of analysis, proposed by Bardin (2011), has been widely applied in qualitative studies and allows exploring messages and information to understand more deeply the phenomena we intended to investigate (MORAES, 1999).

We chose to ask participants to indicate fictitious names to be used during the presentation of results, so these fictitious names follow participants' suggestions. Research procedures were submitted to the Research Ethics Committee as CAAE process no. 24914813.6.0000.0089, approved by report number 470,038.

3 WRITTEN TEXTS IN THE CONTEXT OF PE: INTERPRETING TEACHERS' VIEWS

Most participants (12) have worked in schools for five years, are 25-42 aged years old, and 12 of them are male. Thirteen participants work over 40 hours a week in two or more schools. Eleven teachers work only in elementary school, while six teach in elementary and high school.

With regard to professional, initial or continuing education, we saw that the group was in constant improvement, whether by pursuing a second degree or shorter and longer specialization courses (known in Brazil as *lato sensu* and *stricto sensu* post-graduation studies respectively). Thus, 13 teachers took short specialization courses; eight have completed master's programs; while two and four, respectively, were master's and doctoral degree candidates.

Only three respondents worked solely in private schools. Only one teacher said he was allowed time for planning or weekly teachers' meeting, while the others pointed out the existence of group planning meetings among teachers, usually held the week before the beginning of classes in each semester. Public school teachers' in turn, had a weekly workload intended for individual planning and meetings with other teachers included in their working hours. That time varied from 2 to 14 class hours, depending on the teacher's total workload. Another peculiar characteristic of those teachers is that eight of them have held management

positions (principals, coordinators and supervisors) and six have worked with pedagogical support and teacher training in the school systems to which they are linked.

Fifteen respondents said they have used written texts in their classes since they became teachers. The others began to use them during the development of their work. Several factors were responsible for raising their interest in that use, teachers said. They included the influence of professional training, the search for diverse methodologies for teaching PE and the need to adapt to the school's physical structure.

Many participants pointed out the influence of professional training, in particular of continuing education, such as Maria and Beatriz, who said:

[...] perhaps because of my training... as soon as I graduated ... The extension courses I took at the School of Education contributed a lot (Maria).

Since my training already happened always under a more critical perspective, working with texts made sense to me (Beatriz).

Although teachers understand the influence of professional training on their work, they do not report having gone through experiences during their undergraduate studies where the use of texts in school was analyzed. Pedro explains that he used to watch how professors in college used texts and he was inspired by them. Other teachers might have adopted this practice. However, the way text is used in higher education is not always suitable for basic education.

Participation in community outreach courses and study groups was also mentioned by some teachers as well as contact with certain curriculum proposals or official curricula. Edson, for instance, states that, upon joining the school system in São Paulo, he came into contact with a way of thinking and references (SÃO PAULO, 2006a, SÃO PAULO, 2006b) that encouraged him to look at written texts as viable alternatives. He then began using them in his classes.

In view of this new demand posed to PE teachers, we understand that initial and continuing education should include encouragement and guidance to use and develop this type of resource. We must understand that "the construction of autonomous reading requires the planning of teaching situations where students can actually read different types of texts with different intentions and functions and exercise specific skills for thoughtful reading of real texts, whether or not they are school texts" (SÃO PAULO, 2006b, p. 9).

The need to diversify teaching resources used in classes was another factor mentioned by teachers. They argue about the importance of providing students with access to different sources of information and, consequently, different discourses. We also found that some teachers said they started using texts in order to support the work they do, explaining that their work is based on scientific references or authoritative arguments, i. e. experts' opinions on specific matters.

The option for a particular form of intervention and a specific resource such as written texts (ZABALA, 1998; SÃO PAULO, 2006a) will be guided by a number of earlier decisions, which define, for example, the goals to be achieved in classes. The three goals that guide participants' choices are presented in Table 1.

Table 1 – Goals mentioned by teachers for using written texts

Goals	Teachers' names
To analyze and reflect on knowledge and the Body Culture of Movement	Douglas, Rodrigo, Roberto, Beatriz, Adenor, Edson, Daniela, André, Maria, Luciana, Alex, Eduardo, Pedro.
To learn and further explore knowledge about the Body Culture of Movement	André, Daniela, Vera, Pedro.
To develop skills to read and write competence.	André, Daniela, Vera e Pedro.

Source: Prepared by the authors

By using written texts, teachers expect students to critically examine the body culture of movement and understand aspects sometimes overlooked in common sense thinking. Below, we highlight interview excerpts on this goal.

[...] it is yet another tool to lead students to reflect on something. So it is a tool, and I use it simply as... "simply"?!! It's such a great thing... but as a tool to get them thinking about something (Maria).

So you get to change students' idea and make them see the other side. Besides your voice, you have to show other documents that end up validating what you say. Then, when students come in contact with a different material rather than the teacher's speech, such as text, be it video or images, they begin to rethink what they already know (Rodrigo).

Cordeiro (2004) argues that written texts can encourage new readings on reality and concepts as proposed by the teachers participating in this research. In addition, written texts are also a resource for accessing information and for knowledge construction. This is another goal stated by teachers when using written texts. They argue that such use allows students to understand the manifestations of the body culture of movement, to identify existing knowledge and to analyze the chosen topic in a broader and deeper way.

Contributing to the reader's education process was another goal mentioned by some teachers. Cordeiro (2004) argues that reader's preparation is responsibility of every teacher and it cannot be assumed only by Portuguese teachers. PE can contribute to that process without neglecting its specificity. From this perspective, Neves (1999) and São Paulo (2006a) argue that teachers must see human movement as a text to be read. Reading comprehension involves the ability not only for decoding words, but also for comprehending texts' meanings, senses and function. Thus, written texts can also be a strategy used to broaden and deepen the understanding of movement, seen as a form of language (SÃO PAULO, 2006b).

Based on the goals that guide the use of written texts, we can understand elements of the PE view that has guided those teachers. One intention is to prepare students to know, understand and transform the body culture of movement and critically analyze PE and society. We can see the influence of critical proposals, identified by Bracht (1999) and defended in the National Curriculum Parameters (BRASIL, 1998) in the goals declared by participants.

One of the first stages in working with written texts is selecting those that will be used. Participants presented different criteria for selecting a text for use in class. One of the criteria adopted was length. Some of them, such as Maria and Beatriz, claimed to select short texts, especially for younger students. Others reported selecting longer texts to use with students in the final years of elementary school or high school. Interestingly, however, the texts provided by

the teachers had varied sizes, regardless of grade level.

Text reliability and origin are other criteria presented by participants. They reported concern with writing quality, since they looked to the scientific content of the information as well as to reliability of the author and the media on which the text was provided (website, magazines, newspapers, books). André explained his choice:

Look, I choose teaching material for the seriousness of its author [...] Because, with my political education, I have to show it to my students and politicize them too. I won't bring a textbook from a person who is naive or is looking at reality in a way that is not correct, right? (André).

Teachers must carefully choose the text to be used (CORDEIRO, 2004; SÃO PAULO, 2006a). However, if the teacher's intention is to encourage students' reflection, presenting a text with incorrect or unreliable information can be an appropriate strategy. In this sense, comparing different texts and different text genres is important, since students will have contact with different texts in their daily lives. André himself recognized this importance when he stated that students wanted to question some information presented on television.

Another criterion used by teachers was the appropriateness of vocabulary and language. According to students' age group and consequently their level of education, there was variation in vocabulary requirement (more or less technical terms), as well as the language (more or less sophisticated). Some teachers said they value the use of a scientific and more sophisticated language. Others chose texts with simpler language. The most important was that the text met students' needs as assessed by teachers (CORDEIRO, 2004; SÃO PAULO, 2006a).

Other criteria include students' needs and interests as well as the possibility of the material used to be attractive. As Cordeiro (2004) explains, in order to encourage reader formation of, it is important to build practices that are pleasant. Thus, adjusting text topic to students' interests, seeking a comprehensive and challenging vocabulary, as teachers do, makes the experience more significant.

It is important that students have contact with a variety of texts, genres, types and media throughout their schooling. That will allow them to experience several and varied reading procedures and ways of reading, besides developing their own reading strategies (SÃO PAULO, 2006b, MENDES, 2008). Therefore,

[...] Distinct ways of reading can be used in different situations for the same type of text: it is possible to read informative and scientific material to obtain global information, to search for a specific data or to look further into certain aspect of topic; a newspaper article can be read simply for pleasure at a time and as an object of reflection at other times; a poem or a short story can be read for pleasure first and then as a way to communicate something to someone; that is, there are many possibilities to approach texts (SÃO PAULO, 2006b, p. 10).

Marcuschi (2008) explains that texts can be classified into types according to their linguistic nature, for example, narrative and description. Text genres, in turn, express content, functional properties, style and characteristic composition. Written or oral, they are almost unlimited (MARCUSCHI, 2008), especially due to new communication and information technologies (MENDES, 2008). Some examples of genres are phone calls, notes, lectures, recipes, reviews, among others.

We have analyzed the texts provided by the teachers and the information presented in interviews to identify text genres presented. Genres identified appear in the table below:

Table 2 – Text genres used by teachers

Text genres used	
Textbooks (known in Brazil as “didactics”)	
Textbooks	Maria, Edson, Luciana, Alex, Roberto, Pedro, Rodrigo, Mario, Rafaela and Douglas.
Supplementary books (known in Brazil as “paradidáticos”)	André, Fabiana, Eduardo and Alberto.
Adapted (known in Brazil as “didactized”)	
Cartoons	Maria and André.
Comic strips	Vera and Adenor.
Longer comics	Francisca, Rafaela and Eduardo.
Journalistic text	Maria, André, Edson, Luciana, Fabiana, Francisca, Adenor, Alex, Beatriz, Eduardo, Alberto, Pedro, Adalberto and Mário.
Academic texts	André, Daniela, Edson, Luciana, Adenor, Roberto, Beatriz, Alberto and Rafaela.
Poems	Roberto.
Poetry	Adenor.
Music lyrics	Adenor, Beatriz, Eduardo, Mário e Edson.
Chronicles	Beatriz.
Student’s texts	André.
Teacher’s texts	André, Luciana, Fabiana, CBC, Adalberto, Pedro, Maria, Francisca, Daniela, Vera, Adenor, Douglas and Rafaela.

Source: Prepared by the authors

Textbooks include text genres developed in order to mediate the learning process. According to Silva *et al.* (2011), they are those who have gone through a “didactization” process. “Didactized” texts, in turn, include genres whose initial purpose is not pedagogical, that is, they were not designed to mediate the learning process. For the authors, those texts are selected by the teacher to be brought into the classroom and “didactized” for the first time under teachers’ work proposals.

Text genres can be presented on different media (MARCUSCHI, 2008). A medium is any physical surface on which the text can be fixed and thus made available. According to Marcuschi (2008), media may be conventional (books, textbooks, newspapers, magazines, radio, television, telephones, notice boards, billboards, booklets, brochures, electronic signs, banners) or incidental (packaging, trucks’ bumpers and fenders, clothes, walls, bus stops, subway station, sidewalks, facades, bus windows, and human bodies). Based on teachers’ statements, the main media through which students have access to text were found to be printed material (14), slates (2), electronic media (1), newspapers and magazines (14).

We can see that the group of teachers who participated in this study had worked with different text genres and media and developed work that was consistent with the recommendations presented in literature. That work is important because each text establishes a different link with its reader, which is influenced by the type, genre or medium used. Reader-text and writer-text relations are established as a game whose rules are modified through the pacts established among participants (MENDES, 2008).

We sought to understand how teachers use texts in their classes. As for the space where text is used, the most often mentioned by participants was the classroom, where students spend most of their time. Only four teachers said they use other spaces (library, reading room, schoolyard, sports court). As for the dynamics adopted, teachers describe activities with different groups, involving individual, small-group or large-group activities or even the whole class. In addition, they report various situations involving oral or silent reading, sometimes held collectively. To Azambuja and Souza (1995), reading activities can be done individually or collectively, orally or silently. Oral reading, for example, is interesting for small texts and can provide expressive reading training, encourage the formation of good readers and listeners, as well as reader-text-listener interaction.

Reflecting on their work, teachers evaluated the experiences positively, and justified that assessment with several arguments. Qualitative improvement in learning, greater interest or less resistance to activities with text as well as changes in their views of Physical Education are some of the results observed in students and deemed relevant by teachers. Some did not mention results, but considered the use of texts positive, just because they believed in their importance for students and for the organization of teachers' work. Two teachers believed that the work could have different impacts on each student, and it is difficult to make an assessment. In any case, they believed in the importance of the work, but did not consider it possible to measure the results.

Although teachers said they were satisfied with the work they do, we realize that there is constant critical analysis. Some state that the proposed activities are not always proper, and their application must be reviewed. In addition, participants explain some difficulties they face, such as lack of infrastructure for using the resource – a problem that affects many teachers, even if they do not use written texts. According to Santini and Molina Neto (2005) and Gaspari *et al* (2006), many teachers face inadequate space and lack of materials – issues raised by participants in this study. Other difficulties mentioned by teachers were students' resistance to the existing view of PE and lack of time for planning activities to be implemented.

4 FINAL REMARKS

By conducting this study, we found that teachers who voluntarily use written texts in their classes believe in the relevance of that intervention and select texts that are diverse and related to current issues of Physical Education, building a pedagogical process that is coherent with what literature proposes on the topic analyzed. Thus, we found that they cared about the contribution of Physical Education for readers' construction, without neglecting the specific knowledge of the area.

We believe that the use of written texts in PE can help students to build significant knowledge about the body culture of movement, as proposed by the National Curriculum Parameters. That knowledge can contribute to meet the goals proposed by the school and PE. Participating teachers

confirm that belief and show possibilities for its use. Thus, based on the results presented here, other teachers might feel encouraged to use that resource in their classes.

Teachers presented some of the didactic procedures adopted, but the complexity of teachers' daily life cannot be expressed only from their statements. Thus, the information presented did not allow us to understand how it would actually happen in the classroom. They mention that students resist when the text use process begins and that resistance decreases as its use continues. However, further studies will be necessary to understand how students react and take advantage of the activities.

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