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PERMANENT ACTIVITIES IN THE APPROPRIATION OF WRITTEN LANGUAGE

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INTRODUCTION

This text presents a case study that analyzed the main difficulties in the appropriation of written language presented by students in the second year of elementary school. The research took place in collaboration with the Research Group: Center for Studies and Research on Policies, Aging, Human Rights and Inclusion (NEPEDHI) 4, which provided technical support and guidance throughout the research process.

The study was based on the results of the municipal diagnostic assessments carried out with the students and also on the results of external assessments, which showed low levels of learning in written language. Students' difficulties in appropriating written language lead to situations of exclusion in the literacy process and consequently influence their ability to develop fully as individuals. These difficulties can have negative effects on various aspects of students' lives, resulting in challenging situations that affect not only their educational performance, but also their emotional and social well-being.

In this study, it is understood that written language plays a fundamental role in the child's cultural development, going far beyond drawing letters and constructing words mechanically (VYGOSTKY, 1984). For Vygostsky (1984, p. 72) "[...] written language consists of a system of signs that designate the sounds and words of spoken language, which, in turn, are signs of real relationships and entities".

The research's guiding question was: what are the contributions of permanent activities related to the appropriation of written language? The study was characterized as a qualitative case study guided by the assumptions of theory which values the interaction between the individual and the environment for human development.

THEORETICAL BACKGROUND

When dealing with the process of writing, we understand that it is permeated by its complex nature, by political, social, economic and cultural factors. However, it is a pedagogical process that should not be treated neutrally; writing is not just an instrument for obtaining knowledge, but we can also think of it as an instrument of power for future generations (BRASIL, 2012).

The literacy cycle curriculum is a historical and cultural product that plays a fundamental role in guiding reading and writing teaching practices. It reflects the pedagogical relationships that shape school organization. Not limited to being a neutral element, the curriculum is, in fact, a set of experiences, disciplinary contents, experiences and activities at school aimed at building students' identities and subjectivities (BRASIL, 2012).

In Soares' (2003) analysis of this phenomenon of children's learning difficulties during the literacy period, she points out that, in recent years, literacy has been overshadowed by literacy, losing its specificity in the Brazilian context. She emphasizes the need to assume the specificity of both processes, knowing that they are inseparable and interdependent, and highlights the urgency of "reinventing" them so that students can read and produce texts in different situations at the end of the literacy cycle (BRASIL, 2012).

According to the documents in the Salamanca Declaration (1994), schools must provide the same education for everyone, meeting their demands. In this sense, the guiding principle of inclusion is the legitimization of difference. It is at this point that we highlight the importance of teachers allowing children to access knowledge through other means, eliminating any barriers that may arise.

In view of this concern, with the diversity of learning levels in the class,

the first intervention took place with the implementation of permanent activities aimed at literacy, in a methodological proposal based on socio-interactionism, which recognizes the intrinsic social nature of language and knowledge, underlining the importance of social interactions, the social context and cultural mediation in the construction of language and the production of knowledge.

Permanent activities at school can be beneficial by establishing routines that, although they involve repeating didactic procedures, they don't become boring or tiresome. This is because, even though there is repetition, there are changes in permanence, in other words, the activities vary. The texts used are different, the dialogues are diverse and the forms of mediation adopted by the teachers also vary. This keeps students interested and engaged, making ongoing activities more effective and enjoyable (BRASIL, 2012).

Permanent activities are those that are repeated at regular intervals, such as weekly, monthly or annually. The introduction of new elements is common in many school routines, such as "Reading Time", during which the teacher shares literary stories with the children, or "Fun Time". It is possible to choose to incorporate "Library Time" as a permanent part of the program, offering children regular access to the library and reading books (BRASIL, 2012).

These activities help children to understand how the writing system works, going through various stages until they unlock its secrets and develop other skills.

METHODOLOGY

Based on the analysis of the data presented in the diagnostic assessments, inclusive pedagogical strategies were planned and carried out so that the student could take ownership of writing, intentionally and aware of the mediating function of language.

With the low scores in reading and writing skills observed in the diagnostic assessments, it can be deduced that these results are influenced by the social distancing caused by the Covid-19 pandemic, along with other complex factors specific to the group of students analyzed, such as social, cultural, technological and economic disparities, which have amplified the negative effects on students' education.

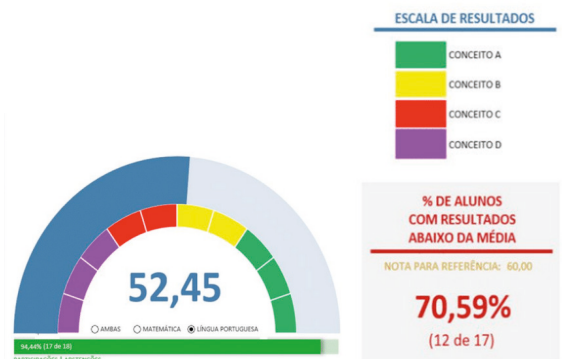


Figure 1. Graph of the results of the Municipal Diagnostic Assessment.

Source: Results of the Diagnostic Assessment for Portuguese/2nd grade (Municipal Secretary of Education, Sport and Leisure (April-2023).

The research is qualitative, of the case study type "the object studied is treated as unique, a singular representation of reality that is multidimensional and historically situated" (LUDKE; ANDRÉ, 1986, p. 21). Since we are dealing with specific people in a unique place and time. This experience can be applied not only in the school under investigation, but also in other educational institutions.

Ongoing activities are planned on a weekly basis, such as: story time, reading aloud by the teacher, reading aloud by the students, moment of novelty, reading time with literary books in the classroom, once a week changing books in the library with the traveling suitcase to read with the family, doing creative writing every day guided by the teacher as what they liked best about the storytelling, building

lists among other genres worked on in the classroom, teacher writing, student writing, collective writing, the message jar, the daily routine, always emphasizing writing in the mediation of these moments, written work in groups and the playful moment with games aimed at reading and writing.

These are the permanent activities worked on with the class from the perspective of inclusive pedagogical practice.

RESULTS AND DISCUSSION

Ongoing activities played a key role in the consistent development of the children's reading and writing skills, especially at the beginning of the second year of school, when their literacy skills were not consolidated. These activities, supported by the socio-interactionist approach, promoted the children's self-confidence, allowing them to move on to more complex tasks, with interactions in groups and pairs that left them feeling more secure.



Figure 2. Writing difficulties with the movable alphabet.

Source: Author, (July-2023).

The organization of the activities created a healthy learning environment, improving discipline and encouraging students' responsibility and dedication. In addition, there was remarkable language development, overcoming shyness and promoting oral communication.



Figure 3. Storytelling workshop.

Source: Author (August 2023).

The variety of textual genres and the inclusion of diverse methods such as games, music, technology and practice kept the students engaged and motivated, making the ongoing activities attractive and effective, resulting in engaging and meaningful learning.



Figure 4: Group construction of a letter.

Source: Author, (August 2023)

With the use of permanent activities, it was possible to organize the reading routine and the children's appropriation of the writing system, respecting the learning pace of each subject, being able to monitor the progress of the students' learning and making the intervention closer to the children with the most difficulties.

1º - FALA	9º - LEITURA
2º - CANTAR O HINO	10º - ESCREVER
3º - ORAÇÃO	11º - ATIVIDADES
4º - VAMOS LER UMA FOLHA	12º - LANCHES
5º - CALENDÁRIO	13º - RECREIO
6º - AJUDANTE DE PAI	14º - ESTUDO
7º - CHAMADA	15º - BRINCAR
8º - CONTAR HISTÓRIAS	16º - TABELA

Figure 5: Writing down the classroom routine.

Source: Author, (September 2023)

This was an inclusive pedagogical experience in which the whole class was catered for respecting the specific learning characteristics of each subject.

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