



(Re)presentations and dialogue

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Monografía

This study pertains to the field of studies on Textual Genetics and Enunciation Linguistics and is aimed at analyzing the forms of representation of verbal erasures occurring during the writing process of a story made up by two Brazilian pupils (7 years old). Having assumed "haphazardness" and "dialogism" as the central phenomena of this process, I relate verbal erasure to the points of tension that emerge during the dialogal text established by the pupils as they discuss and write the story. The haphazardness and dialogism typical of the enunciative action are related to the writers' returns over what was said, and the verbal erasure is testimony of the subjective positions that singularize both the writing process and their school text. Keywords: school; dialogue; writing; narrative; haphazardness; dialogism; erasure

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