

**THE READER'S CONSTITUTION IN THE SCHOOL FIELD: WHAT DO TEACHERS IN THE PROGRAM OF NEW LEARNING OPPORTUNITIES - PENOA?**

***A CONSTITUIÇÃO DO LEITOR NA ESFERA ESCOLAR: O QUE ENUNCIAM DOCENTES DO PROGRAMA ESTADUAL DE NOVAS OPORTUNIDADES DE APRENDIZAGEM - PENOA?***

***LA CONSTITUCIÓN DEL LECTOR EN LA ESFERA ESCOLAR: ¿QUÉ HACEN LOS PROFESORES EN EL PROGRAMA DE NUEVAS OPORTUNIDADES DE APRENDIZAJE - PENOA?***

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**ABSTRACT:** This study aims to understand the constitution of the reader in the school sphere in the voice of two Portuguese language teachers who worked in the State Program of New Learning Opportunities Program - PENOA. This is an applied research with a qualitative approach coined by an individual interview with a semi-structured questionnaire conducted with two Portuguese language teachers who worked at the PENOA of the state public school system in Santa Catarina in 2019. The results analyzed in the light of the enunciative-discursive perspective, pointed out that although the teachers signal for reading as decoding and the reader as decoding, they also signal for other readings, in other spaces. It is considered that the pedagogical practices that teachers perform at PENOA try to move away from rigid practices, plastered in the textbook to try to bring students closer to what they experience with reading: pleasure, taste, affection in different times and spaces.

**KEYWORDS:** Basic Education. PENOA. Reading. Reader.

**RESUMO:** *Este estudo objetiva compreender a constituição do leitor na esfera escolar na voz de duas professoras de Língua Portuguesa que atuaram no Programa Estadual de Novas Oportunidades de Aprendizagem – PENOA. Trata-se de uma pesquisa aplicada de abordagem qualitativa cunhada por entrevista individual com questionário semiestruturado realizada com duas professoras de Língua Portuguesa que atuaram no PENOA da rede pública estadual de*

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*ensino de Santa Catarina em 2019. Os resultados analisados à luz da perspectiva enunciativo-discursiva, apontaram que apesar de as professoras sinalizarem para a leitura como decodificação e o leitor como decodificador, estas também direcionaram para leituras outras, em outros espaços. Considera-se que as práticas pedagógicas que as professoras realizam no PENOA tentam se afastar de práticas rígidas, engessadas no livro didático para tentar aproximar os estudantes daquilo que elas experienciam com a leitura: o prazer, o gosto, a afeição em diferentes tempos e espaços.*

**PALAVRAS-CHAVE:** Educação Básica. PENOA. Leitura. Leitor.

**RESUMEN:** *Este estudio tiene como objetivo comprender la constitución del lector en el ámbito escolar en la voz de dos profesores de lengua portuguesa que trabajaron en el Programa Estatal de Nuevas Oportunidades de Aprendizaje - PENOA. Esta es una investigación aplicada con un enfoque cualitativo acuñado por una entrevista individual con un cuestionario semiestructurado realizado con dos maestros de portugués que trabajaron en PENOA en el sistema de escuelas públicas del estado de Santa Catarina en 2019. Los resultados se analizaron a la luz de la perspectiva enunciativa-discursiva, señaló que aunque los maestros señalan para leer como decodificación y el lector como decodificador, también señalan para otras lecturas, en otros espacios. Se considera que las prácticas pedagógicas que los maestros realizan en PENOA intentan alejarse de las prácticas rígidas, enlucidas en el libro de texto para tratar de acercar a los estudiantes a lo que experimentan con la lectura: placer, gusto, afecto en diferentes tiempos y espacios.*

**PALABRAS CLAVE:** Educación básica. PENOA. Leyendo. Lector.

## Initial outlines

National data about the mastery of reading, writing, and arithmetic have pointed out that there are gaps that still persist in the education of Brazilians. The National Indicator of Functional Literacy - INAF (2018), has also pointed out that Brazil has 8% illiterate people and only 12% of Brazilians between 15 and 64 years old have a proficient literacy level, that is, they can read and interpret long texts, establish relationships between their parts, compare and analyze information and make associations, inferences and syntheses, and do simple mathematical calculations, such as addition, subtraction, division, and addition.

These domains, however, have not applied to more complex reading, writing and arithmetic requirements. The Prova Brasil conducted in the final years of elementary school revealed that between 2015 (BRAZIL, 2015)<sup>5</sup> and 2017 (BRAZIL, 2017a)<sup>6</sup>, the results were similar, signaling little progress regarding the reading proficiency of students enrolled in the fourth grade, 50% (BRASIL, 2015) and 56% (BRAZIL, 2017a), and in the 9th grade, 30%

<sup>5</sup> Available at: <https://www.qedu.org.br/brasil/proficiencia, 2015>. Accessed on: 26 Dec. 2019.

<sup>6</sup> Available at: <https://www.qedu.org.br/brasil/proficiencia, 2017>. Accessed on: 26 Dec. 2019.

(BRAZIL, 2015) and 34% (BRAZIL, 2017a). These data have pointed out that, both students attending the 5th grade and 9th grade, presented basic level in reading proficiency, which represents 31% for those studying in the fourth grade (BRAZIL, 2017a) and 50% in the 9th grade (BRAZIL, 2017a). These results reflect to the act of reading as locating explicit information in short texts. In this sense, it implies that after five years of schooling, in the case of the fourth grade, and four more years, in the case of the ninth grade, there is still a demand of students who cannot appropriate the written language, or are not fluent in reading, or cannot read aloud, or do not have mastery of other more complex textual/discursive genres.

Elementary Education is understood as a milestone in the students' experiences. By the end of this level of education, students are expected to be fully literate, master the relationship between grapheme and phoneme, be able to write simple and complex texts, recognize various textual/discursive genres (letters, short stories, chronicles, among others) (BRAZIL, BNCC, 2017b). It is during this formative journey that it is expected that all learning gaps should have already been overcome and the student should be "able" to continue learning at other levels of education.

In Brazil, for more than three decades there has been discussion about issues involving reading, writing, and reader education. As Rojo (2009, p. 75) points out, this is the teaching of reading from the grapheme, from writing, focusing on the literacy process. In other words, pedagogical practices are identified for the teaching and learning of reading in school, spelling, decoding, mechanical reading, as a technique. This focus has often left aside social practices that promote the social use of reading, understanding the applicability of school knowledge, as well as (re)knowing the knowledge already experienced by students outside of school.

Even though it can be observed that there is a reduction in the illiteracy rates in the country, it can be seen that the social changes that have emerged from the use of technologies and digital media have expanded the use of reading and writing and enabled other types of practices to emerge. It is in this way that students have experienced the written language outside of school, although the latter has been trying to approach and resignify its role before the rapid social and cultural transformations (GARCÍA CANCLINI, 2008[1989]; ROJO, 2012; ROJO, 2013; ROJO; BARBOSA, 2015; ROJO; MOURA, 2019).

Despite the expectations, it is known that some students have difficulties in reading and writing, sometimes caused by the remoteness of the social practices they use in everyday life. Moreover, their practices and their experiences with written language may also be different, while the context in which the student lives in his community prioritizes other social aspects (manual labor, orality, etc.) (DONIDA; POTTMEIER; FISTAROL, 2018).

In addition, students with specific learning difficulties are found in school, the so-called Specific Learning Disorders (according to the Diagnostic and Statistical Manual - DSM 5) (APA, 2014), which encompass specific learning difficulties in reading (dyslexia), mathematics (dyscalculia), and writing (dysorthography). The difficulties related to arithmetic and written language are still poorly discussed, and the line between which difficulties are social in nature and which are actually a cognitive-linguistic alteration is poorly explored and understood in educational settings. These diagnoses are also known as Specific Functional Disorders, a group that encompasses, in addition to the difficulties described above, also difficulties related to Attention Deficit and/or Hyperactivity Disorder (ADHD), Central Auditory Processing Disorder (CPAD), Oppositional Defiant Disorder (ODD), among others (DONIDA, 2018).

For these diagnoses to be truly accurate and avoid unnecessary clinical referrals, it is emphasized that the targeted intervention should be carried out for six months, with no evolution in the students' learning picture. In this sense, the intervention can be performed by the teacher in the classroom, without excluding or marginalizing the student with difficulty, being able to observe whether there is progress or not before making clinical referrals, avoiding the medicalization of students (ELIASSEN, 2018).

In this sense, assuming that the pedagogical work is a collective action, it is also necessary to think about the initial and continuing education of teachers who work in Basic Education. As Cortella (2014, p. 41) states, "[...] we deal with lives, and life is process and process is change. Therefore, certainties are provisional, with absolutely temporal relations, within our activity". What demands from us many moments of reflection about our practice on the school ground, in the classroom, in the relationship with the student and the different places that these subjects bring to the school sphere. It is also about thinking about the formation of this professional who comes to work in the State Program of New Opportunities for Learning - PENOA, about his journey in Education, about his constitution as a teacher.

PENOA, which is offered by the state public school system of Santa Catarina, is a program aimed at students in Basic Education who have failed during their learning process in terms of reading, writing, and calculation skills. The program was launched in 2013 (SANTA CATARINA, 2017), is based on the National Curricular Guidelines for Basic Education, Resolution CNE/CEB 04/2010 (BRAZIL, 2010) and the Law of Guidelines and Bases for Education - LDB law no. 9.396 (BRASIL, 1996). This program points to the relevance of promoting new learning opportunities, such as content recovery for students who did not meet the assessment indexes in reading, text production, and mathematics. Furthermore, it should

instigate new challenges for students regarding what they have already learned, in order to develop themselves along their educational path.

In this sense, this research topic emerges initially from the pedagogical practice of one of the authors of this article, who works as a teacher in Basic Education. This study is based on the enunciative-discursive perspective of Bakhtin and his Circle. It is worth mentioning that for a long time now we have been talking about reading practices and their uses in the field of Education and Language Sciences. These practices, under the viewpoint of Bakhtin and his Circle, are socially and historically constituted in/by the interaction with the other. This interaction can occur from the mediation of who writes (author) and who reads (reader), from the dialogue between teacher and student, student and teacher, students and classmates in the school sphere (ROJO, 2009; GERALDI, 2013; 2015).

Reading, in this perspective, can be understood as a social practice permeated by a heterogeneity of textual/discursive genres, to be noted for the diversity of voices that constitute the enunciates and subjects in different social spheres of human activity (BAKHTIN, 2011[1979]; GERALDI, 2013; 2015; VOLÓCHINOV, 2017[1929]). We understand that language in use, in this case, the written language, is a social practice that allows the subject to articulate his or her views about and with the world in the relation I-other, other-I in different social spheres (BAKHTIN, 2011[1979]; VOLÓCHINOV, 2017[1929]). What implies thinking, that reading texts in school and not for school discontinues a pedagogical practice linked to the text as a pretext for teaching and learning grammatical rules and norms of the Portuguese Language (GERALDI, 2015).

And, the social function of the school in this Direction

should help the child to become a reader of the texts that circulate in society and not limit him to read a pedagogical text, designed only to teach him to read. So, it is necessary to know these social writings (FOUCAMBERT, 1994, p. 10).

Based on the above, the question is: what readings have been considered in the school sphere, in the PENOA classes? It is also problematic: are the practices performed only experienced in the school space, based on reading in textbooks or are they also experienced in other social spheres (such as those provided by digital media, the specific cultural practices of the community)? How do teachers discourse about readings, classes, and students in the context of PENOA?

It is in this interim that this research, in addition to understanding the meanings of reading in the discourse of two Portuguese Language teachers who worked in the PENOA

offered since 2014 in the state public education network; also seeks to develop teaching and learning practices of reading from the reality of the community that attends the two schools belonging to the state public education network of Santa Catarina where the teachers worked in 2019, located in the Vale do Itajaí/SC region.

Thus, the present study focused on the area of Education aims to understand the constitution of the reader in the school sphere in the voice of two Portuguese Language teachers who worked in the State Program of New Learning Opportunities - PENOA in 2019.

### **Methodological Outlines**

The methodology used for this study is applied with a qualitative approach (BOGDAN; BIKLEN, 1994; YIN, 2005). Two Portuguese Language teachers participate in this research, called here by the fictitious names Renata and Susane. Individual interviews with a semi-structured questionnaire were conducted with the two teachers in their workplaces in the year 2019, schools A and B, located in a municipality in Vale do Itajaí/SC.

The interviews were audio recorded and the respective transcriptions of the recordings were made. The present study was approved by the Ethics Committee of the Federal University of Santa Catarina under process number 09003219.9.0000.0121. The participants signed the Free and Informed Consent Form.

### **Data Analysis and Discussion: Some Reflections**

In the first part of our discussion we tried to understand the place from which the Portuguese Language teachers who worked in PENOA at schools A and B enunciate. We present some of the history of how they became teachers and readers throughout their personal and professional lives.

## **The Teachers and their History**

### **Introducing Renata<sup>7</sup>**

Renata, 45 years old, born in a city in Vale do Itajaí/SC, Catholic, graduated in Languages with a major in Portuguese Language and Literature, and specialized in Spelling Correction. She has worked in Elementary Education for 21 years. She is a teacher hired on a temporary basis to work in 2019 with a PENOA class of high school students at school A, which is located in Vale do Itajaí/SC.

As far as reading practices are concerned, the teacher usually reads a lot, especially on the bus trip she takes three times a week between her home and the school where she works at PENOA. At the time of the research, she was reading "One Hundred Years of Solitude" interspersed with Sherlock Holmes. She also likes to read about topics involving the current political context, about the Social Security Reform, and texts related to the grammar of the Portuguese language. She reads on the Internet searching for texts, video lessons about her subject, Portuguese Language, as well as news of the day to discuss in class, at PENOA. Besides reading on the bus, she usually reads at home, in her room, before going to bed.

Renata learned to read at school between the current first year and the second year of elementary school. She remembers her older brother, already a high school graduate, helping her with her schoolwork. She doesn't remember much of her family reading with her due to her family's lack of education. Her mother studied until the fifth grade (currently the sixth year of elementary school) and her father went to school until the second grade (currently the third year of elementary school).

### **Introducing Susane<sup>8</sup>**

Susane, 41 years old, born in a city in Vale do Itajaí/SC, Catholic, graduated in Languages with a major in Portuguese Language and Literature and in Pedagogy. Currently, she is taking a specialization course in Clinical Psychopedagogy. She has been working in Elementary Education for seven years. She is a teacher hired on a temporary basis to work in 2019 with a PENOA class, in the morning period, school B. She also works as a second teacher

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<sup>7</sup> The narrative presented here was constructed from the interview with teacher Renata at the school where she worked at PENOA in 2019.

<sup>8</sup>The narrative presented here was constructed from the interview with teacher Susane at the school where she worked at PENOA in 2019.

in Special Education in another public school of the state of Santa Catarina in the afternoon period and, in a penitentiary located in Vale do Itajaí/SC, in the evening period.

About her reading practices, the teacher reads frequently. She likes to read novels; now and then she also reads in the field of Education. She also reads books she downloads from the Internet and does research in this virtual environment. She reads at home, in her room. She learned to read at school with her Portuguese Language teacher, who inspired her to follow her steps in teaching. Even when she was younger she wrote love letters to her friends to send to their boyfriends in exchange for the so-called letter papers, very popular in the 1980s and 1990s.

Susana's family did not read to her due to her parents' lack of education. Only Susana and her brother used to read at home. Her father studied until the current fifth grade of elementary school. Her mother, 67 years old, had just recently started studying again. She is currently attending high school in Youth and Adult Education and dreams of going to college to major in Mathematics. Susane even taught Portuguese in 2018 to her mother in this teaching modality.

Next, we began to understand in the voice of Renata and Susane what they consider to be a reader, if they encourage their students to the habit of reading, if they use differentiated strategies in the teaching and learning processes of reading in the school sphere.

### **After all, what does it mean to be a reader in the voice of the PENOA teachers?**

The theoretical and methodological conception with which this work is based is inscribed in the enunciative-discursive study of Bakhtin and his Circle. From this perspective, it is understood that the teaching and learning processes, both at school and in other social spheres of human activity (family, religious, media, among others) need to be mediated by *another* (the educator, the speech therapist, the family), be meaningful (that can be experienced by students in their daily practices) and be promoters of social change (both at the individual subjective and cognitive level, and capable of modifying the community, the family, the place where the subject is inserted) (CERUTTI-RIZZATTI; PEREIRA; PEDRALLI, 2013).

From this, it is conceived that the voices that permeated the social experiences with the written language(gem) in various social spheres also impact on the pedagogical practices that teachers assume in the classroom, as we can see in the excerpts below:

*Renata: Yes. Always bring... it's... vary the reading, you know? So that they don't get sick. Because when we get here, we open the book to read and it's*



*the same book and they don't like it anymore, you know? No matter how much I read a page, a paragraph, and bring to them the representation of what was exposed there in that fragment, it's... every day it gets boring. So, what do I do? **One day I take them to sit outside and they make a description of the weather outside. One day I take a text, right, a different text, a funny text, right, a chronicle or I ask them to bring it.** Then, teacher, when we read something and they say, "Teacher, **I also have a really nice text at home, bring it!** And then we will read it the next day. So, I do it so that they don't get sick of PENOA, not only of everything that is done here, understand?*

***Susane:** Look, I worked with them here until last year, and it worked here, and it worked [at the other school] that I worked there too. I worked for two years at PENOA there. **Literacy**, you know? I did the literacy program. So, **I brought them a text and with all the letters of the alphabet I made them like a puzzle**, you know? So, **they would read and I would spread all those letters on the floor and they would look for them and have difficulties**, because they didn't know the letter K, they didn't know the letter W, they didn't know the letter Y, you know? Even to work with their perception, you know? I asked them to pick up the word, look at it and repeat it, and they couldn't do it. **So, I worked a lot on literacy. I still have this game at home.** Last year this game worked here, but not this year. As it is played on the floor the letters... there are more than a thousand letters, okay? They were all painted by the students. We laminated everything so that it wouldn't get damaged, so that they wouldn't get dirty and... it is mine, this material is mine. I don't lend it to anyone, because it doesn't come back, right? So, it is thrown on the floor. Then the game is played. **We work with cell phones in terms of time, who looks faster, who finds the letter faster.** [So, we can work on a lot of things, why? I used to work with them **that game is... name, color, fruit**, you know? And they would look for it [...] and they would **form the word**. And there were words that when there was Y... teacher, is there Y in the alphabet? **THE W?** They don't know it. So, things that worked well last year. That's why it's not good, I see at PENOA, that it's not good to work two years at the same school. Because then you can work what you worked at one school, you can take it to another, and if you stay at the same school, **you can't work on the same things.** [...] So, it doesn't work! [**And they didn't come three days** [to PENOA]. There were two classes of Portuguese and three of mathematics. They worked on Tuesdays and Thursdays. Two of Portuguese, three of math. The other week, two of math, three of Portuguese, so last year it worked. We had as many as 20 students and no more room in the classroom. And, it was mainly because last year [2018] was the World Cup season. So, what did we do? **We worked with balls. The math teacher worked with measurements**, we did. She made balls. We decorated the school. We made a panel where they would put, let's say today it is Brazil and France. They were going to...they were responsible to change this sign.*

Regarding the methodology used in the Portuguese Language classes regarding the teaching and learning of reading practices, it is possible to infer from Renata and Susane's statements that they make an effort and seek other alternatives to instigate the PENOA students. These students are referred to this program for presenting during their formative years some difficulty in learning, whether in reading, writing, or math. Such strategies as *varying the reading, taking the student to another space other than the classroom to read the time,*

*encouraging students to bring to school texts from their everyday life*, as Renata points out, as well as *working with Literacy through games, working with cell phones in a matter of time, that game is... name, color, fruit, meeting the uses of language in other social spheres*, according to Susane.

Although Susane uses the term literacy to refer to the literacy process, she also looks at the use of games in Portuguese Language classes that enable this student to experience the written language (gem), to become a reader, not only of the words he is given to read, but also of the current context in which they are inserted, at the time, mentioned by the teacher, the World Cup (2018).

As Britto (2012, p. 33) states "[reading] the context, reading the hand, reading the game, reading the world, reading a picture, reading a movie" actions that are "cultural and intellectual different from reading the text[...]", but not less important, neither superior nor inferior, they are different, and thus promote the student, the subject, being of/in the world, to live and experience a diversity of readings, his, mine, the other's in a dialogical and critical relationship.

In this regard, Freire (2011, p. 19) already advocated about critical reading in the 1970s, in which "reading the world precedes reading the word. It is necessary to promote the teaching of reading not only in school, but in/for the life of the subjects that bring there their experiences and constitute the other in/by/with the infinity of readings they perform throughout their school and daily life, as the speeches of Renata and Susane have also pointed in this direction.

We understand, therefore, that reading practices are actions that transcend the competence of "decoding" and interpreting the text. It is essential that the school environment provides diverse experiences, instigates and offers students the experience with various textual/discursive genres, and gives them access to different ways of learning and understanding multiple languages or multilingualism<sup>9</sup> (ROJO, 2012; ROJO, 2013), as pointed out by Renata and Susane.

Still, such pedagogical practices that aim at this effort by Renata and Susane regarding the engagement of students enrolled in PENOA are in line with what the Common National Curricular Base - BNCC (BRAZIL, 2017b) states about the competencies to be developed in students of Basic Education, which are: 1. Knowledge; 2. scientific, critical and creative thinking; 3. cultural repertoire; 4. communication; 5. digital culture; 6. work and life project; 7.

<sup>9</sup> "Multiliteracies is therefore a bifronte concept: it points, at the same time, to the cultural diversity of the exodus populations and to the diversity of languages of contemporary texts, which will imply, of course, a multiplicative explosion of literacies, which become multiliteracies, that is, literacies in multiple cultures and multiple languages (still and moving images, music, dance and gesture, oral and written verbal language, etc.)" (ROJO; MOURA, 2019, p. 20).

argumentation; 8. self-knowledge and self-care; 9. empathy and cooperation; 10. responsibility and citizenship. For learning to be effective, it is necessary that it meets the real-life experiences of these students and their families, as well as being able to impact the community in some way. It is possible to deduce this when Renata and Susane bring in their statements the encouragement of the reading habit beyond PENOA.

**Renata:** *[At the moment] they are reading Machado de Assis, Dom Casmurro, because I brought them, as they said before, that I was going to do, we intend to do a reading project of all the national works that we have here in the library. So they chose some of the works that I presented to them. hum... They chose Machado de Assis because of what we read in the synopsis and in his bibliography. So, we started reading, we are on page 83 of the book, and of course we are not able to read every day, because we also have another project that is being concluded today, but we always read, and not only... I always bring texts that are chronicles, that are narratives, that are descriptions, that are... so that they are also aware that there are other... textual types, right? So, these are the readings that I help them with. [...]* **There is availability here at PENOA for them to take books and leave notes with me and then when they finish reading they bring them back and then they can take others home.**

**Susane:** *[...] especially at night in the penitentiary, as they are there, I take books for them to read [...]. Inside the classroom we do a circle and I work a lot on text interpretation with them. So, at night there is what I can do the most. Here [referring to PENOA] not so much, because they don't like it very much. [They do readings] right here in the classroom. [...] I try to take them to the library. It's something they don't like to go, they don't want to go, so I don't try to force anything that they don't want to do, why? Because they won't do it. So, I prefer not to take them to the library, why? Because they tell me: teacher, I don't want to go to the library because I'm already reading a book that I have to renew.*

From what Renata states when she instigates her students to read *Machado de Assis, Dom Casmurro*, involves them in *reading projects*, allows students to *choose the readings they want to do in school and out of school*, presents different textual/discursive genres such as *chronicles*, allows the school to *lend books to these subjects*. Or when Susane takes the students to the *library*, even if *they don't want to go to this space to read*, such speeches point to the opening of paths and possibilities offered to them by the school, by the teachers. Therefore, that of choosing, becoming readers from/by the teacher's mediation, when the teacher indicates readings of literary works, and that also opens to dialogue with this student so that he, an active subject, a protagonist in this learning process, chooses what he wants to read, considering his tastes, his realities, his experiences, outside the school sphere.

Social reading practices that need to go beyond a mechanical act of repetition, the movement of copying by copying what is read, in which the text is conceived as ready and

finished, as a fixed, standardized, immobile product (GERALDI, 2015), as indicated by the teachers' speeches when they seek to escape from this more plastered, tied, stuck to grammatical studies.

Geraldi (2013, p. 6), when mentioning about the uses of language in different times and spaces in and by the dialogic relationship between the subject and the verbal interaction, comments that:

subjects constitute themselves as such as they interact with others, their consciousness and knowledge of the world result as a "product" of this same process. In this sense, the subject is social since language is not the work of a craftsman, but social and historical work of himself and others and it is for others and with others that it is constituted. There is also not a given, ready subject that enters the interaction, but a subject completing and building itself in its speech. [...] interactions do not take place outside a given broader social and historical context; in fact, they become possible as singular events, within and within the limits of a given social formation, suffering the interferences, controls and selections imposed by it.

In this sense, the constitution of the reader makes him/her a subject affected and interpellated in the relationship between language and history. This will reflect on the position that this subject will assume at school as a reader in constitution, in process, always being and if his readings of the world will be accepted/legitimized/validated at school. This evaluation based on the teacher's surplus of vision is what will assess whether this student-reader is a good or bad reader, proficient or not, whether he/she interprets, understands what he/she reads, and whether or not he/she is included in the learning processes. In this sense, the question is: what does it mean to be a reader, from the teacher's surplus of vision<sup>10</sup> and the very social voices that pervade it?

*Renata: It is that person that is instigated to want to know, so, they go afor what they want and, consequently, they have to read to know. So, I think that's really what the reader is. [The PENOA students] Look, **they are readers to the extent that they look for something that stimulates them, that they like, right?** For example, there are many who like wood, for example, there is one who really likes wood, because his grandfather was a carpenter. So he likes to know what kind of wood... so he even came to talk to me. Ah, teacher, what could I be looking for? And I said, ah, go for it! There are many fields on the internet that talk about wood carving, wood carving and so on and he went and he looked it up and the other day he was showing it to me like this. So, it means that it is a form of reading and I think he is a reader now, you know? I think that little by little we transform, you know?*

<sup>10</sup> It is the possibility that the subject has to see more of another subject than the subject sees of himself, due to the external position (exotopic) of the other for the constitution of a whole of the individual. [...]the surplus of vision is only possible because there is this possibility and to situate oneself outside the other. [That is, we cannot see ourselves as a whole, totally. We need the other to complete us (GEGe, 2009, p. 44, emphasis added by the discourse genres study group).

*And this was a way that I saw that I helped this student, as well as others, you know? The girls also like fashion, so they come to show me things. And they look for texts where they talk about other people from outside who like... who follow a style, right? And, why do they follow that style? So, all this they have to read. And I also think that they are readers... **not really READERS**, you know, but if it's an area that they like, it's important that they read, right?*

**Susane: A person who reads well. A person who can interpret things well. That to me is a reader. [About a PENOA student] I consider him not totally illiterate, but semi illiterate, because we have to teach this difficulty again, you know? Here I try to pull... I try... I try to read here. Ah pessoal, como assim... eu faço um texto com eles corrido. I give them a sheet of paper, they start writing any kind of story. Pass it on. Then they change and go on reading, they go on writing, **they read their friend's text** and go on reading and **you notice that they read and they manage to go on because they are talking about soccer, but the other friend is talking about cars** and they manage to do it, why? Because I try to make them, with this game, with this dynamic, manage to overcome any obstacle. Ah, it's not because the teacher gave them a theme to.... **EVERYBODY** is going to do this theme. No, that's my theme. The other one is about cars, the other one is about soccer, the other one is about fighting... then they look at me, but is he talking about fighting? But you have to keep going until you finish the text, you know? I do that too, a collective text. So, it comes out. Now, if you take them out of here and take them to the library, **they will say that they already have a book in their backpack to renew. It doesn't work, okay?****

In the voice of these teachers who worked in PENOA, being a reader is that person who is instigated to want to know, she goes after what she wants, she has to read to know, she is a person who reads well, she can make an interpretation. The reader, on the other hand, who has difficulties in the reading practice becomes a reader, as Renata points out as they search for something they like, they could not really be considered readers, only those who come to do a richer reading, perhaps this reading is validated/legitimized here from reading Brazilian literature classics.

In the same direction, Susane, refers to the literacy process, by considering this reader with difficulties not totally illiterate, a semi-literate, because we have to go back to teaching this difficulty, but a reader who reads books. Such learning difficulties can be reduced when we start assuming reading as a social practice and the reader as an active being, responsible for what he says, capable of refracting his reality. A reader who has a will to say from the readings he does and who uses the strategies of saying when he builds and produces the meanings of what he read, whether in the school sphere or in different social spheres of human activity (GERALDI, 2013; 2015).

The work "The reading and the formation of the reader: cultural and pedagogical issues", organized by Yunes (1984) already pointed to some issues around the formation/constitution of

the reader. This is because reading in school was still an objective, standardized and classifying practice based on the texts in the textbook and/or in the literature books available in the library. The student's behavior at the moment of silent reading, the fluency/rapidity of the reading, the fiches/manuscripts of the books that were chosen by adults, in this case, the teachers for the reading were taken.

Rojo (2009, p. 75) highlights that these are discourses about reading that circulate in the school sphere and are produced and reproduced by social actors who inscribe themselves in that context, which glimpse a "simplistic" reading dated "the beginning of the second half of the twentieth century" in which they still report to the teaching of reading from the grapheme, writing, focusing on the literacy process. These pedagogical practices are directed to the teaching and learning processes of reading in school: spelling, decoding, mechanical reading as a technique and not the reading of the various texts that circulate in social spheres (media, religion, among others) and of which the reader in training can have access and produce meanings of what he or she has read, understood/understood.

To become a reader, one must not only be a subject that needs to go to an institution that teaches the alphabet, but a subject that, in order to become a reader, needs dialogue with the book, with his tastes, with writing, with educators, with the institution, with the family. This is because the "good reader" needs to identify, recognize the letter, memorize the words he or she has learned, be proficient at reading, being fast, not making mistakes when reading words or even "knowing how to read, knowing how to decipher" (FOUCAMBERT, 1994, p. 3-4, emphasis added).

We understand, however, that the reader needs to master the alphabetic system, but this cannot and should not be the teacher's sole purpose in the student's formative journey. This is one of the conflicts that occur at school due to this lack of mastery of the written word. This is because the student is not able to dialogue with the text, to produce senses, because he doesn't recognize this system yet, nor is he able to codify the written text. On the other hand, we should look at the variety of threads that weave the readings of this reader, readings that are not always the same and this reader is not always the same, since he is historically situated in a given time and space, as well as their readings are (GERALDI, 2013; 2015).

Thus, as Susane, while demanding the mastery of the literacy process, she puts herself in the place of this reader when she approaches themes that these readers identify with in their reading practice when they talk about soccer, cars, fighting, and that she notices in her teaching practice that they read and they are able to continue. Reading practices such as this one instigated by Susane and performed by the students are seen as possible strategies for school

teaching and learning. They start to be used in order to provide an approximation with the reality of the community, with the real use of language(gem) that these subjects make/do in their daily lives in other social spheres.

In this sense, we should think about whether the reading practices are changing in society and this implies a change also in the pedagogical practice at school for the teaching and learning of the Portuguese language, of reading. It also implies thinking about a monitoring of these subjects starting, initially, from the practices they experience in their daily lives to the insertion in school and how the school modifies these conceptions, considering what the official documents recommend, such as the Curriculum Proposal of Santa Catarina - PCSC (SANTA CATARINA, 2014), the Common National Curriculum Base - BNCC (BRASIL, 2017b) and the Base Curriculum for Early Childhood Education and Elementary Education of the Santa Catarina Territory (SANTA CATARINA, 2019).

Thus, it is possible to deduce that the social voices that permeate these teachers are those that refer to the taste for reading, of their own constitution, as readers. In Renata's case, a reader of different printed books read at the same time interspersing one and another, as well as digital texts read focused on her pedagogical practice as a Portuguese Language teacher at PENOA. Texts read at different times and spaces, such as reading in the bedroom, on the bus during her commute from home to work and vice versa. And, Susana who brings in her speech, the taste for reading novels. Printed or digital books. Read at home, in her room.

Reading practices that constituted and constitute them as students and as teachers in Basic Education. These voices echo in their pedagogical practice when they try to instigate students to the habit of reading books that they can choose from the school library, even if in many moments these students don't want to read, but they give these subjects the opportunity to choose. They thus give them a voice and a turn in the learning process. Or even encourage the habit of other readings, such as reading in time, held in a space other than the classroom.

Besides, it is possible to understand that these teachers put themselves in the place of these students, when Renata says that she learned to read when she was going to the second grade of elementary school and had an older brother to help her in her school activities. Susane, who learned to read at school and had as an example her Portuguese Language teacher to become a teacher. She also has the example of her mother's persistence and perseverance in continuing her studies at the age of 67. Therefore, these life experiences reverberate in the professional lives of these teachers when they also try to encourage and give opportunities to these students to choose their reading, to do other readings that meet their daily practices, even if they are still based in some moments on reading as decoding. This is a reading that it is

possible to infer from what the teachers echo about the time and possible method used when they were alphabetized.

### **Final outlines**

This work is socio-historically circumscribed to a reality of two schools in Vale do Itajaí/SC, which sought to understand the constitution of the reader in the school sphere in the voice of Portuguese Language teachers who worked in the State Program of New Learning Opportunities - PENOA in the year 2019. This program is offered by the state public network of Santa Catarina.

Researches such as this one that aim to develop strategies and practices for the teaching of reading are relevant, because they allow us to observe how social changes influence and how they can be used as an aid mechanism for the development of the subjects' abilities, whether at school, in the community, as is the pedagogical practice presented in PENOA by the teachers participating in this study, Rosana and Susane.

Moreover, this research aimed to contribute, based on what the two teachers who worked in PENOA, Renata and Susane, say, the thinking/reflecting/discussing about new pedagogical practices that culminate in the inclusion of all students who present different readings before and during their stay at school.

From the above, some directions can be drawn from this research, with a view to providing more experiences that could be developed in the school context:

i) develop reading workshops that aim at the protagonism of teachers, students, families, involving the whole community;

ii) Articulation of actions that involve students from different years, who want to get involved, based on availability. The actions developed should be discussed with all the agents involved, in order to observe the needs of the context and of the subjects, as well as the promotion of experiences that may promote new practices of literacy among the interactants.

The actions that may arise in the school context are several: theater, reading to other children, narrative practices, spaces for poetry, chronicles, short stories, creation of audiovisual projects, encouragement to music, arts, etc. This research does not aim to end the research on the theme around the constitution of the subjects in and for the school sphere, but to provide more reflections, especially from an enunciative-discursive perspective of working with, for and in language.



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