COMMUNICATION AND EDUCATION IN THE DEVELOPMENT OF SEARCHES AT THE PROFLETRAS - UFTM

COMUNICAÇÃO E EDUCAÇÃO NO DESENVOLVIMENTO DE PESQUISAS NO PROFLETRAS - UFTM

COMUNICACIÓN Y EDUCACIÓN EN EL DESARROLLO DE INVESTIGACIONES EN EL PROFLETRAS - UFTM

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ABSTRACT: Studies in Communication and Education have guided fundamental reflections on formative processes more affectionate to contemporaneity, as they point out the relevance of the presence of media languages in the classroom. In this sense, the formation of teachers is one of the determining factors for such languages to be inserted in pedagogical practice. Thus, the objective of this work was to analyze the master's degree dissertations, carried out by master's students teachers of the ProfLetras program, from UFTM, whose theme indicated the dialogue between Communication and Education. Researches developed from proposals of intervention in elementary school, which involved communication and educational processes for the teaching of Portuguese language and literature, were selected. Such researches revealed the concern of teachers in aligning theory with practice. And, although they have significant proposals for intervention with positive results, it would be important to offer specific subjects at the Communication and Education interface for a more effective dialogue.

KEYWORDS: Communication. Education. ProfLetras. Teacher education. Elementary school.

RESUMO: Estudos na interface Comunicação e Educação têm norteado reflexões fundamentais sobre processos formativos mais afeitos à contemporaneidade, na medida em que apontam a relevância da presença das linguagens midiáticas na sala de aula. Nesse sentido, a formação dos docentes é um dos fatores determinantes para que tais linguagens sejam inseridas na prática pedagógica. Assim, o objetivo deste trabalho foi analisar as dissertações de mestrado, realizadas por professores-mestrandos do programa ProfLetras, da UFTM, cujo tema indicava o diálogo entre Comunicação e Educação. Foram selecionadas pesquisas desenvolvidas a partir de propostas de intervenção no ensino fundamental, que envolviam processos comunicacionais e educacionais para o ensino de língua portuguesa e literatura. Tais pesquisas revelaram a preocupação dos professores em alinharem a teoria à prática. E, ainda que tenham propostas de intervenção significativas e com resultados positivos, seria importante oferecer disciplinas específicas na interface Comunicação e Educação para um diálogo mais efetivo.

PALAVRAS-CHAVE: Comunicação. Educação. ProfLetras. Formação docente. Ensino fundamental.

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RESUMEN: *Los estudios en la interfaz de Comunicación y Educación han guiado las reflexiones fundamentales sobre los procesos formativos más habituados a la contemporaneidad, en la medida en que señalan la relevancia de la presencia de los lenguajes mediáticos en el aula. En este sentido, la formación del profesorado es uno de los factores determinantes para la inserción de tales lenguajes en la práctica pedagógica. Por lo tanto, el objetivo de este trabajo fue analizar las disertaciones de máster, realizadas por profesores que cursan el máster del programa ProfLetras, de UFTM, cuyo tema indicaba el diálogo entre Comunicación y Educación. Fueron seleccionadas investigaciones desarrolladas a partir de en propuestas de intervención en la escuela de Educación Secundaria Obligatoria, ESO que involucraban procesos comunicativos y educativos para la enseñanza de la lengua y la literatura portuguesas. Dicha investigación reveló la preocupación de los profesores por alinear la teoría con la práctica. Y a pesar de que tienen propuestas de intervención significativas con resultados positivos, sería importante ofrecer asignaturas específicas en la interfaz de Comunicación y Educación, para un diálogo más efectivo.*

PALABRAS CLAVE: *Comunicación. Educación. ProfLetras. Formación del profesorado. Educación secundaria obligatoria (ESO).*

Introduction

The issue of reader training is a recurring concern for Portuguese language and literature teachers. The INEP[2] indexes on the SAEB[3], in 2017, indicated that only 1.62% of the students in the last year of high school had satisfactory performance, according to the parameters of the Ministry of Education (MEC); in the 9th year of elementary school the students reached a level of 3 proficiency in Portuguese language, considered insufficient within the scale of 0 to 9, of the MEC. Given this reality, it is natural to ask about: How to encourage reading? Who are the young readers of the 21st century? How to teach literature?

The response to such questions goes beyond merely pedagogical factors, such as structural aspects of the school, teacher education, teacher working condition, socioeconomic reality of students and teachers, conception of school curriculum, because it is necessary to consider that, in the contemporary context, new technologies contributed – in an accelerated way – to the transformation of daily life, creating a *constant movement of new modus vivendi* concerning all segments of social coexistence, interaction, socialization and communication. In this sense, the educational process also needs to follow such transformations. This is a challenge for all those involved with education and, especially, with the formation of the reader, as teachers of the curricular component Portuguese, at the various levels of education.

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[2] National Institute of Educational Studies and Research Anísio Teixeira.
[3] The Basic Education Assessment System (Saeb) is a large-scale evaluation process conducted periodically by the National Institute of Educational Studies and Research Anísio Teixeira (Inep).

With the advancement of technologies, it is essential to process in the school a "second literacy", that is, "the one that opens to us the multiple scriptures that today form the audiovisual world and the electronic text" (MARTÍN-BARBERO, 2014, p. 51). The book has historically been the centralizing of knowledge, so the valorization of writing has always been present in pedagogical practices, but with new technologies the visual/sound/audiovisual languages gain a significant role in the formation of the reader. In this sense, the concept of reading, as well as literacy, acquires greater amplitude because the practice of reading can no longer be restricted to verbal language.

Therefore, we agree with Citelli's statement about the importance of dialogue more effectively and intensely with languages, because, according to him,

> to the school is the challenge of working in a universe marked by complex, hybrid languages. The displacements and increasing *processes of integration between the media, with television*, the internet, electronic games, radio, accentuate and intensify the migrations of knowledge and information, providing *the sensorium* of young people to experience experiences of languages that are not enough and are not confined to the verbal tradition. This evidence transforms the classroom into a space crossed by messages, signs and codes that do not fit or are limited to the content and encyclopedic tradition that governs formal education (CITELLI, 2006, p. 161, the author's griffin).

It is evident the need to create a communicative ecosystem (SOARES, 2011), or rather, an educommunicative ecosystem, in the school environment, in whose mediation games (OROZCO-GÓMEZ, 2014) articulate the various media languages in the formation of a reader who also assumes himself as an emitter and interlocutor. Orozco-Goméz points out that "if it was previously fundamental to train for reception, it is now essential to also form for creative emission and production" (2014, p. 33). A task we will have to face to resignify the educational process. Thus, we rely on Orozco Gómez, because "it is a complex, political, cultural and socioeconomic challenge, but it begins with communication and education" (2014, p. 33).

In this perspective, the objective of this work is to analyze the relations between Communication and Education[4] present in master's thesis, performed by master's professors of the ProfLetras program, from UFTM, pointing out the scope of this dialogue in the proposals of pedagogical intervention for the formation of the reader.

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[4]It is noteworthy that this article is part of the initial stage of postdoctoral research in the Interface Communication and Education, "Mediations of time for the study of film adaptations in the training of teachers of Basic Education in graduate studies in the ProfLetras", developed at ECA/USP, under the supervision of Prof. Dr. Adilson Citelli, with registration in the Ethics Committee, CAAE: 11000119.2.0000.5390.

Our hypothesis is that studies related to literacy and literature in ProfLetras favor the Communication/Education dialogue, whose intervention proposals - aimed at reading practices - can be articulated to various media languages, in view of the undeniable presence of the media in the daily life of students, who before being literate are able to build meanings before images and sounds, present on television, radio, comic books, etc.

Professional Master's Program in Letters in National Network - ProfLetras

PROFLETRAS is the acronym of the Professional Master's Program in Letters[5] that aims to train Portuguese language teachers of elementary school. The course is in person and offered by Higher Education Institutions, through the Open University of Brazil (UAB). Teachers go through a selection process – National Examination of Access to PROFLETRAS – in the 42 public universities distributed among the five Brazilian regions, having as its place the Federal University of Rio Grande do Norte. In this work, our focus is on the research developed in the program offered by the Federal University of Triângulo Mineiro (UFTM).

This master's degree allows the master's degree student to reflect on pedagogical practice, because in addition to the interpretative nature of the research, it is also interventional, focusing on the school reality, developing proposals for pedagogical intervention in order to improve/transform the educational process.

With a workload of 360 hours, distributed in 5 compulsory disciplines, 3 optional and 2 of foundation; the program integrates the concentration area "Languages and Literacies". In the catalogue of disciplines there are 19 disciplines, among which 3 are related to reading in general ("Sociocognitive and metacognitive aspects of reading and writing", "Errors of decoding in reading: routes and degrees of atypical aspects of the subjects", "Strategy of pedagogical work with reading and writing"), others 3 specifically indicate literature and, consequently, literary reading ("Reading of literary text", "Literature and teaching", "Children's and youth literature"), and 2 allow to expand pedagogical reading practices ("Literacy and literacy", "Language, social practices and teaching").

The other disciplines do not directly express reading practices, although they can also develop such activities and we can see that there is no offer of any discipline that specifically discusses the relationship between Communication and Education.

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[5] Available at http://www.profletras.ufrn.br/. Access: 10 Sep. 2020.

Methodology

We follow the paths pointed out by content analysis based on Bardin (2016). In the pre-analysis, we selected and organized the documents, composing our *corpus* for this study. Next, we analyzed which languages were part of the intervention proposals and how the Communication/Education dialogue resulted in positive strategies for the formation of the reader, not only of literary works, but also of media languages.

With a total of 29 dissertations[6], defended between 2016 and 2019, we initially organized in two thematic groups: one for research on the Portuguese language, with linguistic bias, which had twelve studies; the second group, with seventeen researches, focused on the formation of the reader, mainly literary texts. We found that research of the first group and ten of the second part of the media somehow integrated languages of the media in the intervention proposals. Thus, *our corpus* was composed of eleven dissertations for analysis, indicated below: "Literary literacy in the EJA: transforming and (re)building paths", by Andréia S. F. Almeida, " Genre reading strategies in the digital environment ", by Claudia Q. B. Feliciano, " Literary literacy: engaging practices in myths and legends ", by Fabiana M. Cardoso, "Reading strategies applied to 6th grade students of a school in the city of Patrocínio - MG", by Kamilla R. Costa, "The intertwining of orality with writing in the production of written narratives of elementary school students II", by Odília Olinda O. Vieira, "The notebook of the 7 year student: discursive analysis and proposal of enrichment of reading activities", by Patrícia G. Araújo, " Hipertale in Portuguese language teaching: pop ups as a form of mediation of literary reading ", by Paula Cristina D. Pereira, "Literacy project: teaching reading and writing as emancipatory practices in the ninth grade of elementary school ", by Roberta A. G. Azevedo, "The daily genre as a discursive practice in the classroom", by Thaís Cristina T. Silva, "The critical reading in the final years of elementary school", by Washington Luís Barba, "Resignifying the reading practice in school", by Yammar L. A. Andrade.

Presence of several languages in intervention proposals

In the selected dissertations, we observed the concern of master's teachers in integrating and articulating various languages, verbal and non-verbal. Although they do not discuss the specificities of the media, the intervention proposals reveal that there is recognition about the participation and importance of languages in the formation of the reader of literary works,

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[6] Available at: http://www.uftm.edu.br/stricto-sensu/profletras. Access in: 14 Aug. 2019.

because the contact with fictional narratives predate the schooling process, and circulates outside the school through oral and visual languages, are narrated by mothers, television, cinema, comic books and, in the current context, on the computer, tablet or mobile phone, devices with which young people interact from an early age, some from early childhood. And so, when children enter school, they already have a discursive memory of different narrative genres, even if they are not yet literate.

Two theoretical perspectives, fundamental to develop the articulation between languages, guide in some way all dissertations. One of them is Thiollent's action research strategy (2008) to create didactic sequences, which results in a transformative movement of pedagogical practices, since they are teachers who work in basic education. From theoretical reflections in the disciplines offered during the course, they raise questions about the reader's formative processes, that is, it is the necessary opening to analyze the reality of the school in which they work and rethink both the planning of the classes, as well as the didactic material and the strategies applied in the classroom. It's not just an experiment; it is mainly about the positioning of the teacher as mediator and researcher.

The other theoretical line is composed of authors who discuss the concept of reading and literacy such as Cosson (2014), Soares (2003), Rojo and Moura (2012). The need of the competent reader from the linguistic point of view is broadened, but also from other social spheres in which participation and interaction are carried out through different discursive forms and, thus, it is worth pointing out digital literacy, political literacy, media literacy, social literacy, etc.

Communication processes in Portuguese

Music, dance, radio

Musical language is very present in the daily life of young people. According to Pelizzari (2019, p. 53),

> even today, when we enter school, the small students have their first lessons introduced, accompanied or mediated by wheel songs, which help, among other things, in the development of motor coordination and in the memorization of words, besides valuing other characteristics of formation of the social being, such as discipline, respect and interaction with other members of the group.

Music expresses the identity and culture of a social group, in its rituals of diverse natures, from religious celebration to war cries, and also triggers the sound perception

transformed into movement. Thus, add to the musical movements the body language of dance, because they are inseparable, especially for young people; just check the accesses to music clips on Youtube, for example, to see the great acceptance and empathy with these languages. The notion of belonging is revealed through behavioral attitudes of socialization, that is, it characterizes the way of being in the world.

Hence the relevance of intervention proposals that insert music, now to create a thematic atmosphere (CARDOSO, 2019) or to compare different discursive strategies (COSTA, 2019), articulated with dance (AZEVEDO, 2019), or in music clips (CARDOSO, 2019; AZEVEDO, 2019); moreover, the creation of a radio station at school (AZEVEDO, 2019) demonstrates how much this device brings young people closer to favoring integration.

It is worth mentioning that all didactic sequences presented more than one language, in view of the scope of the concept of literacy. Cardoso (2019) planned awareness workshops to study myths and legends, starting with a USP Radio program on the theme of Greek mythology; selected, for one of the workshops, Brazilian songs with the intention of creating "pleasant environment and involving students in the thematic climate" (CARDOSO, 2019, p. 109) about the legend of the mermaid: "A lenda da sereia" by Sandra Cerrado and Rui de Carvalho; "O mar serenou" by Clara Nunes; "Sereia de água doce" by Maria Bethânia; "Sereia" by Marco Mario; "Lenda das sereias: rainhas do mar" by Marisa Monte; "Sereia" by Roberto Carlos and the song "Sereia" performed by Lulu Santos.

Costa (2019) proposed the reading of the short story "Eu nunca vou te deixar", by Pedro Bandeira, and the song "Menino de rua", by Pepe Moreno, in order to "report and broaden the students' understanding of the theme of the tale that it was homeless" (COSTA, 2019, p. 44), which served as a stimulus for a text production.

Azevedo (2019), together with the students, integrated dance and music, which resulted in the initiative to create Radio School. According to the researcher,

> the use of dance, as a practice of social literacy, which takes place in the most diverse spheres of human activity - at home, on the street, at work, in religious environments - and engages the subjects in the community to which they belong, making them assume, express, create, resignify and reinvent language" (p. 69).

With the physical education teacher, the students created a choreography for the song "Nossa gente", from the Group Olodum. Azevedo (2019) points out that "the students were able to understand that reading and writing, understood from a broad perspective, can manifest

themselves in the construction of movements." (2019, p. 72). Rádio Escola emerged from the debates throughout the activities. For the researcher,

> based on the assumption that language is an essentially social practice, in which announcers, interlocutors and context are involved, in a broad interactive process, it is that the proposal of creating a Radio School emerged within the practices of the literacy project, with the purpose of expanding and making more and more real the practices of reading and writing, granting the opportunity for students to recognize themselves as "subjects of their discourses (AZEVEDO, 2019, p. 75).

Thus, we observed that the dialogue between the various languages contributes to the creation of a pleasant environment through playful activities that favor the participation of students.

Comic books and comic strips

Comics and comic strips are as present in the daily lives of young people as music. If in the past it was forbidden to read in the classroom with a comic book, at risk of having confiscated the brochure, today it is part of the list of materials of the elementary schools. In this sense, there is recognition that the narratives, constructed with the articulation of verbal and nonverbal text, feed the imaginary of young people since childhood, even before the literacy process, precisely because images construct meanings and, therefore, are readable, besides bringing themes to the age group of younger people.

It is not by chance that Barba (2018) and Azevedo (2019) insert the ffs in the proposal of intervention for elementary school. For Barba (2018), young people "significantly appreciate this textual genre, since they delight in the plots, heroes, anti-heroes and other elements explored through the resource of comics" (p. 76) and, moreover, "it is not today that we perceive the good receptivity not only of comics, but also of several other textual genres that mobilize languages other than verbal in their composition" (p. 76).

While Barba (2018) works only with comic sands, Cardoso (2019) also integrates the comic s in the didactic sequences, articulating them to other languages. The text selected for the activity was Minnie's COMIC "Pandora's Box: Troublebox", inspiring the production of COMICS by students. According to Cardoso (2019), the activity was very successful, with a motivating reading, because "the students were well focused on reading the history" (p. 107) and also emphasizes that the "desire was that everyone participated and felt motivated and involved by the proposed activities" (p. 107). Undoubtedly, the choice of the COMIC was

decisive for the good articulation with other languages, besides generating empathy among young people; it is considered that playful activities result in effective participation of students, contributing to learning, so in the conclusion of the researcher there was "a considerable improvement in the process of literary literacy of the investigated students" (p. 138), because it makes the habit of reading pleasurable.

On the other hand, Barba (2018), in some stages of the process, did not achieve the objectives he expected, because according to him,

> Despite the fact that the strips are very well accepted by the researched public, they alone were not enough to achieve our objectives, because only from the introduction of a verbal text to contextualize the theme addressed in them that a larger number of students actually understood what they were reading (p. 117).

Perhaps the choice of comic strips was not appropriate for the profile of that class; it is necessary to consider that there are many variants that can interfere in the pedagogical process. The receipt of a text does not always generate the same fruition. Aesthetic pleasure is also related to individual aspects, even though the works are created within the same artistic aesthetic.

Film adaptation, film, animation and other images

Vieira (2016) observed the student's difficulties in developing writing production activities and, therefore, sought orality in the form of narrative texts as a starting point to articulate with writing. In this sense, the perception that orality and writing are part of the process of training readers and writers guided the intervention proposal. In the second stage of the didactic sequence, students developed activities with the theme "Lenda do Saci-Pererê", initially watching three videos: presentation of the story and contextualization, the representation of the character in the song "Pererê", the group *Tempo de Brincar* and the cartoon *"*Saci-Pererê*",* from the *Juro Que Vi* series, as motivating texts for the production of narrative text. The activity generated debates and students were constantly encouraged to express their ideas and opinions orally, pointing out which imagery and sound aspects contributed to the construction of meanings, such as scenario composition, soundtrack, characterization of the characters from their physical traits and attitudes, that is, the debate was not restricted only to the theme, but also the way verbal and nonverbal languages articulated to produce the message. According to Vieira (2016), "the purpose of this stage was to offer creative resources that would

active the imaginary, the fantasy and enable the student to have subjects for him to have what to narrate" (p. 140).

Almeida (2018), Silva (2018) and Andrade (2018) integrated film productions inspired by literary texts in the intervention proposal with questions about the challenge to form a linguistically competent reader and, at the same time, able to enjoy the narrative text in its fictional, creative and reflective potential.

Although Almeida (2018) works in the EJA (Youth and Adult Education), the level of education is elementary II, whose students are unliterate adults, functional literate or semi-literate. The researcher proposes a didactic journey with fairy tales, specifically with re-readings of "Sleeping Beauty", by three writers: Giambattista Basile, brothers Grimm and Charles Perrault, in addition to a film adaptation, the film "Maleficent**",** produced by Walt Disney Picture and directed by Robert Stromberg. Working with adults, the researcher valued oral narrative, performing oral reading for students and using books with illustrations and the film. According to her,

> through the feature of the imagery visual text, the reader can enjoy the pleasure of reading a text and its understanding, having his horizon of expectations enlarged and stimulated by his worldview, stored in his memory throughout his life. Thus, even if the individual does not realize, the pleasure provided by reading the literary text, even if it is only through images, allows him to interact, dream, stimulate creativity and act in the world in which he is inserted, effectively (ALMEIDA, 2018, p. 42).

Silva (2018) researched the daily genre, which resulted in the intervention proposal with reading and writing activities from the study of the text "The invisible man", by Luciano Costa, the "Carta de Pero Vaz de Caminha", fragments of Christopher Columbus's diary, fictional diaries "Robson Crusoe", by Daniel Defoe, and "Minha vida de menina", by Helena Morley. In addition to these verbal texts, readings of the animation "The Adventures of Robinson Crusoe", directed by Vincent Kesteloot, and the film adaptation "Girl's Life" by Helen Solberg, both to compare with the original text, were also performed. The research points out different forms of apprehension of the film adaptation, by the students. And, although the strategy has not developed a specific study on the cinematographic language, it is perceived that this type of production is part of the universe of students and that the master's teacher recognizes the pedagogical potential of film adaptations in the classroom. In Silva's vision (2018), "the film aroused a series of curiosities in the students, who began to compare the book with the film and with the idea that the first contained the true story." (p. 84), including encouraging the reading of the book.

In addition to the debate about The Frankenstein, Mary Shelley and the film Victor Frankenstein, by Paul McGuigan, Andrade (2018) also articulated *communication strategies* by *WhatsApp* to convey ideas and opinions about the texts. The film was selected due to the "modernity of the special effects used" (p. 57), indicating that the master's student recognizes the specificities of the language, which gives him support to propose to the students the recording of a video about the works.

The computer in the classroom and in the students' daily lives

In Andrade's journey (2018), several communication resources were used, both by mobile (WhatsApp) and by computer (blog), via internet. This aspect favored socialization through social networks, which is now very present in the students' lives, because, according to it,

> Literature became part of the daily life of students, inside and outside the classroom, as we had the surprise of registering in online groups, when they brought elements related to the book Frankenstein, without any pedagogical obligation bond (ANDRADE, 2018, p. 123).

Pereira (2018) elaborates the intervention proposal using computer resources, articulating literature and cyberspace to enable "literary mediation through the use of digital information and communication tools available in digital support" (p. 17), *specifically pop ups*, that is, windows that open bringing new information and contextualizing the narrative, configuring hyperlinks. The hypertale "The Black Cat", by Edgar Allan Poe, was the indicated reading, as well as two other hypertales: "Inanimate Alice" by Kate Pullinger, and "Blurred", by Mauro Paz. These are digital narratives constructed by different languages (moving or static images, sounds, verbal text), that is, they are multimodal hypertexts that allow experiencing other forms of interaction with the literary work, since "the reader participates directly in the presentation of the story, because it depends on the emergence of parts of the text, interacting directly with the narrative through *the links*." (p. 58).

From Pereira's perspective (2018, p.100),

> for our students, subjects participating in this research, reading on digital media is a common practice, especially due to the use of social networks broadcast on the Internet, which put them in contact with new forms of textual organization, such as hypertext, and allow them to explore the digital environment strongly marked by hypermedia. We believe that this familiarity with cyberspace can offer several benefits in the teaching and learning

process, especially in literary studies, through reading mediation by digital tools.

In fact, the presence of the computer in the classroom, with internet access, can be an essential tool for the teaching-learning process, as young people increasingly use social networks for interaction and search engines for research. In this sense, teacher mediation becomes increasingly important to guide and accompany students in virtual environments. This is the path adopted by Feliciano (2017), who proposes the use of educational laptops, belonging to the One Computer per Student Program (ProUCA), for the development of reading activities. According to the researcher,

> the use of technological tools demonstrates the importance of the domain that the reader in the digital environment must have; so, your attitude to this feature is very much different from paper support. It is essential that all technology be widely used in the classroom, making reading, learning and knowing it attractive to the student (FELICIANO, 2017, p. 14).

Thus, activities developed with the use of digital tools, such as the creation of blogs, podcasts, text editing, video production, for example, attribute a playful character to pedagogical practices. Feliciano (2017) proposed, with this perspective, the reading and study on the fable "In the time when the animals spoke", by Aesop, guiding students to build the way of internet research, with the educational netbook, but also to retell the story through drawings, using the *Tux Painting application; the blog* "Once upon a time..." it was also explored for the reading of the fable "The Two Thieves" by Monteiro Lobato.

In these studies, we consider positive the communication processes used to favor different forms of interaction and text production. It is not true that young people do not read and write; with new technologies a *modus comunicandi was created* (MARTÍN-BARBERO, 2014; CITELLI, 2006, 2017). The computer, in this context, became a channel of integration and interaction, because it allows to perform several tasks; and by extension, today, the cell phone.

Languages in the teaching material

Araújo (2018) analyzed the pedagogical proposals of the Student Notebook (CA), of the São Paulo Faz Escola Program, developed with several languages for the formation of the reader. Although the CA presents activities with media languages, there is no study on the specificities of language, so we cannot say that it is a second literacy; in addition, incongruities

occur in some parts, as indicated by the researcher, when analyzing one of the activities involving journalistic language:

> we realize that the alternative offered to the student/reader as correct does not translate what occurs in the journalistic sphere to the extent that we know that the events, to be reported, do not need to be *observed on site*. Thus, the representation is created that the news text reveals the truth (since it was something seen). Thus, in relation to the sphere, it is clear the ignorance of how its dynamics is, the fact that the news arrives in different paths and not necessarily the journalist witnessed the event (ARAÚJO, 2018, p. 67).

In this case, unfortunately, "reading as author-text-reader interaction and the construction of the meanings of the text are compromised" (ARAÚJO, 2018, p. 85). Therefore, it is necessary to observe the theoretical bases of media languages.

Final considerations

All master's teachers agree on the role of the teacher as mediator, facilitator and the need for continuing education, even in the face of great challenges: school structure, working conditions, diversity of students' profile, socioeconomic reality of students and also teachers. Therefore, they returned to the university in order to rethink the pedagogical practice.

The intervention proposals, which result from the critical view of the master's teacher, reveal concern in creating new paths considering the reality of the student and the contemporary context and, with this perspective, promoted the dialogue Communication and Education, even if they do not discuss the theoretical bases, but seek minimally specialists in the area of language to be worked, as we found in the bibliographic research of Barba (2018), Silva (2018), Pereira (2018) and Almeida (2018)

With the analysis of the dissertations, we can affirm that the master's teachers recognize that the presence of the various languages brings the student closer to the pedagogical context because it has the potential to sensitize, create a pleasant climate, involve, broaden understanding, create the notion of belonging, activate discursive memories, encourage and mediate the reading of literary works, recognize differences in the composition of languages, search and browse the internet. And, above all, they are essential for the development of literacy, in its broad sense.

We also concluded that the disciplines offered by the program favor dialogue between Communication and Education, but the offer of more specific disciplines could contribute to

the insertion of effective proposals in this interface. We agree with Martín-Barbero who advocates the articulation of the various languages. For the theoretician,

> the book will continue to be a key piece as the first literacy, which opens the world of phonetic scripture, instead of closing in on literate culture, lays the foundation for the second literacy, the one that opens to us the multiple scriptures that today make up the audiovisual world of electronic text (2014, p. 51).

In this sense, we emphasize that the insertion of visual, sound and audiovisual languages does not reduce the importance of verbal text, but directs the school in the contemporary scenario, whose presence of Communication in various segments of everyday life, such as the classroom, is undeniable. Educommunication would be, in this perspective, a field of study with the potential to build the dialogue between Communication and Education.

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