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TEACHING MULTIMODALITY THROUGH TEXT GENRES ADVERTISEMENT AND INFOGRAPHIC IN ELEMENTARY SCHOOL FINAL YEARS

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Abstract: The problem of the article is to understand how to teach multimodality through the textual genres of advertising and infographics in 6th to 9th year Portuguese language classes. The objective is to present a proposal for a didactic sequence for teaching multimodality through the genres of advertising and infographics in elementary school classes, final years, of Portuguese Language. The theoretical bases of the article defend the need to teach multimodality through textual genres, and the BNCC (National Common Curricular Base), when addressing aspects linked to the teaching of the Portuguese Language, proposes the advertisement and the infographic as guidelines when dealing with of teaching aimed at the final years. The methodology is an action research proposal. The implementation takes place with a didactic sequence to be applied in Portuguese language classes from 6th to 9th year, in face-to-face or remote format. The proposal can be adapted for other levels of education. As the research is proposed, the results will come when applied in the classroom. Therefore, the article builds a conceptual basis, exposes the multimodality present in the National Common Curricular Base of the Portuguese Language and shows a clear guideline for the teacher to teach.

Keywords: Multimodality, Elementary Education, Portuguese Language.

INTRODUCTION

The article focuses on proposing a didactic sequence. The sequence is aimed at teaching multimodality. The objective of the proposal is to teach multimodality through multimodal genres present in the 6th to 9th grade skills brought by the National Common Curricular Base for teaching Portuguese Language.

In relation to the objectives, the general one is to present a proposal for a didactic sequence for teaching multimodality through

the genres of advertising and infographics in elementary school classes, final years, of Portuguese Language. The specific ones are understanding the concept of multimodality and its proposition by the BNCC; discuss the relationship between textual genres and multimodality; build a didactic sequence proposal for teaching multimodality through the textual genres of advertising and infographics in Portuguese language elementary school classes.

Furthermore, it is necessary to address that the main justification is the existence of the problem: How to teach multimodality through the textual genres of advertising and infographics in 6th to 9th year Portuguese language classes? At this juncture, technology has brought the need for multiliteracies. This multiliteracy occurs through multimodality present in the texts.

The methodology of the article is focused on proposing an action research that can be applied by Portuguese language teachers in elementary school classes. In face-to-face or virtual format. However, it can also be adapted for other educational levels and for the hybrid format.

As for theoretical surveys, Kress and Van Leeuwen (2001) are a great reference for the concept of multimodality. This along with other conceptual reinforcements and in Brazil (2018) there is the National Common Curricular Base (BNCC) to show the presence of the proposition of teaching multimodality for Portuguese Language in Elementary School.

In turn, Marcuschi (2020) addresses textual genres, while Rojo (2020) clarifies multiliteracy. Furthermore, Brazil (2018) makes clear the presence of textual genres in BNCC teaching proposals, showing that work with multimodal genres needs to permeate the teacher's work.

Finally, some BNCC skills related to the

advertising and infographic genres are brought forward, which address multimodality in teaching Portuguese Language from 6th to 9th grade. Afterwards, the sequence proposal by Dolz, Noverraz and Schneuwly (2004) guides the construction of the didactic sequence. This sequence will consist of twelve classes, six advertising and six infographics, and will be based on the aforementioned authors and the skills brought in Brazil (2018) that are mentioned throughout the final topic.

CONCEPT OF MULTIMODALITY AND ITS PROPOSITION BY BNCC

The concept of multimodality has been the subject of many current studies and discussions. In this sense, the readings point to studies by international theorists. Considering this context, the work of Kress and Van Leeuwen (2001) is a reference for the definition of multimodality, which is understood as the various semiotic modes considered in the form of products and events and the way in which these modes are combined.

In this sense, based on the exposed definition, they can be related to the classroom context and the teaching of the Portuguese language through multimodal genres, since these genres need to be shown to students from the perspective of multimodality. With this, the multiplicity of interpretations and readings is considered, which help students to understand the various semiotic modes of genres.

Continuing, the definition of multimodality presented in the book "Multiliteratures at school" is based on that of the international authors previously exposed. In this context, in the chapter "Poetic genres in interface with multimodal genres"; Melo, Oliveira and Valezi (2020) clarify that multimodality reflects the forms of social interaction in the technological world. So, by expanding the

concept of multimodality and bringing it to the classroom context, the authors show that schools need to bring this digital reality to classes and Portuguese language teaching, in turn, also needs to promote new forms of literacy. and pedagogical practices.

Based on the studies by Melo, De Oliveira and Valezi, the teacher visualizes ways to promote changes in teaching, as it starts to consider rapid social and technological changes. Within this reality, work with textual genres begins to reflect multiple semiotic forms. In this sense, Portuguese language teaching encompasses the new knowledge needs that modern students need to develop literacy levels appropriate to the current technological context.

Considering, then, the need for further expansion of the concept of multimodality Frade et al. (2014) defines multimodality in the "Ceale Glossary" as the variety of modes of communication that need to be considered in teaching so that students have an integrated and meaningful knowledge of different media.

Continuing, the concept of multimodality can be further expanded. In this context, we can consider the ideas brought by Dionisio (2007) that clarify the fact that multimodality is present in both oral and written texts. This involves visual and verbal resources and expands the concept of multimodality, as it explains multimodal factors as constitutive features of texts.

Therefore, considering the context of the text and textual genres, the concept of multimodality can be understood as the varied aspects and elements that make up these genres. This multimodality is marked by a strong connection with the technological aspects of society and needs to be developed in the student through the teacher's guided teaching. Therefore, teachers, seeking to develop good teaching practices, can include in their planning actions that seek to work on

multimodality.

So, after understanding the concept of multimodality, it is necessary to understand how multimodality is proposed by the National Common Curricular Base (BNCC) for teaching Portuguese in the final years of elementary school. Therefore, some skills proposed by the base are the basis for analysis.

In this sense, it is necessary to understand that BNCC proposes the development of skills and abilities according to the areas of knowledge and fields of activity. Thus, in relation to the Elementary School stage, Brazil (2018) highlights the role of young people in the face of digital culture. These young people interact in a multimedia and multimodal way, which brings to schools the challenge of changing the way of educating these new generations.

Therefore, considering the current context of digitalization present in all spaces of life, the school space is not excluded from technologies. Therefore, it becomes necessary for the school to educate in a multimodal and multimedia way. Old pedagogical practices need to be updated to gain multisemiotic aspects.

TEXT GENRES AND MULTIMODALITY

When relating multimodality and BNCC, it is observed that the document has its central axis around textual genres. Furthermore, it can be understood that the presence of multimodality in texts involves working with textual multiplicity. This way, textual genres and multimodality are interchangeable.

Based on the above, genres can be defined according to Bakhtin (1997) as relatively stable types of utterances. According to this definition by this theoretical reference in the area of discursive genre studies, genres from a discursive perspective are infinite, since they connect the spheres of human activities, with

countless oral and written genres.

In addition to Bakhtin, using Marcuschi's definition is fundamental to understanding genres, since this author's studies are based on that. So, according to Marcuschi (2020, p. 115):

Textual genres are the texts that we encounter in our daily lives and that present characteristic socio-communicative patterns defined by functional compositions, enunciative objectives and styles concretely realized in the integration of historical, social, institutional and technical forces. In contrast to types, genres are empirical entities in communicative situations and are expressed in different designations, constituting in principle open lists. Some examples of textual genres would be: phone call, sermon, business letter, personal letter, novel, note, report, lecture, condominium meeting, journalistic news, horoscope, culinary recipe, medicine leaflet, shopping list, restaurant menu, instructions for use, police investigation, review, competition notice, joke, spontaneous conversation, conference, electronic letter, computer chat, virtual classes and so on. As such, genres are quite stable, historically and socially situated written or oral textual forms.

According to Marcuschi's studies, textual genres are present in everyone's routine and cover the most diverse communication situations. This way, the composition, characteristics and style of the texts reflect the social aspects that influence the production of the most varied genres. Therefore, the list of textual genres is open, since life in society causes the production of countless texts in their most varied formats and characteristics.

Within this context, the author exemplifies the genres, citing some, which shows the wide textual variety and the multiformats in which it is possible to find the texts. This statement by the author already shows the multimodality inherent to the texts, simply because they are diverse and varied in their forms of presentation. Still from Marcuschi's

perspective, genres are presented in oral and written format, having stability in forms and social location.

Continuing, after the initial understanding of textual genres, it is observed that textual genres present multimodality. In turn, multimodality is related to multiliteracy. Therefore, according to Rojo (2020), he clarifies that this concept refers to the semiotic multiplicity present in the constitution of texts.

In this context, multiliteracy is intrinsically linked to multimodality, since texts, which are presented in the form of genres, have multiple forms of languages, which according to Rojo (2020) are also known as modes or semioses. Still according to the author, these multiple practices require capabilities and multiplicity of understanding and production, which constitute multiliteracy.

Therefore, it is observed that multimodality is closely linked to genres and multiliteracy. Thus, given the multiple scenario of forms of reading and learning of technological modernity, multimodality requires that people interact with textual genres in a multifaceted way and that multiliteracy is developed as a form of citizenship.

After understanding what genres are and how they are linked to multimodality and multiliteracy, it is necessary to understand how the National Common Curricular Base (BNCC) proposes the study of genres. In this sense, BNCC is divided into teaching segments. The cut-off used here is the Elementary School stage, which is divided into initial and final years and by areas of knowledge.

Therefore, considering the stage listed above, more specifically in the area of languages with the Portuguese Language curricular component, the text is used to guide the proposals for the component. Therefore, according to Brazil (2018), texts

need to be considered in their contexts in order to develop significant reading, speaking and textual production skills considering various media and semiosis. So, considering this context, the Portuguese Language component, throughout Elementary School, is oriented towards working with textual genres, and in the final years the knowledge is more in-depth.

DIDACTIC SEQUENCE FOR TEACHING MULTIMODALITY THROUGH TEXT GENRES ADVERTISEMENT AND INFOGRAPHIC IN ELEMENTARY EDUCATION FINAL YEARS

The textual genres considered for study are advertising and infographics. The choice is justified by the wide presence of these genres in the BNCC's work proposal in Portuguese in the final years. Through division into fields of activity, the journalistic-media field covers work with advertising. In turn, the infographic is present both in the journalistic-media field and in the field of study and research practices.

Therefore, it is necessary to note that the BNCC proposal is based on the development of skills and competencies in students. The focus here is on skills related to the aforementioned genres. Therefore, first approaching the advertising genre, the following skills can be exemplified:

(EF69LP01) Differentiate freedom of expression from hate speech, positioning yourself against this type of speech and envisioning possibilities for reporting when appropriate.

(EF69LP02) Analyze and compare various advertising pieces (posters, leaflets, billboards, advertisements in different media, spots, jingle, videos, etc.), in order to understand the articulation between them in campaigns, the specificities of the various semiosis and media, the adaptation of these pieces to the target audience, the advertiser's

and/or campaign's objectives and the compositional construction and style of the genres in question, as a way of expanding their possibilities of understanding (and producing) texts belonging to these genres.

(EF69LP04) Identify and analyze the effects of meaning that strengthen persuasion in advertising texts, relating persuasion strategies and appeal to consumption with the linguistic-discursive resources used, such as images, verbal tense, word games, figures of speech, etc., with a view to promoting conscious consumption practices. (BRAZIL, 2018, p. 141)

From the examples cited, it becomes possible to observe that the way in which the work with advertisements is placed, multimodality is visibly focused. Addressing the genre in various formats and media provides multimodal teaching. Furthermore, digitalization is also notable in the skills to be developed, which further focuses the study and multimodal teaching of the advertising genre. This includes forms of attribution of meaning, reading, understanding, writing and speaking.

Moving on to the study of the infographic textual genre, it is also possible to exemplify some skills proposed by BNCC that address this genre:

(EF69LP06) Produce and publish news, photo reports, photo reports, reports, multimedia reports, infographics, news podcasts, interviews, reader letters, comments, opinion articles of local or global interest, presentation texts and appreciation of cultural production - reviews and others typical of the forms of expression of youth cultures, such as vlogs and cultural podcasts, gameplay, walkthroughs, etc. – and posters, advertisements, advertisements, spots, social campaign jingles, among others in various media, significantly experiencing the role of reporter, commentator, analyst, critic, editor or columnist, booktuber, vlogger, etc., as a way of understanding the production conditions that involve the circulation of

these texts and being able to participate and envision possibilities of participation in practices of language in the journalistic field and the media field in an ethical and responsible way, taking into account the context of Web 2.0, which expands the possibility of circulation of these texts and “merges” the roles of reader and author, consumer and producer. (BRAZIL, 2018, p. 143)

(EF69LP29) Reflect on the relationship between the production contexts of science communication genres – didactic text, science communication article, science communication report, encyclopedia entry (printed and digital), diagram, infographic (static and animated), report, multimedia field reports, podcasts and various scientific dissemination videos, etc. – and aspects related to the compositional construction and linguistic marks characteristic of these genres, in order to expand their possibilities of understanding (and producing) texts belonging to these genres. (BRAZIL, 2018, p. 151)

(EF69LP33) Articulate the verbal with diagrams, infographics, various images, etc. in the (re)construction of the meanings of scientific dissemination texts and retextualization from the discursive to the schematic – infographic, scheme, table, graph, illustration, etc. – and, on the contrary, transform the content of tables, diagrams, infographics, illustrations, etc. in discursive text, as a way of expanding the possibilities of understanding these texts and analyzing the characteristics of multisemioses and the genres in question. (BRAZIL, 2018, p.151)

After reading the skills mentioned, it is necessary to understand that infographics are proposed both by the journalistic-media field and by the field of study and research practices. The first skill mentioned refers to the field of journalism and the other two refer to the field of studies and research. Knowing this, and observing what is proposed in the aforementioned skills, it is possible to study and teach multimodality through the

infographic.

Within this context, it is observed that the skills that address the advertisement and the infographic are aimed at all years of elementary school and final years. In other words, they can be taught to classes from 6th to 9th grade in Portuguese.

Within this theme, it is also possible to reinforce the strong presence of digital and the internet in the proposed skills in order to work on the most diverse digital genres in Portuguese language classes so that the student can master and act critically in the face of countless information. From this perspective, the infographic as a way of teaching multimodality can be reinforced by the studies of Ribeiro (2020) when treating the genre as multimodal par excellence because they are made up of words and images, in addition to being present in various printed and digital media. Infographics, according to the author, are planned by professionals and constitute a high level of multimodality.

Based on the above, it can be understood that an excellent way to teach multimodality through the advertising and infographic genres is to find a way to organize teaching to deal with these genres. In this context, the didactic sequence emerges as a way of organizing teaching.

This way, Lino de Araújo (2013) defines didactic sequences as a way for teachers to organize school activities through themes and textual genres. This way, a didactic sequence can be an excellent pedagogical means for teaching multimodality through the textual genres of advertising and infographics.

To understand how the didactic sequence is composed, the reference is Dolz, Noverraz and Schneuwly (2004) who show the didactic sequence starting with an oral or written expression task. Next comes an initial textual production related to the textual genre chosen to begin the sequence. This initial production

allows the teacher to see what the students already know and their difficulties in order to organize the rest of the sequence.

Besides, according to Dolz, Noverraz and Schneuwly (2004), the next stage of the didactic sequence is the construction of modules, which have different exercises based on textual genres, so that students' difficulties are worked on and learning is systematic and in-depth. Finally, the moment of final production arrives, in which the student practices what they have learned. Thus, the teacher evaluates the progress made.

The sequence proposed here can be applied in any class from 6th to 9th grade by the Portuguese Language teacher in the context of a face-to-face or remote classroom at any educational institution, and can be adapted by the teacher to other contexts, subjects and levels of education. teaching. The advertisements and infographics used cover current topics from different areas of knowledge. The sequence has twelve classes, six of which are in the advertising textual genre and six in the infographic textual genre.

Below, the teacher can view the entire structure of the teaching sequence. The sequence is according to the model of Dolz, Noverraz and Schneuwly (2004) and aimed at teaching multimodality through the textual genres of advertising and infographics in elementary school in the final years (curricular component: Portuguese Language).

CLASS 1 – TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: **Portuguese Language Skill:** (EF69LP02) analyze and compare various advertising pieces (posters, leaflets, billboards, advertisements in different media, spots, jingle, videos, etc.), in order to understand the articulation among them in campaigns, the specificities of the various semiosis and

media, the suitability of these pieces to the target audience, the objectives of the advertiser and/or the campaign and the compositional construction and style of the genres in question, as a way of expanding their possibilities of understanding (and production) of texts belonging to these genres. Field: journalistic-media Axis: reading Object of knowledge: advertising – identification of multimodality Script: 1 The teacher starts the class by saying that the subject will be multimodality in the textual genre of advertising. First, he clarifies verbally what multimodality is and then begins to show that the advertisement is multimodal, because it is present in different media and the ways of reading it are different. 2 Then, show the environmentally themed ads through a printed sheet (or screen sharing via Google Meet) and showing the video. In doing so, he clarifies the two forms of media and the ways in which the advertisement appears in both. In addition to showing the current nature of the topic and ways of interpreting the ads. 3 Afterwards, the teacher asks the students to form a circle (if the class is in person) or open the microphone (in the synchronous virtual class) to talk about the similarities and differences between the advertisements. 4 Finally, students will form a collaborative mural using small pieces of paper (in-person class) or the padlet (virtual class). If it is a virtual class, the teacher creates the padlet through the following link

CLASS 2 - TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: **Portuguese Language Skill:** (EF69LP02) Field: journalistic-media Axis: reading Object of knowledge: advertising – characteristics of multimodality Script: 1 Start the class by showing the advertisements from the previous class again and ask the students build a mind map on sheets of paper.

This map must include the characteristics of the advertising genre and the reasons for presenting multimodality. To do this, point out on the whiteboard or on the Google Meet jam board the characteristics of the genre and the reasons for presenting multimodality. From this, students will have the basis to build the mental map. Then, students will show their maps. 2 Then comes the time for initial production. The students, based on the mind map they built, will create an advertisement with an environmental theme. The advertisement must be created in two ways: on paper and using a video production program of the students' choice. To do this, divide the room into teams. The paper advertisement will be created in class and the virtual format will be a homework activity for students.

CLASS 3 - TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: Portuguese Language **Skill:** (EF69LP04) Identify and analyze the effects of meaning that strengthen persuasion in advertising texts, relating persuasion strategies and appeal to consumption with the linguistic-discursive resources used, such as images, verbal tense, word games, figures of speech, etc., with a view to promoting conscious consumption practices. Field: journalistic-media Axis: reading Object of knowledge: advertising – characteristics of multimodality Script: 1 Initially, the teacher will show an advertisement below with an environmental awareness theme. Project in the classroom with the help of a projector or share the screen on google meet. With the advertisement displayed, ask students to talk about what they are observing. Ask them to look at the image and ask one question per student: Is there any figurative way of speaking that appears in the image? Are there

word games? What is the predominant verb tense? Is there consumer appeal? Is there an intention to raise consumer awareness? What are the predominant colors? For what reasons is it an advertisement? 2 Then, in pairs, ask them to search the internet for an example of an advertisement that contains the idea of raising awareness. If the school does not have internet, you can ask students to do research through magazines or books. Next, students must create a list of the characteristics that make the chosen ad multimodal. This list must be made using the trello tool. Available at: <https://trello.com/pt-BR>. It can also be done on cardboard, if the school does not have internet or the students do not have a cell phone.

CLASS 4 - TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP04) Field: journalistic-media Axis: reading Object of knowledge: advertisement – multimodality in historical advertisements Script: 1 Print or project images of historical advertisements. 2 Ask them to get together in teams and answer the following questions: Name one word from each advertisement that indicates idea and persuasion. Do the colors indicate that they are current or historical advertisements? Justify your answer Even though they are historical advertisements, is there a presence of multimodality? Justify What are the products advertised? Do you remember any historical advertisements? Name one. Note: questions must be answered in written form and collectively. 3 Ask students to search for more advertisements on the “historical advertisements” website and compare them with the two displayed. This activity can be proposed as a homework assignment, if there is no internet access at school.

CLASS 5 - TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP01) Differentiate freedom of expression from hate speech, positioning yourself against this type of speech and envisioning possibilities for reporting when appropriate. Axis: reading Object of knowledge: advertisement – multimodality in advertisements Script: 1 Show an advertisement about freedom of expression and ask students, orally, to talk about the difference between freedom of expression and hate speech. Then clarify the difference. 2 Then, ask them to notice how multimodality is present in the advertisement. Then, ask for a summary of up to 5 lines in which students will relate the exposed advertisement with multimodality. The summary is simple and written in the students’ individual words.

CLASS 6 - TEXTUAL GENRE: ADVERTISING

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP01) Differentiate freedom of expression from hate speech, positioning yourself against this type of speech and envisioning possibilities for reporting when appropriate. Axis: reading Object of knowledge: advertisement – multimodality in advertisements Script: 1 Based on the same advertisement from the previous class, ask students to produce an advertisement with the theme of freedom of expression. The ad must have colors, images and words that demonstrate multimodality. It must be done in printed and virtual form, using the students’ preferred program or application. This production is the final, so organize an exhibition moment at the end of the class.

CLASS 1 – TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP29) Reflect on the relationship between the production contexts of science communication genres – didactic text, science communication article, science communication report, encyclopedia entry (printed and digital), diagram, infographic (static and animated), report, multimedia field report, podcasts and various scientific dissemination videos, etc. Axis: reading Object of knowledge: infographic – identification of multimodality Script: 1 The teacher starts the class by saying that the subject will be multimodality in the infographic textual genre. First, it clarifies verbally what multimodality is and then begins to show that the infographic is multimodal, because it is present in different media and the ways of reading it are different. 2 Then, show an infographic through a printed sheet (or screen sharing via Google Meet). In doing so, he clarifies the ways in which the infographic appears in both. In addition to showing the current nature of the topic and ways of interpreting the infographics. 3 Afterwards, the teacher asks the students to form a circle (if the class is in person) or open the microphone (in the synchronous virtual class) to talk about the similarities and differences between the infographics. 4 Finally, students will form a collaborative mural using small pieces of paper (in-person class) or the padlet (virtual class). If it is a virtual class, the teacher creates the padlet through the following link: <https://pt-br.padlet.com/dashboard>

CLASS 2 - TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP06) Produce and publish

news, photo reports, photo reports, reports, multimedia reports, infographics, news podcasts, interviews, reader letters, comments, opinion articles of local or global interest, presentation texts and appreciation of cultural production. Field: journalistic-media Axis: text production Object of knowledge: infographics – characteristics of multimodality Script: 1 Start the class by showing the infographics from the previous class again and ask students to build a mind map on sheets of paper. This map must include the elements of the infographic genre and the reasons for presenting multimodality. To do this, point out on the whiteboard or on the Google Meet jam board the characteristics of the genre and the reasons for presenting multimodality. From this, students will have the basis to build the mental map. Then, students will show their maps. 2 Then comes the time for initial production. The students, based on the mind map they built, will create an infographic with the coronavirus theme. The infographic must be created in two ways: on paper and using the website <https://www.easel.ly/>. To do this, divide the room into teams. The paper infographic will be created in class and the virtual format will be a homework activity for students. Finally, the class will create an account on the social network Instagram, available at: <https://www.instagram.com/>, where the infographics will be published in video or image format.

CLASS 3 - TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP33) Articulate verbally with diagrams, infographics, various images, etc. in the (re)construction of the meanings of scientific dissemination texts and retextualization from the discursive to the schematic – infographic, scheme, table,

graph, illustration, etc. – and, on the contrary, transform the content of tables, diagrams, infographics, illustrations, etc. in discursive text, as a way of expanding the possibilities of understanding these texts and analyzing the characteristics of multisemioses and the genres in question. Field: study and research practices Axis: reading Object of knowledge: infographic – characteristics of multimodality Script: 1 Initially, the teacher will show an infographic. Project in the classroom with the help of a projector or share the screen on google meet. With the advertisement displayed, ask students to talk about what they are observing. Ask them to look at the image and ask one question per student: Is there any way to transform the infographic into written text only? Are there different meanings? What are the predominant images? What are the colors? What is the intention of the infographic? What are the fonts and formats? For what reasons is an infographic? After transporting it to written text form, is there a way to transform it into an infographic organized in another way? 2 Then, in pairs, ask them to search the internet for an example of an infographic that can easily be transformed into text and vice versa. If the school does not have internet, you can ask students to do research through magazines or books. Next, students must create a list of the characteristics that make the chosen infographic multimodal. This list must be made using the trello tool. Available at: <https://trello.com/pt-BR>. It can also be done on cardboard, if the school does not have internet or the students do not have a cell phone.

CLASS 4 - TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP33) **Field:** study and research practices Axis: reading Object of knowledge:

infographic – multimodality in infographics Script: 1 Print or design infographic images. 2 Ask them to get together in teams and search the internet or magazines for other infographic models with an environmental theme. 3 Then, teams must transpose the infographics into written text format. The text will be written in the format of an argumentative dissertation.

CLASS 5 - TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP33) **Field:** study and research practices Axis: reading Object of knowledge: infographic – multimodality in infographics

Script: 1 Take a text to the classroom, or share the link with students. Students must make a written summary of the text. 2 Afterwards, students will transform the text into an infographic. This, in turn, can be done on paper.

CLASS 6 - TEXT GENRE: INFOGRAPHIC

Area of knowledge: Languages Curricular component: Portuguese Language

Skill: (EF69LP06) **Field:** journalistic-media Axis: text production, Object of knowledge: infographic – multimodality in infographics

Script: 1 Ask students to base themselves on the infographics studied in previous classes and produce an infographic with the theme of the coronavirus pandemic. The ad must have colors, images and words that demonstrate multimodality. It must be done in printed and virtual form, using the students' preferred program or application. This production is the final, so organize an exhibition moment at the end of the class. So, based on the above, the proposed didactic sequence is made for in-person or remote synchronous classes. However, it can be adapted for hybrid classes. Ads and infographics and even skills can also

be changed. Everything goes according to the teacher. In addition, the teacher can assign BNCC skills according to the objectives of the class. Furthermore, the sequence can be adapted to teach other levels.

METHODOLOGY

The study format is an action research intervention proposal. The focus will be on classes from 6th to 9th grade, as BNCC proposes that the advertisement and the infographic be taught in Portuguese in all years of Elementary School in the final years. In addition to the multimodality present in them. Therefore, this proposed research can be classified, according to Sato, Silva and Batista Junior (2011) in terms of methodological approaches as qualitative research and in terms of the type of research as action research.

To define qualitative research Moreira and Caleffe (2006) clarifies that this type of research explores individuals and their characteristics, considering different scenarios. While Thiollent (2011) defines action research as carrying out an action in which researchers and participants cooperate with each other. The research context proposes an intervention proposal to be applied in classes from 6th to 9th grade in Portuguese language classes, in person or remotely. However, it can be adapted for hybrid teaching and other levels of education.

The research proposes the construction of a didactic sequence based on the proposal of Dolz, Noverraz and Schneuwly (2004). So, the proposal is that a sequence of 12 classes be carried out, 6 for the advertising textual genre and 6 for the infographic textual genre. Classes include one class for initial textual production, four classes for exercises and in-depth studies

and, finally, the final production class. Finally, the collection instruments for this article are the bibliography of various authors and the proposal of the didactic sequence.

FINAL CONSIDERATIONS

The article presented here sought to guide the teaching of multimodality. Initially, the concept of multimodality was exposed and debated. Next, the BNCC proposition was exposed, which was integrated with theories on the subject. This is because the document proposes new ways of teaching and learning that meet current needs.

The methodology was the proposition of action research. This proposal is put in the form of a didactic sequence. The construction of the sequence follows the model of an initial contact class with the genre, then the first production, then in-depth classes and, finally, the final production class. There were twelve classes, six in the advertising genre and six in the infographic genre. The sequence is proposed for Portuguese Language classes from 6th to 9th year for in-person and remote classes.

Regarding the research problem (how to teach multimodality through the textual genres of advertising and infographics in 6th to 9th year Portuguese language classes?) the objectives of the article managed to propose a solution. This happened through the construction of the didactic sequence, which serves as a methodological guide for the teacher when it comes to teaching multimodality. Finally, the limitations of applying action research may be the issue of access to technology in the reality of many schools and the reading problems that many students present.

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