

LANGUAGE AND LITERACY PATHWAYS IN EDUCATION AND HEALTH:  
DIALOGICAL PRODUCTIONS IN AND FOR THE CONSTRUCTION OF  
KNOWLEDGE

*A LINGUAGEM E OS PERCURSOS DE LETRAMENTOS NA EDUCAÇÃO E NA  
SAÚDE: PRODUÇÕES DIALÓGICAS NA E PARA A CONSTRUÇÃO DO  
CONHECIMENTO*

*EL LENGUAJE Y LOS CAMINOS DE LETRAMIENTOS EN LA EDUCACIÓN Y LA  
SALUD: PRODUCCIONES DIALÓGICAS EN Y PARA LA CONSTRUCCIÓN DEL  
CONOCIMIENTO*



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Thinking and writing about language, its dimensions and the contradictions and complexity involved with the constitution of speakers, readers and writers implies, for the authors who compose this Dossier, approaching the literacies processes as engendered, distinctly and unevenly, from the activities and dialogical networks established in different social spheres.

In the wake of thematic progression, we invested in strategies to reframe experiences with knowledge production, creating spaces for different interlocutions about reading and writing. In this bias, the author's positioning, the various theoretical frameworks, the socialization of investigative and pedagogical practices constitute fuel for advances in research, given the social uses of language, in other words, the culture of writing.

In the course of a texture, new possibilities open up to expose the objects of study, the objectives, the methodologies and the results, and thus, according to our ways of 'doing' research and analyzing the data, we begin to verbalize, to write and produce meanings, seeing the 'world' in different ways.

In this regard, it is essential to share work committed to individual and collective dimensions, and also to historicity, which mutually constitutes the singularity and totality of teachers, education and health professionals, and also researchers.

In addition, it is healthy to justify that, in this same context, opening space for works that contemplate the complexity of material and subjective determinants – implicated in actions and referrals that permeate conceptions of language and literacies, is to provide opportunities for understanding the processes that involve the practices and literacy events in the fields of health and education.

The decision to organize this Dossier and, therefore, to invest in a public dialogue of studies produced by researchers from different areas – committed to the implementation of concepts and practices circumscribed to the contexts of Education and Health – enhances and/or promotes multiple literacies, added to the movements that fight, on a daily basis, for the right to the Word(s) and the Saying(s).

To this end, studies and discussions emerging from contemporary research on the (inter)actions and processes intertwined in languages and literacies were gathered and shared, guided by conceptions that seek to address dialectically and historically the individual and collective, singular and broad dimensions that constitute us as subjects of language.

We reiterate the need to expand spaces to circulate studies that verticalize analyzes around the complexity and contradictions that engender the unequal and distinct conditions,

material and subjective, that guide the constitution of speakers, readers and writers in particular, from experiences lived in the different social spheres and, in particular, in Health and Education.

The studies presented here, despite the diversity of background and activity of their authors, are aligned with the understanding that the constitution of subjects as speakers, readers and writers can expand or restrict effective participation and taking a position in relationships and forms of social organization. They are aligned, therefore, with the understanding that acting and saying are human activities that go hand in hand, always addressed to the other, situated in certain times, spaces and purposes. Finally, they start from the assumption that such activities cannot be at the service of homogenization/standardization/classification, naturalization/legitimation of prejudices, discrimination/segregation, but the production of singularities and collectivities that recognize diversity as a human condition.

We hope that the reading of these articles illuminates and reiterates conceptions and practices of literacy(s) as capable of enhancing authorship, in short, of contributing to the recognition that people should occupy the place of those who have what to say, to whom to say it, with intentions, positions and values.

The dossier “*Languages and Literacies: Perspectives and intersectoral dialogues*” opens with the article “**For a discursive practice of literacy: Making arguments explicit**”, written by researchers Ana Luiza Bustamante Smolka, Ana Lúcia Horta Nogueira and Daniela Dias dos Anjos. In the text, the authors contribute to the explanation of arguments that support a discursive practice of literacy. Taking as material for analysis the speeches of literacy teachers in meetings of a study group, they highlight some of the observations, questions and considerations shared by them, related to the work carried out in the daily life of the school. In dialogue with Vygotsky, Bakhtin and the Circle and Freinet, seek to highlight, in the experience of these teachers, conceptions, implications and repercussions of an incorporated theory.

“**Alphabetization and (post-) pandemic: Intercurrences in the process of constituting readers and writers**”, by Vilma Aparecida de Souza, Cairo Mohamad Ibrahim Katrib, Klívia de Cássia Silva Nunes, Valéria Moreira Rezende, is the second of the articles that make up the next number. In the writing, the researchers analyze the process of literacy and literacy, in the context of the *Coronavirus pandemic disease* (New Coronavirus Disease - COVID-19), during 2020, 2021 and 2022, in public schools in two municipalities in Minas Gerais and the implications for the training process of children, considering the training of writers and readers.

**“The elaboration of concrete statements by first-grade children: The materialization of dialogism in oral texts”**, by Alessandra Moreira Cavalieri, Claudia Regina Mosca Giroto and Luciana Aparecida de Araújo, comprises the third article, which presents, based on an excerpt from a collaborative research, whose discussion of data, supported by assumptions of the Historical-Cultural theory and the dialogical approach to language and illustrated by oral reports of a child in the first year of elementary school, presents marks of dialogism in oral texts, revealing the constitution of dialogic relationships, by children, when they elaborate their concrete statements when inserted in a real situation of discursive interaction.

The fourth article in this dossier is entitled **“Literacy and playful mediation: A study based on the historical-cultural theory”**. Its authors, Fábila Daniela Schneider Lumertz and Lisiane Machado de Oliveira Menegotto, present part of a research about the literacy process of children in the third year of elementary school. Based on the Historical-Cultural Theory, they describe and discuss the repercussion of a psychopedagogical intervention through playful mediation in the literacy process, as well as reflecting on playing and interests in this phase of child development.

The fifth text in this edition is authored by Giselle Bezerra Mesquita Dutra, Messias Dieb and Adriana Leite Limaverde Gomes. In **“Conceptual aspects of the media literacy in the “news” genre: An analysis from school newspapers produced by elementary students”**, the researchers analyze the conceptual aspects of media literacy in news items from three editions of a school newspaper produced, throughout 2017, by a group of students in the final years of elementary school, known as Clube do Jornal, in a public school in Fortaleza - CE.

**“Practice of orality in the classroom: Focus on the full development of the student”**, by Damaris de Sales Costa Santos Rocha and Terezinha Richartz is the sixth article in this dossier. In the research, the authors reflect on the role of the current school which, inserted in a globalized society and the increasing use of new technologies, has not yet fully absorbed the benefits of this reality, however, paradoxically, it must provide the development and preparation of students for work and exercise of citizenship.

The seventh text of the dossier is entitled **“Pedagogical practices for subjects diagnosed with ADHD: An integrative review”**. Written by researchers Karina Labes da Silva, Rita de Cássia Fernandes Signor and Rita Tonocchi, the work presents an integrative review based on the following guiding question: “What pedagogical practices are directed

towards students diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) are described in the literature of the educational field?”.

“**Mathematics, language and literacy: A matter of (in)finitude**”, by Bruna Larissa Cecco and Luci Teresinha Marchiori dos Santos Bernardi, is the eighth article in this dossier. Its objective is to discuss mathematical literacy and its (in)finitude, with a view to transcendence, having as a horizon the incompleteness of the human being, in a Freirean perspective. This is a qualitative study, developed through a theoretical essay, in which we seek to contribute to the analyzes and discussions on the subject.

Leandro Augusto dos Reis is the author of the ninth article in this dossier. Entitled “**Musical language and its multiple senses: Processes of musicalization as a possibility of musical literacy**”, in the text, Reis discusses, in the text, the relations between the concept of Literacy and the process of musicalization, as a possibility to think about Musical Literacy. To do so, we start from the idea of music as a language intrinsically related to perception, that is, a language of the senses.

The tenth text of this dossier is authored by Heloísa de Oliveira Macedo, Lucia Masini and Vera Regina Vitagliano Teixeira. In “**Practices that transform: Promoting the emergence of powerful subjects of language**”, the researchers present the report of speech therapy activities that highlight the importance of discursive, dialogical practices, based on historical-cultural references, for working with oral and written language. The purpose of the reports made is to show that organized strategies, based on subjective choices of different textual genres, can promote the emergence of the language subject who initiates the speech therapy therapeutic process as a pathological subject.

“**The deaf student and the alphabetic written language: Between modes of thought representation**”, written by Ezer Welington Gomes Lima and Luiz Antonio Gomes Senna, is the eleventh of the articles included in this issue. The study aims to contribute to the understanding of factors that contribute to the difficult relationship of the deaf with the development of text production at school, with the objective of cooperating with the literacy process, taking into account their difficulties and perspectives. The focus of the research is of a theoretical-conceptual nature, as it focuses on the (re)construction of concepts, ideas and ideologies necessary for improving the theoretical foundations already developed on the subject.

The twelfth article in this dossier is entitled “**The concept of dyslexia in dialogue with managers, teachers, family and students of basic education**”. In it, the authors Sandra

Pottmeier and Ana Paula Santana share the result of a research that seeks to understand how managers, Portuguese language teachers, families and students understand the concept of Dyslexia.

Maria Letícia Cautela de Almeida Machado and Paula da Silva Vidal Cid Lopes are the authors of the thirteenth text. Entitled **“Scripture processes and transiency in conceptual and symbolic constructions in language production”**, it aims to demarcate transience in conceptual constructions in literacy. Furthermore, the article adopts a theoretical-practical research methodology and is presented in two sections. The first highlights literacy as a language practice, relating social aspects to mental representation processes. The second illustrates the variability of literacy processes by presenting a path of productions elaborated by a child.

**“Speech therapy practices with language in the educational context”**, written by researchers Danielle Pinheiro Carvalho Oliveira and Elaine Cristina de Oliveira, is the fourteenth article that makes up this issue. In it, the authors identify and analyze which practices, especially with language, have been carried out by a group of speech therapists who work in education in Bahia, and also seek to reflect on the theoretical bases that support these practices. This is a cross-sectional, qualitative study, which had the participation of five speech therapists working in the educational area.

The fifteenth article in this dossier is authored by Marineiva Moro Campos de Oliveira and Solange Maria Alves. In **“ComuSaúde Project: Communication strategies for the illiterate elderly people”**, the researchers analyze the communication strategies used in the field of health with illiterate elderly people. From the historical-cultural perspective of human development, explanations are made about the ComuSaúde project carried out with non-literate elderly residents of a municipality in the west of Santa Catarina.

Marcus Vinicius Borges Oliveira and Larissa Picinato Mazuchelli are the authors of the sixteenth article in this dossier. Entitled **“The university outreach as a language education space: An ethical-responsible discussion”**, in the writing, the researchers discuss the relevance of the formative role of university extensions, based on dialogicity and engagement with society, having as a starting point a reflection on the activities of two extension projects: the Aphasics Coexistence Center (UNICAMP) and the Ageism Observatory (UFBA/UFU).

**“Literacy workshop in higher education: Students' view of their writing and reading conditions”**, by Isabela Jordão de Camargo and Ana Paula Berberian, is the seventeenth text that appears in this dossier. In the article, the researchers analyze the speeches

of undergraduate and graduate students about their reading and writing conditions before and after participating in a Literacy Workshop developed in the context of Higher Education, based on categories that emerged from the responses provided: Gender Discourse, Authorship and Responsive Position.

The eighteenth article in this dossier is entitled **“Literacy practices in Rural Education and Environmental Education”**. In it, researchers Maria Alzira Leite, Maria Arlete Rosa and Maria Antônia Souza discuss the concept of social literacies based on bibliographic studies and establish dialogues with Rural Education and Environmental Education, taking as a reference the investigations carried out at the Nucleus for Research in Education of the Field, Social Movements and Pedagogical Practices (Nupecamp), of the Graduate Program in Education, of the Tuiuti University of Paraná.

**“Teaching the Portuguese Language in the context of digital culture: Teachers' narratives about educational practices with multiliteracies”** is the nineteenth text of this dossier. The authors Eduardo Fofonca, Marilene dos Santos Garcia and Andreia Gomes Pereira analyze the educational practices used by Portuguese language teachers, more specifically related to multiliteracy practices, encompassing digital culture in educational processes. The methodology included a bibliographical review of studies that deal with the perspectives of multiliteracies and digital culture.

Lilian Cássia Bórnica Jacob, Maria Julia Ferreira Cardoso and João Alexandre Peschansk are the authors of the twentieth article. Entitled **“Collaborative production in digital environments: Using Wiki to promote digital literacy and health communication”**, in the text, the researchers present an analysis of theoretical references selected for their academic relevance and adherence to the context of collaborative production in digital environments to promote digital literacy and health communication.

The dossier is finalized for the article, **“Education in liquid modernity: Perceptions of the construction of storytelling in teacher training towards the unprecedented-feasible”**, by Nara Maria Bernardes Pasinato, Gabriel César Dias Lopes and Everson Luiz Oliveira Motta. In the text, the authors develop a practice with students of a Pedagogy Course at a Brazilian Public Institution, in which Digital Narratives were created about informal and non-formal learning environments. The construction of the narratives led the students to realize the usefulness of their use in the classroom and to understand that there are different ways and languages to work with knowledge and help in the student's learning.

It is hoped that the reading of the articles that make up this dossier can provide theoretical and methodological elements for a critical analysis and for facing problems related to the constitution of readers and writers, as well as to the unequal and different conditions of participation and insertion in the different social spheres of language.

Finally, we thank the authors of the articles that make up this dossier and who collaborate with the publication of their originals. In addition to them, it is worth thanking the team of reviewers and editors who made this publication possible.

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