

POTENTIALITIES OF LITERACY AND (MULTI)LITERACIES: PROPOSITIONS AND PERSPECTIVES

POTENCIALIDADES DE ALFABETIZAÇÃO E (MULTI)LETRAMENTOS: PROPOSIÇÕES E
PERSPECTIVAS

POTENCIALIDADES DE LA ALFABETIZACIÓN Y LAS (MULTI)ALFABETIZACIONES:
PROPUESTAS Y PERSPECTIVAS

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ABSTRACT: Children in initial reading instruction phase are in the process of formally learning to read and write. This learning must make sense to the child and be inserted in their social practices. Focusing on this process, this article aims at reflecting on a proposed activity developed by 1st grade teachers on the theme “environment”, based on a study about (multi)literacies carried out during continuing education. Such reflection is based on discussions about literacy (SOARES, 2021), (multi)literacies (ROJO; MOURA, 2019), levels of axiological dimension (VOLOCHINOV, 2017) and mediation (VYGOTSKY, 2008), Zone of Depotentialization of Development (HAAG, 2015) and Zone of Potentialization of Development (ZPD) (BANDEIRA, 2020). Such assumptions allowed us to identify, in the pedagogical proposal in focus, clues of what can lead to the (de)potentialization of the target students’ development, besides unveiling the teacher’s role as a mediator to contextualize the theme, question, explore and motivate learning.

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KEYWORDS: Initial reading instruction. (Multi)literacies. Zone of potential development.

RESUMO: Crianças em fase de alfabetização estão em processo de aprendizagem formal da leitura e da escrita. Essa aprendizagem deve fazer sentido para a criança e estar inserida em suas práticas sociais. Com foco nesse processo, este artigo busca refletir sobre proposta de atividade elaborada por professoras de 1º ano sobre o tema “meio ambiente”, fundamentada em estudo sobre (multi)letramentos realizados durante formação continuada. Tal reflexão se faz a partir de discussões sobre alfabetização (SOARES, 2021), (multi)letramentos (ROJO; MOURA, 2019), níveis de dimensão axiológica (VOLOCHINOV, 2017) e de mediação (VYGOTSKY, 2008), Zona de Despotencialização de Desenvolvimento (HAAG, 2015) e Zona de Potencialização de Desenvolvimento (ZPD) (BANDEIRA, 2020). Tais pressupostos permitiram identificar, na proposta pedagógica em foco, pistas do que pode levar à (des)potencialização do desenvolvimento dos alunos-alvo, além de se desvelar o papel docente como mediador para contextualizar o tema, questionar, explorar e motivar a aprendizagem.

PALAVRAS-CHAVE: Alfabetização. (Multi)letramentos. Zona de Potencialização de Desenvolvimento.

RESÚMEN: Los niños en la fase de alfabetización están en proceso de aprender formalmente a leer y escribir. Este aprendizaje debe tener sentido para el niño e insertarse en sus prácticas sociales. Centrándose en este proceso, este artículo pretende reflexionar sobre la propuesta de actividad desarrollada por los profesores de 1º de primaria sobre el tema "entorno", a partir del estudio sobre las (multi)alfabetizaciones realizado durante la formación continua. Dicha reflexión se realiza a partir de las discusiones sobre alfabetización (SOARES, 2021), (multi)alfabetizaciones (ROJO; MOURA, 2019), niveles de dimensión axiológica (VOLOCHINOV, 2017) y mediación (VYGOTSKY, 2008), Zona de Depotencialización del Desarrollo (HAAG, 2015) y Zona de Desarrollo Potencial (ZPD) (BANDEIRA, 2020). Tales premisas permitieron identificar, en la propuesta pedagógica en foco, pistas de lo que puede llevar a la (des)potencialización del desarrollo de los alumnos destinatarios, además de develar el papel del profesor como mediador para contextualizar el tema, cuestionar, explorar y motivar el aprendizaje.

PALABRAS CLAVE: Alfabetización. (Multi)alfabetización. Zona de desarrollo potencial.

1 INTRODUCTION

Verbal language, considered a social practice used among subjects, according to Mohr (2006), is interactive, presents meaning within a context, and has an internal and cognitive organization. Children in the literacy phase are in the process of formal learning of reading and writing. In order for these skills to be effectively developed, they ought to go further in this learning, not only reading and writing with quality but also being able to reflect and think critically about what they read and write.

Each individual is seen within a social group, and as a consequence, the practices that are part of their daily lives should be considered. In this perspective, we bring to our focus what is known as “literacy”. Soares (2018) states that literacy is associated with literacy, which focuses on the initial learning of written language, not just referring to the learning of writing technology. Literacy, according to the author, is more widespread, as it introduces the child to the social practices of language, which follow him/her throughout his/her life.

Another concept that underlies this paper is that of “multiliteracy”. According to Rojo and Moura (2019), from the 1990s onwards, literacies begin to undergo great changes, as letter literacies are no longer enough. The authors emphasize that access to the digital world has changed the form of texts. The “multiliteracies”, for Rojo and Moura (2019), were thought from the perception of the accelerated change that has been taking place in the world due to globalization, represented by the great increase in the use of media, the ethnic and social diversity of people in transit and due to multiculturalism.

Based on these assumptions, this text also starts from theoretical views that consider the premises of the DPZ (Development Potentialization Zone) (BANDEIRA, 2020) in categories such as reading and listening; shared and autonomous writing; and orality, according to the National Curricular Common Base (NCCB) (BRAZIL, 2018). DPZ is also addressed with regard to the levels of the

axiological dimension (VOLOCHINOV, 2017) and mediation (VYGOTSKY, 2008), according to Bandeira (2020). In addition to this approach, based on what Rojo and Moura (2019) bring, aspects of multiculturalism and multimodality are considered from the perspective of multiliteracies. In addition to these assumptions, in the reflections on the literacy cycle and material selection, carried out by the teachers, whose proposal is the focus of analysis, precepts of Soares (2021), among others, are considered.

This paper focuses on the appropriation of written language, its teaching, and amplitude, valuing interaction, social practices, and the potential of subjects. Under this focus, within the scope of this text, it was sought to analyze a proposal that results from the training action of literacy teachers carried out in a countryside city of Rio Grande do Sul, in 2020, which gave rise to the thesis of Luiz (2022). The aim of this research was to know and reflect on the perceptions and conceptions of the teachers regarding the appropriation of reading and writing by 1st-year students of the city school system, through a training action built between the university and the school system. The course of this training was directed at the reading and writing skills of children in the literacy phase. Conversations with teachers were promoted, stimulating their engagement, in order to verify how teachers understood literacy and how they had been working with their students on reading and writing skills.

During the training action proposals, teachers were asked to write their opinions about literacy and send proposals for activities that worked with the literacy of the students. Of the proposals sent, one will be explored in this paper, which deals with the theme "environment" and allows a new front of analysis, according to the precepts of the Development Potentialization Zone (DPZ), proposed by Bandeira (2020), which contemplated how the language, teaching, and intellectual disability are evidenced in the speech of teachers working in a multifunctional resource room, seeking to learn from the students served on site. The author presents the concept of DPZ from what she found in the context of a multifunctional resource room, a space within the school to support the inclusion of the special education public. At the end of the discussion of his data, Bandeira (2020) reiterates that we all have different ways of learning, different potentialities, different times for learning, etc. From this perspective, DPZ can be established by any mediator in a teaching-learning situation, through actions and choices, going in the opposite direction to aspects that may exclude those who are not achieving the intended objectives.

It is also necessary to say that the analysis of the highlighted proposal is carried out in the sequence established by the teachers, considering the aforementioned theoretical issues and assumptions. The target of this reflection focuses on the activities, trying to highlight the relevance of enhancing the action of the student from the planning/development phases of highlighted activities.

In order to reach the objective proposed in the scope of this paper, in the sequence of the text, there is a theoretical foundation focused on the relevance of the use of language in practices of (multi)literacies and literacy. In addition, the importance of language as a means of interaction and of DPZ is given, covering the actions of the mediator in the learning process. In the same item, the appropriation of reading and writing by children is also addressed, focusing on literacy and literacy. Next, in "Methodological Aspects", it is described how the research data were generated in the context of the ongoing training action carried out. Then, the proposed activity on which the paper focuses is presented (LUIZ, 2022), later analyzed, and discussed according to concepts that support this paper. At the end of the text, highlights are made regarding the intended objective and findings made possible throughout this reflection.

2 THEORETICAL FOUNDATION

Reading and writing, considering the initial phase of schooling, are developed through the interaction between children and people who are part of their context, such as family members, teachers, and friends, subjects more or less experienced than them. Based on this fact, we approach, in this section, elements related to the appropriation of reading and writing, encompassing not only the mediation of the teacher but also the awareness on the part of the teacher in relation to what is done by him. In addition, practices of multiliteracies are considered in which the subject is an integral part of a society, which uses language through different signs.

Then, the theoretical foundations used in this paper are based on a sociocultural perspective of language, understanding the social context in which the subjects are inserted in relation to human and professional development. Authors such as Vygotsky (2008, 2012), Volochinov (2017), Bandeira (2020), and Luiz (2022) contribute to thinking about the use of language in (multi)literacy and literacy practices. In this perspective of considering the social environment, Rojo and Moura (2019) and their indications on multiliteracies are part of this conversation, in addition to studies by Soares (2016, 2020), regarding writing and literacy.

Vygotsky (2008) and Volochinov (2017) direct their research toward the use of language as interaction, looking at social dimensions. From these authors, we can understand the use of language in the social sphere in a historical, dialectical, and semiotic way in human relations. For Vygotsky (2008) and Volochinov (2017), dialogue and the influence of the other are fundamental for psychic construction, taking into consideration the questions and tensions for the creation of meanings.

To the ideas of Vygotsky (2008) and Volochinov (2017), we add the concept of Development Potential Zone (DPZ) (BANDEIRA, 2020). DPZ emerged based on Vygotsky (2008) and Volochinov (2017) and from the Development Depotential Zone created by Haag (2015). In her doctoral thesis, Haag (2015) identified a socio-discursive network that forms around the student with a specific developmental characteristic (SDC). This socio-discursive network is the disempowering discourse given by the person responsible for the learning of the student. In this discourse, the person in charge identifies everything that the student cannot, making everyone around him believe that the student is not evolving in learning, that he is not capable, and creates a representation of himself as incapacity. Bandeira (2020) inferred, from Haag (2015), that if we can adopt a discourse that leads to a Zone of Depotentialization of Development (ZdD), we can go in the opposite direction and, through language, promote Development Potential Zone (DPZ).

This zone comprises two levels, the axiological dimension level, originating from Volochinov's theory (2017), in which the teacher would be aware of the evaluative and, as a consequence, ideological tones, which involve their social audience and the student as well. Thus, actions would be articulated in concrete activities through speech genres, and the mediation level of Vygotsky (2008) would be the way for the teacher to identify possible mediations and articulations to promote the development of the student. The two levels are interrelated in teaching actions, thus forming DPZ (BANDEIRA, 2020).

The axiological dimension is the perception of the teacher concerning relationships, attitudes, and activities, with regard to the value judgment attributed to each person in their relationships. In these relationships, therefore, mediation takes place through the interaction of those who are in a teaching-learning situation. There are those who are at the level of actual development (one who has a certain competence) and those who are at the level of potential development (who are in the process of developing a certain competence) (VYGOTSKY, 2008). During mediation, as pointed out by Magalhães and Oliveira (2011), alterity and dialogue must always be present so that collaborative and meaningful work can be established, and learning takes place.

DPZ, according to Bandeira (2020), is a subjective space, which materializes through the actions of the mediator, based on how he decides to do or act. This space is established in the consciousness of the teacher and becomes a tool for mastering their emotions that emerge in the interaction with those who are in a Development Potential Zone (VYGOTSKY, 2008). DPZ allows the self-regulation of the teacher against a cultural matrix that induces pedagogical actions aimed at authoritarian, meritocratic teaching and that values those who are within the average and excludes those who are not achieving the proposed objectives.

The Development Potential Zone not only helps the teacher to become aware of what is not desirable to do but also indicates that it is necessary to establish a neutral zone in mediation and carry out the welcoming movement with the tone of voice and with the whole body, as argued by Bandeira (2020). It is also necessary to verbalize to the student the belief of the teacher in relation to his potential. This awareness of the teacher will lead him to have control over his way of using language, thus indicating a socio-semiotic feature.

Language, in the socio-semiotic perspective, manifests itself beyond what it is said, that is, through the way someone looks at himself, by gestures, by facial expressions, by sighs, and by physiological movements. In addition, Bandeira (2020) recognizes that even the choice of activities performed, or the place that is indicated for the student to sit and the set of actions designed for each student carry a pedagogical intention and tell the learner how much they believe or not at his potential. From this socio-semiotic perspective defended by Bandeira (2020), according to the mentions already made, activities proposed by 1st-year teachers will be analyzed, identifying pedagogical intentions that are manifested through what they chose to do.

DPZ would be the representation of the epistemological basis of the research developed by Bandeira (2020), based on multiliteracies practices, according to the precepts of Rojo and Moura (2019). According to these authors, “multiliteracy” is a concept, as defended by the New London Group (NLG), which suggests taking into account what and how to act in the production of knowledge. In relation to *what*, it is proposed that teachers adopt a metalanguage of designers of learning processes and environments, in which any semiotic activity (use of language by different signs) is considered a matter of design. The *how* seeks to affirm the epistemological position of the group that “the human mind is embodied, situated and social” (NLG, 2000, p. 30). As a result, the pedagogy of multiliteracies is in constant transformation from four aspects that are interrelated in a non-linear way (NLG, 2000, p. 35): situated practice, direct instruction (systematic and analytical understanding of meanings), critical positioning and transformed practice (redesign in other cultural spaces).

NLG (2000) points out the need for teachers to work towards the formation of meaning designers, according to the multimodal paradigm, which uses the understanding, production, transformation of linguistic, visual, auditory, gestural, and spatial meanings. In Brazil, Rojo and Moura (2012) defend the concept of multiliteracies for the school and the globalized world, questioning whether or not the institution is inserted in this current time and defends new ways of teaching and dialogue focused on local and popular culture with support or not of technologies.

The notion of multiliteracies, which encompasses multiculturalism and multimodality, is present in the NCCB (BRASIL, 2018), placing the student/author of the text in the position of a designer who starts from what has already been produced and creates new meanings through merging, remix, recycling, redistribution in which the creation process predominates. Thus, according to Rojo and Moura (2012), NCCB proposes cultural diversity: marginal, popular, mass, digital, and a space of many cultures.

Therefore, there is no prejudice with the word brought to the classroom by the child, either in oral or written form. Thus, while defending the necessity of working with students on reading-comprehension practices and the production of texts that circulate in their communities, there is a need to work with the systematic teaching of alphabetic writing.

To this end, the knowledge of first-year teachers on the theory of the psychogenesis of writing is included (FERREIRO; TEBEROSKY, 1999), added to metalinguistic awareness, according to Soares (2016, 2021) and Moraes (2020). The theory of psychogenesis, supported by a constructivist perspective, must be taken into account in the literacy process. This perspective considers that the learner formulates his own ideas about the writing he finds in his environment. However, we do not subscribe to an orthodox interpretation of the application of constructivism, which believes that children need to understand the complex system of writing alone, without teachers giving them information. Therefore, like Soares (2016, 2021) and Moraes (2020), we defend the construction of writing by the student, considering the knowledge that the student has about it. However, the intervention of the teacher is necessary to offer the opportunity to reflect explicitly on the language, making it an object of analysis.

Continuing with this reflection, the next section addresses the appropriation of language by the child, taking into account the importance of reading and writing development. We start, therefore, from a protagonist's view in identifying the stages or phases through which children go through in their progressive acquisition and mastery of written language, aiming at the metacognitive operations involved in learning written language, such as the dimensions of metalinguistic awareness.

2.1 APPROPRIATION OF READING AND WRITING

When we are in contact with a child, we observe that activities related to interpretation and written production begin before schooling. It is very difficult to imagine that a four or five-year-old child who grew up in an urban environment, where he finds written texts everywhere (toys, posters, clothes, TV, etc.), has no idea of this cultural object that is writing until he was six years old and had a teacher in front of him (FERREIRO; TEBEROSKY, 1999). Because of this, we understand that, in the face of so many stimuli, the child recognizes writing as a cultural object, before a school product. As the child is inserted in a world where there is the presence of socially elaborated symbolic systems, he/she seeks to understand the nature of these marks. For this, it discovers the properties of this symbolic system, through a long construction process (FERREIRO, 2001).

From birth, children are knowledge builders. They strive to understand the world around them, create abstract and difficult problems, and discover their answers. Children build complex objects of knowledge, and one of them is writing (FERREIRO, 2001). As a consequence, they actively seek to understand what is around them, trying to solve the questions provoked by the world (FERREIRO; TEBEROSKY, 1999).

The study by Luria (2010) recognizes the initial hypotheses that children make about writing, identifying these hypotheses as scribbles and drawing. We also highlight the studies by Ferreiro and Teberosky (1999) that describe five levels of writing construction, from 1 to 5, according to the skills developed by the children. Soares (2021, p. 27) states that literacy is “the process of appropriation of the ‘technology of writing’, that is, the set of techniques, procedures, skills necessary for the practice” of reading and writing. These skills involve mastering the representation system that is alphabetic writing; and literacy, in addition to the “ability to make use of writing to insert oneself in social practices”, is, among others, the ability to “produce different types and genres of texts” (SOARES, 2021, p. 27).

Although there is a diversity of concepts about literacy, we can say that it is a set of skills to use written language or not in different social spheres and to indicate the very set of actions that involve written language in social practices. For the analysis carried out in this paper, we propose a union between the concepts of literacy, from the perspective of Soares (2021), and multiliteracies, from the perspective of Rojo and Moura (2012; 2019), considering both necessary in the school environment.

Thus, the child must learn to understand the written variation of texts, according to the genre, the reader, and the objectives of the author. For this, some genres of recurrent texts in the social life of a child that can be worked throughout Elementary School are suggested, among which are mentioned lists, poems, recipes, comics, tickets, invitations, leaflets, among many others.

From the perspective of multiliteracies, other genres have been added to the learning process, such as those that, according to Rojo and Moura (2012), go beyond the tools used for handwriting, such as paper, pen, blackboard, and chalk. Literacy becomes multiliteracies with the advent of audio, video, image processing, editing, etc. This new text is, according to the same authors, “hyper”, and the reader is able to choose the way to proceed with the reading, using associative sequences.

Furthermore, according to Soares (2016, p. 125), during the learning process of reading and writing, the learner also needs to improve metalinguistic awareness, which is “the ability to take language as an object of reflection and analysis, dissociating from its habitual use as a means of interaction [...]”. This reflection that Soares (2016) suggests goes beyond the ability to analyze the “sounds” of language. It concerns, therefore, the ability to reflect on the written text, its structure, and organization, its syntactic and contextual aspects. The metalinguistic dimensions, according to Soares (2016) and Morais (2020), are metatextual awareness, syntactic awareness, morphological awareness, and phonological awareness. Soares (2016) also includes semantic consciousness, which encompasses all other consciousnesses.

As we have mentioned, according to Soares (2016), learning to read is a metalinguistic exercise, because it addresses knowledge carried out explicitly, brought to the conscious domain of its properties. On the other hand, even implicitly, children reveal

knowledge about the structure of a language, since they are users of it. Such skill, from Soares (2016), is understood as epilinguistic knowledge.

Epilinguistic activities manifest themselves spontaneously when students verbalize their way of thinking about language. In epilinguistic activities, however, students are not aware of the knowledge they mobilize and its relationship with the teaching-learning process of reading and writing.

Thus, the knowledge that the student brings from his experience as a language user can show up during this collective writing practice. It is up to the teacher, in the face of this fact, to take the student to an awareness of this knowledge, which is implicit. The teacher's mediation leads the student to make this knowledge explicit, that is, metalinguistic, necessary for the literacy process.

Based on what was exposed in this section, information related to the data generated by Luiz (2022) will be presented, explaining the focus of analysis for the purposes of this paper.

3 METHODOLOGICAL ASPECTS

The study by Luiz (2022), as mentioned, was developed with the municipal education network of a municipality located in the Serra Gaúcha region. The initial theme of the research was proposed in a meeting between the researcher and two teachers from the pedagogical department (DP) of the Department of Education (SME) of the municipality.

The Doctoral research started after a project approved by the Ethics Committee (EC)¹ of the institution, in a face-to-face format, which had to be modified in 2020, due to the interruption of classes due to the COVID-19 pandemic.

During 2020, the researcher was responsible for organizing five continuing education modules with 1st-year teachers of the city education system, carried out in an online and asynchronous format. The themes of each module, in the order in which they occurred, were:

- 1) Module 1: Literacy and Writing;
- 2) Module 2: Socio-emotional competence and literacy practices;
- 3) Module 3: Work with projects and expression of opinion on data from training 1;
- 4) Module 4: Teacher well-being;
- 5) Module 5: Literary Literacy.

The research of Luiz (2022), therefore, focused on the organization of continuing education for 1st-year teachers of the education system, which took place in a collaborative and participatory way, based on a partnership between the university and school. The research participants were the 29 teachers who made up the general staff of 1st-year teachers of the education system in 2020. These teachers should, at the request of the CES, access each of the training modules, check the support material, and carry out the activity(ies) proposed by the researcher. The participation of the teachers took place through the performance of the proposed activities, which consisted of reading materials and watching available videos; and preparing opinionated texts and activity plans on the proposed themes (LUIZ, 2022).

In this paper, as previously mentioned, an activity on the theme “environment” is analyzed, sent by a pair of 1st-year teachers, during the research carried out by Luiz (2022). The activity has different stages: video on the topic to be seen with the class; checking the

¹ CAEE no. 09230919.7.0000.5344.

prior knowledge of the students before watching it; collective writing activity; spontaneous writing activity with drawing; and concrete activity carried out at school and at home.

It is also worth remembering that the research by Bandeira (2020), which had a research project approved by the Ethics Committee (EC)², dialogues with the data selected for analysis in this paper. With the aim of identifying the role of the teacher in the multifunctional resource room in the language development of the student indicated for attendance, from the theoretical foundation and data analysis, Bandeira (2020) coined the concept of Development Potential Zone (DPZ). This concept is taken as a reference for the analysis of the activities developed by the professors who integrated the research of Luiz (2022).

In the next section, Luiz's (2022) research data are discussed, which will be taken as a reference to look at a new perspective on the activity proposal sent by the 1st-year teachers in 2020, as mentioned.

4 THE DATA UNDER DISCUSSION

In this section, a proposal made by teachers who participated in the research of Luiz (2022) in the first training module will be analyzed. The theme, Literacy and Writing, was chosen because it corresponds to a demand presented by the teachers. Another reason was the fact that the researcher noticed, through observation of classes, that teachers, in general, did not make use of activities linked to the social practices of their students.

For Module 1, the following materials were made available to teachers, on an online platform created by the CES:

1. Video *Pedagogia dos letramentos – Part 1*, interview Roxane Rojo;
2. Paper *Letramento e capacidades de leitura para a cidadania* (ROJO, 2004).
3. Video *BNCC na Prática: escrita coletiva com alunos da Alfabetização*, Nova Escola TV Channel, with experience aligned with the National Curricular Common Base (NCCB) (BRAZIL, 2018), carried out with a 1st-year class from the city of São Paulo¹².
4. Additional reading: *Manual do Professor do livro didático do 1º ano*, pages VIII to XV (TRINCONI *et al.*, 2017), which addresses issues such as textual genres, reader training, writing, and literacy.

As a task in Module 1, teachers should write a text, exposing their opinion on literacy, arguing whether they believed that literacy should be part of their classes (Activity 1). They were also asked to propose an exercise that could be developed with students at different stages of reading and writing appropriation, considering the skills and competencies proposed by the NCCB (BRASIL, 2018) (Activity 2) (LUIZ, 2022).

In the subsequent section, the proposed activity selected for this article will be presented and analyzed. This is an activity sent to Module 1 (Activity 2).

4.1 ACTIVITY PROPOSAL DEVELOPED BY THE TEACHERS OF THE STUDY OF LUIZ (2022)

The proposal defined for analysis, as mentioned in this paper, was sent by a pair of teachers. The theme chosen by them was Environment. The teachers suggest working with the video of Turma da Mônica, called *Um plano para salvar o planeta*³, in which the main characters talk about the problems faced by the planet and solutions to solve them. In the video, the practice of the three Rs (Reduce, Reuse and Recycle) is indicated as a solution. Before the video, an oral activity is proposed to check the prior knowledge of the students. After the video, a collective writing activity is requested with actions that can be conducted. Next, the teachers indicate a spontaneous and illustrated writing activity, in which students must think, write and design a practical attitude to be carried out at home, based on the topic under discussion (LUIZ, 2022).

² CAAE no. 0222.7618.9.000.

³ Available in: <https://www.youtube.com/watch?v=-VP5NennkyI>

As a concrete activity, the teachers propose the creation of the Environmental Patrol. The children would act in the school as inspectors of garbage separation, cleaning, etc. and they would have a mascot to represent them. As an extra-class task, as a family, students could draw, make a poster, photo, or video with daily actions to save the planet (LUIZ, 2022).

The analysis of the pedagogical proposal presented by Luiz (2022) focuses on the first year of the literacy cycle. For the discussion of data, the topic of the video, the oral activity, the collective writing activity, and the spontaneous writing activity were chosen. The activities called by the teachers as concrete and extra-class will not be analyzed at this time. Based on this proposal, we seek, according to the aims of this paper, to discuss language practices considering the Development Potentialization Zone (DPZ) (BANDEIRA, 2020). At first, we situate the DPZ, reflecting on language as interaction and, subsequently, the analysis continues from categories such as reading/listening; writing: shared or autonomous; orality and linguistic/semiotic analysis, according to the NCCB (BRASIL, 2018). The categories were analyzed from the perspective of multiliteracies and literacy.

The Development Potential Zone and the categories defined in the other assumptions that support this paper are analyzed along the sequence of activities proposed by the teachers. Therefore, they do not appear separately, but in dialogue with the order of planning. The teachers thought about the proposals hypothetically or based on previous experiences, aiming at face-to-face interaction. The teachers, therefore, did not apply the activities in that period, because they were socially isolated. It is worth remembering that this study focuses on enhancing the actions of the teachers and presenting new pedagogical possibilities, in view of the consequences of isolation in the writing and literacy process.

After verifying the prior knowledge of the students, the teachers suggest working with the video of *Turma da Mônica*: A plan to save the planet, which receives attention in the sequence. The video, a media text, plays the role of the central axis in triggering the activities that the teachers present on writing and literacy. In this way, the teachers proved to be in line with the guidelines of the NCCB (BRASIL, 2018) and notes by Rojo and Moura (2019) and Soares (2021), which indicate the text as a basis for thinking about language practices.

When choosing a video as a resource, it is possible to recognize the levels of the Development Potential Zone: the level of the axiological dimension and the level of mediation (BANDEIRA, 2022). We identified the axiological dimension, which means the implicit value judgment, in the theme of the chosen text; and, at the level of mediation, we recognize a relationship of alterity between teacher-student, in which the mediator puts himself in the place of the student to find a video with which the students identify.

The option for this video denotes that the teachers place the student at the center of teaching-learning because they understand that the student is the protagonist in this process, thus not emphasizing authoritarian teaching that takes into account only the interests of the teacher. The theme of the video shows that students are responsible for the environment, suggesting actions on how to save the planet. In this sense, the speeches of the characters reveal to the students that they are capable and have the potential to transform their environment with small actions. The video enhances the actions of the children, indicating that, even in childhood, actions can be taken that result in social transformations.

We understand that media texts bring cultural representations that influence future social behaviors. As well as Cruz et al. (2021, p. 122), “we understand that the postmodern subject is multifaceted, approaching and distancing itself from identities according to environments and discourses that challenge them, being continuously in transformation”. Choosing a text from the perspective of the Development Potential Zone is to question, in addition to the structure of the text and the audience, who is the author that produced the video, which is its intention, in view of the characteristics of the class and each student.

The text enables the use of strategies that make students dialogue with the representations and social places of each character that the video presents. Promoting the expansion of their ways of thinking and causing ruptures in patterns that are socially privileged, in the case of the video in question, opens space for diversity and all those who are often excluded or devalued due to their language,

culture, and identity. These excluded people do not correspond to certain ideals of society, being, in a way, more on the social margin.

In the video, it is possible to find aspects of the Development Empowerment Zone, as we pointed out. However, the teachers' interventions before or after viewing the video are capable of promoting, in fact, this potentization in the teaching-learning process. Otherwise, the video would be a text with many learning possibilities, but, without proper direction, it would be another video that students watch on YouTube. In this way, we draw attention to the role of teachers in mediating between students and the text in search of the potential we defend.

Another moment of mediation and interaction was suggested before the video, when teachers recognize that students have prior knowledge that connects with the text, evidencing that teachers are anchored in a perspective of language as interaction, dialogic, according to Vygotsky (2008) and Voloshinov (2017). It is in the interaction with the text that the meaning is established. The meaning is not tied to the ideas of the authors, because each student has a different sociocultural history and creates different meanings according to their experiences. Thus, the activity can lead to the promotion of the Development Potential Zone, since the meaning is (co)constructed in the interaction with the text and colleagues, enhancing the ideas of the students.

An activity like this favors the Development Potentialization Zone, because, when we consider the different social conditions of each student, we trigger the level of the axiological dimension, removing a meritocratic education, which ignores class, gender, ethnicity, and sexuality oppressions present in society, recognizing that people with different life histories have different views on the same topic.

In addition to activating prior knowledge of the students as an inclusion of their knowledge and showing that teaching-learning is a two-way street, who teaches also learns, with reference to Soares (2021), we recognize that this proposal is also a preparation for reading. According to Soares (2021), before presenting the text to children, it is necessary to arouse their curiosity about the topic, checking if they have previous knowledge about what will be read to understand the text, in this case, the video.

The reading preparation activity is described by the teachers as an axis of orality. The NCCB (BRASIL, 2018) highlights orality as one of the aims of the study, bringing it as an axis of language practices. However, it is necessary to go beyond conversation circles and promote discussions with intention, aiming at learning discursive characteristics and speaking and listening strategies through interaction (SOARES, 2021).

During or at the end of the activities on the environment, an oral manifesto on the topic could take place for colleagues, other classes in the school, or family, with the intention of convincing the school community to reduce and reuse. The teachers might create a script reflecting on the communication situation: what, from whom, for whom, for what purpose, among others. Thus, according to the pedagogy of multiliteracies (NLG, 2000), orality would be a situated practice that would receive direct instruction, as a critical positioning, and that aims at transforming the act in the school environment.

In this way, we have the Development Potential Zone in the interaction of the words of the text with the words of the students. DPZ is in the bilaterality of the word, determined both by the one who proclaims it and by the one who infers it; word, therefore, is a product of the interrelationships of speaker and listener. The word becomes a common area between the speaker and the interlocutor, understanding the subjectivity of the word, once, in the word, it shapes itself from the point of view of the other and from the perspective of the collectivity.

However, this collectivity must be guided so that it has strength beyond conversation circles, for example. If not, orality, seen only in this way, creates a Zone of Depotentiation of Development, since the student gets used to using the voice only to connect with what is said and is only in the discourse between colleagues and teachers. It is necessary to mention that language is an action for the student to empower himself in social media and learn to defend his way of thinking. The word, from the perspective of collectivity,

has a meaning of action when it represents a group with ideas in common. Therefore, reflecting on how to argue, with a certain purpose, requires a systematic work of oral textual production within the perspective of multiliteracies.

The collective writing activity, which follows the video, has the aim of referring to daily attitudes (actions) to save the planet. The teacher would list the suggestions of the children on the board while making interventions on the subject and writing. In this activity, we identified the Development Potential Zone, through the mediation of the teacher, who would be the scribe of the ideas of the student. The activity proposes that students use writing to become aware of their social role and reflect on possible actions. In this situation, the teacher would establish the Zone of Proximal Development (VYGOTSKY, 2008). In an everyday situation, the teacher would organize the speaking shifts and would enhance the ideas of the students, establishing the approximation between those students, in Real Development Zone (who have greater experience on the topic or writing itself), and students who are in the Zone of Potential Development (those who need greater empowerment regarding the theme or the alphabetic writing system) (VOLOCHINOV, 2017). In this way, the teacher is a mediator in the construction of identity and change in social behavior.

We recognize in this activity the power of language as an interaction between teacher-student to undo hierarchies (level of axiological dimension) and build knowledge in a collaborative way (level of mediation). Within the aspect of mediation, the Proximal Development Zone (PDZ) is also identified (VYGOTSKY, 2008), in which the teacher is the one who would be in the Real Development Zone, and the students are those who would be in the Real Potential Development Zone. The teacher is the mediator and has the necessary linguistic experience and knowledge about the language to teach his student. This, in turn, would be in the Potential Development Zone, because it would be in the process of building knowledge about reading and writing. A particular student may have more experience with the subject and occupy the role of one who is in the Real Development Zone, and, at another time, this role may be occupied by one who has greater experience with writing, such as another colleague or the teacher. In the situation of collective writing, the roles in the Zone of Proximal Development are not fixed, they are alternated and exchanged simultaneously, due to the multiplicity of knowledge that is interrelated in this activity.

According to Soares (2021, p. 52), learning is the “process by which the child, through the mediation of others, acquires information about writing and writing skills, which allows him to formulate and reformulate concepts about writing [...]”. It is, therefore, necessary to consider that the student brings knowledge about the language and, through the intervention of the teacher, will advance in his learning.

In the following activity, of spontaneous and illustrated writing, it is suggested that each student thinks of an individual and practical attitude to be carried out at home, with his family, in order to take care of the environment. When the teachers suggest spontaneous writing, it is identified that the teachers understand that the child, immersed in a literate culture, creates their own hypotheses about this technology. However, we have to consider that each student has a different contact with writing. A family may place greater or lesser value on reading and writing, and make more or less use of writing at home. Thus, we cannot confuse less sociocultural conditions of access to reading and writing with learning difficulties.

Then, those who depend on the school to have access to reading and writing should receive greater investments. We recognize here, in the Development Potentialization Zone, the need for an axiological dimension level in the identification of students who need greater support from the teacher. Within this axiological dimension, we understand the use of scribbles and drawings by children to represent writing as a stage in learning, according to studies by Luria (2010), a disciple of Vygotsky.

Luria (2010) presents a linguistic and organized perspective on the stages in the prehistory of written language. From this perspective, it is understood that children arrive at school with notions of writing as experienced producers of meanings and signs according to whatever means are available to them. Thus, the 1st-year teacher needs to know studies on the writing of the children from the form of drawings (LURIA, 2010) to alphabetical writing (FERREIRO; TEBEROSKY, 1999). In this way, the teacher includes the student in the teaching-learning process and finds potential in the development of each child, even if the student is before the pre-syllabic level indicated by Ferreiro and Teberosky (1999), as mentioned above.

On the other hand, if the student performs spontaneous writing and there are no later moments in which the teacher mediates this writing individually or collectively, reflecting on the missing letters and syllables, for example, the teacher may be promoting the Depotentialization Zone of Development (DZP). According to a socio-semiotic perspective (BANDEIRA, 2020), the student, in this case, can understand that the fact that he does not advance in writing alone is because, due to organic factors, he is not capable of doing so, feeling guilty. We understand the opposite of that, the conditions must be considered to understand the social and cultural context of the student. New conditions must also be provided by the school environment so that it has what it needs to be literate and literate.

So far, it has been possible to identify, in the proposal under analysis, how the potentization and depotentialization of development are evidenced, according to the theoretical basis on which this text is based. The discussion implemented made it possible for the authors of this text to present more possibilities to enhance the teaching-learning of reading and writing, based on the proposals of the teachers.

4.1.2 Additional considerations of the proposal under analysis

In addition to the reflections discussed in the previous section, with the objective of thinking together with the teachers of the first year of elementary school, in order to enhance the teaching and learning of reading and writing, it is necessary to pay attention to the communication situation of the text, leading students to question about the real context, in a discourse genre perspective (VOLOCHINOV, 2017).

We recommend, then, that, during or at the end of the activities on the environment, an oral manifesto could be made on the topic for colleagues, other classes in the school, or family, with the intention of convincing the school community to reduce, reuse and reuse. The teachers could create a script reflecting on the communication situation: what, from whom, for whom, for what purpose, among others. Thus, according to the pedagogy of multiliteracies (NLG, 2000), orality would be a situated practice that would receive direct instruction, as a critical positioning, and that aims at transforming action in the school environment.

In parallel with the construction of the collective text, the teachers mention that they will be able to carry out interventions regarding writing. Going in this direction, another suggestion would be for the teacher to talk to the students about the structure of the text, define the genre, and the intentions, taking into account who would be the interlocutor of the text and the objectives. In this case, according to Soares (2016) and Morais (2020), by promoting the ability to reflect on the textual genre and the way to organize it, they would stimulate the metatextual awareness of the students.

In the production of the text, collectively, based on what was proposed by the teachers, it is added that the teacher could help the students in the organization of ideas, questioning how a certain word or phrase is written, exploring the name and representation of the sounds by letters, initial, medial and final syllables, syllable separation, syllable counting rhythm, among others. This ability to manipulate sound chains and their segmentation possibilities is called phonological awareness, one of the dimensions of metalinguistic awareness, which can be further enhanced through the aforementioned aid.

In the production of words, students are used to listening and producing significant sound chains, which they associate with meaning. According to Soares (2016), meaning is one of the facets of the linguistic sign, along with the signifier, that is, the sound representation of the word. However, according to Soares (2016, p. 166), for the understanding of “writing alphabetic as notations that represent sounds that make up sound chains, it is needed” for children to dissociate signifier and meaning. Children need to focus on the phonic aspect of words, separating it from the semantic aspect, which becomes sensitive to the segmentation of sound chains of words, syllables, and phonemes.

In terms of collective writing, there could be the possibility for students to suggest daily attitudes to save the planet with the three Rs: Reduce, Reuse and Recycle. In the interventions to be made by the teachers, there could be a linguistic analysis of these words based

on phonological awareness. According to Soares (2016) and Morais (2021), morphological awareness is also one of the dimensions of metalinguistic awareness. Metalinguistic awareness is the ability to explicitly reflect on the structure of language. After indicating the attitudes to reduce, reuse and recycle, as another possibility, the teacher might ask the students about the repetition of the initial syllable in each of these words and its meaning. The teacher would point out that reducing means decreasing; reusing means using again; and recycling means cycling again, starting the phase again. It could be evidenced that the prefix re- means to do it again, asking students to look for other examples of words from their daily lives that have this prefix, such as reappear, appear again, revive, live again, etc.

Then, morphological awareness, stimulated by explicit learning, could expand vocabulary and contribute to text comprehension and spelling gains, since an unknown word can be discovered by replicating already known morphemes. According to Soares (2016) and Morais (2020), the reading of words by students in the literacy cycle and others can be facilitated by the perception of the structure of morphologically complex words, since it expands the understanding of what is being read.

For each reading of a new word that carries the prefix re-, the student could apply the meaning that was already known to him. Starting from this reflection on the proposal for the elaboration of a collective text, it is elucidated that the reflection on the syllable re-, referring to the three Rs, provides an opportunity to work with metalinguistic awareness involving: metatextual awareness, phonological awareness, morphological awareness and, finally, semantic consciousness, which refers to meaning, and permeates both consciousnesses.

The interventions proposed by the authors of this paper aim to enhance the learning of students in the literacy process, based on what was highlighted in the previous section. The child, through teaching mediation, can activate his metacognition, not only for the alphabetic writing system itself but for the awareness of why he does what he does, that is, to question things in the world. and not just accept them as they are.

In this way, promoting the students' awareness of phonological, morphosyntactic, semantic, or textual awareness is investing in the promotion of the student's Development Potential Zone, since metacognition makes it possible to question themselves about things as they are, questioning themselves about the place they occupy within the learning process and how they see themselves in this process. If they go in the direction of the Development Potential Zone, the teacher, attentive to the students' hypotheses, will understand that each student learns differently. Thus, no matter what stage of development the student is in, he can always be led to relevant reflections for the evolution of his literacy process, because the teacher, who is in the Real Development Zone (VYGOTSKY, 2008), knows well the way and is the mediator of learning.

According to the experience of the authors with the literacy cycle, the first school year is an emotionally difficult year for children and those involved in the literacy process, because an expectation of success is created, hoping that the child will learn to read and write. Thus, we suggest the establishment of the Development Potential Zone in which the teacher verbalizes to the student statements such as *I believe you can learn to read and write! You have great potential!* We hope that the teacher welcomes the student, demonstrating, in his tone of voice, in his way of looking, in the type of activity he offers to the student that he, the teacher, intends his learning and that they are together to overcome the challenges of literacy.

In this way, the language that permeates the DPZ is socio-semiotic, both from the perspective of the teacher and from the perspective of the student. The language of the teacher is socio-semiotic, in the sense of establishing a space for interaction in which the student feels safe to learn. In this way, there is interaction with the student, full of potential, and belief in the learning of the student, in which the teacher encourages the student to carry out their spontaneous writing individually, but then proposes moments of interaction to reflect on the writing system. All this so that the student does not see his spontaneous writing as a mistake, but as a representation that is part of the literacy process.

The Development Potential Zone is necessary for the student to have the identity of a learner, to believe that he is capable and to accept the activities that are offered to him, according to the psychogenesis of writing (FERREIRO; TEBEROSKY, 1999). Thus, even the student writing with missing letters will have confidence to write in his own way and will not refuse to write. The care with interaction in this initial phase is relevant because if the student is unable to read and write at the end of the first year, he may feel guilty or suffer from the stigma of school failure due to social pressure.

In this sense, the Development Potentialization Zone (BANDEIRA, 2020) could be used as a tool for the teacher who accompanies the student in the literacy process. In every interaction that the teacher has with family members, teachers of the learning labs, or pedagogical coordinator, the teacher will be able to identify the potential of the student and say everything that he already achieves without comparing him with the others.

However, it is not just about classifying the writing of the child according to the levels of writing psychogenesis and understanding the different forms of writing representation. When looking at the level of mediation, within a metalinguistic perspective, it is essential, after spontaneous writing, that the student can sit down with the teacher and reflect explicitly on the language. That is, during spontaneous writing, students reveal epilinguistic knowledge, which is implicit knowledge, knowledge they have about the language as users. Thus, with the mediation of the teacher, the student is able to explicitly analyze the writing. Teacher and student can discuss the structure of the language and, through the Zone of Proximal Development (VYGOTSKY, 2008), the student can transform their epilinguistic knowledge into metalinguistic knowledge.

In this paper, we draw attention to linguistic mediation, which is the interaction of the teacher with the student who is in the process of reading and writing. This is the mediation that will make the student advance from implicit knowledge to explicit knowledge about the language and then help him to contribute to his faster evolution in the literacy process.

The approaches to literacy and multiliteracies, epilinguistic knowledge, linguistic mediation, and metalinguistic knowledge were glimpsed from our understanding of the Development Potentialization Zone (DPZ), presented by BANDEIRA (2020). DPZ is a subjective space, which is also capable of hosting the knowledge that the student brings about the alphabetic system and the social function of the language. Its function is to enhance student learning through meaningful actions, considering the student as a being capable of consciously reflecting on the language and, as a consequence, overcoming the challenge of the process of appropriation of reading and writing, among others that are revealed in schooling and social interactions.

5 FINAL WORDS: ENHANCING OTHER DIALOGUES

The analysis of the activity on the environment for 1st-year students, the focus of this paper, within the precepts of DPZ, tried to look at the proposal sent at the level of mediation (VYGOTSKY, 2008), when the teachers possibly put themselves in the place of the student when select the format of the activities, bringing something that made sense to the children.

The axiological dimension (VOLOCHINOV, 2017) was also used as an instrument for analyzing the proposed activity. This dimension, in the case of the video discussed, for example, demonstrates a scenario of differences, without privileging one or the other of the characters.

Another aspect that deserves to be highlighted in the activity, indicating DPZ, is the fact that there is a search for collectively constructing meaning, as in the example of the oral activity. In the collective writing activity, it is emphasized that students used writing to become aware of their role as subjects, under teacher mediation, trying to contribute to the construction of their identities.

Metalinguistic awareness also plays an important function in the process of (multi)literacies, due to the importance of encouraging students to reflect on the language. In this case, the ZPD appears at the level of the axiological dimension, considering the child as a constructor of written language representation systems. At the level of mediation, the teacher is the one who intervenes in the process of appropriation of the alphabetic writing system.

Bandeira (2020) was with the teachers of the multifunctional resource room, a year before the pandemic, with concern about the large number of students referred to specialized educational services because they did not advance in the literacy process with an indication of intellectual disability. If even before the pandemic period literacy was a challenge for Brazilian children (SOARES, 2016), the concern with this process became even greater with the advent of the pandemic. Luiz (2022) was with teachers of the first year of the literacy cycle during the moment of social isolation in 2020, carrying out a continuing education action.

The connection between the two types of research comes from the belief that it is possible to extend the Development Potential Zone to all students in a teaching-learning situation, from those who are in the literacy process. It is understood that language is composed of an apparatus of behaviors and actions that depend on the self-regulation of the teacher. In this socio-semiotic perspective of language, the understanding of the teacher regarding the student in the literacy process is required. During the pandemic, students did not interact with more experienced peers, that is, those who were in a Real Development Zone (VYGOTSKY, 2008) with regard to literacy and literacy. So, taking as a reference the psychological, social, economic, and cultural conditions of each student is a way of promoting welcoming actions, directing their gaze to the potential of students, through reflections on language and language in its social use. This contributes to the significant advancement of each student in the literacy and (multi)literacy process.

Alterity and dialogue are part of the interaction. DPZ becomes, therefore, a tool for thinking about the teaching-learning process in a context in which there is a great difference between levels of writing and reading, such as the literacy cycle. In the direction assumed as a DPZ, the smile, the affectionate tone of voice, the body movements, and the activities that aim at the development of the student will multiply the following statements intended for each student: *I believe you! You have great potential!* Before specific knowledge of the language itself, it is necessary to establish an affective connection with students, in a zone of potential, in a sphere in which, when they feel capable of learning, they perceive it and share their learning.

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Received on June 12, 2022. Approved on July 7, 2022.