



JOSHA's Critical Review of "Exploring Letters in The Kid: Stimulating the Formation of Reading and Writing Skills" by Ana Clara Solon Rufino, Rosângela Araújo Darwich

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Abstract:

This field study aims to promote the formation of readers and writers through the epistolary textual genre, even in times of predominant technology. The guidelines are based on the theories of Soares (2009) and Bakhtin (2003), the writing hypotheses of Ferreiro and Teberosky (1999), and the importance of writing and reading in life, according to Morais (2003). Adopting the methodology of field study and qualitative approach, we examined how students of the 6th grade of a public school in Pará and in the age group of 11 to 13 years approached these areas of learning, using episodes of Turma do Chaves (The Kid) related to letters. We highlighted the need for an interdisciplinary approach, with trained teachers, to promote reading and writing in all subjects.

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Abstract

This field study aims to promote the formation of readers and writers through the epistolary textual genre, even in times of predominant technology. The guidelines are based on the theories of Soares (2009) and Bakhtin (2003), the writing hypotheses of Ferreiro and Teberosky (1999), and the importance of writing and reading in life, according to Morais (2003). Adopting the methodology of field study and qualitative approach, we examined how students of the 6th grade of a public school in Pará and in the age group of 11 to 13 years approached these areas of learning, using episodes of Turma do Chaves (The Kid) related to letters. We highlighted the need for an interdisciplinary approach, with trained teachers, to promote reading and writing in all subjects.



The text discusses a research study conducted in Brazil that focuses on the education and literacy of 6th-grade students, using the TV series "Chaves" (The Kid) as a basis for the study. The research aims to promote meaningful, context-based writing activities and emphasizes the broader concept of literacy, beyond basic reading and writing skills. It highlights the use of the "letter" as a tool for developing reading and writing skills and explores the contributions of theorists like Magda Soares, Bakhtin, and Emília Ferreiro.

The study involved 27 6th-grade students and employed a qualitative approach. It addressed student shyness, emphasized literacy, and evaluated their writing abilities. The research underscores the significance of reading comprehension, punctuation, and letter structure. It discusses ethics and cultural aspects in the TV series, highlighting the evolving perspectives on permissiveness. Evaluation of students' written letters revealed issues with function, textual configuration, and punctuation.

The study also underscores the cognitive benefits of handwriting over digital tools and the importance of spelling. It emphasizes the need for ongoing qualitative assessment in education and recognizes the challenges faced by teachers.

The research concludes that learning assessment goes beyond pedagogical practice and teacher training and suggests that the lack of a clear school identity and shared educational project hampers the quality of education, reflecting societal issues that perpetuate social inequalities. It further highlights the importance of incorporating reading and textual production into all subjects, promoting various textual genres and recovering forgotten ones, such as letters, to connect art, history, technology, communication, and affection. The study underscores the role of teachers in promoting daily practices of reading different literary genres and the essential role of a teacher who is both a reader and writer.

It concludes by emphasizing that improving education and overcoming reading and writing deficits require coordinated efforts from educators, researchers, policymakers, and society, ultimately transforming education into a force that equips citizens to face 21st-century challenges.



Critical review

The research aims to address the issue of literacy and literacy within the Brazilian education system by employing the "letter" as a pedagogical instrument to foster the development of proficient readers and writers among 27 sixth-grade students. This study adopts a qualitative approach, incorporating a TV series, and letters as integral components of its methodology to achieve this purpose.

The description of the methodology used is quite detailed, which is good for understanding the process. However, it would be useful to include information about the process of selecting the 6th-grade class, such as the criteria for choice or whether there was any random sampling.

In addition, it may be useful to discuss possible limitations of the study and how they were addressed, as well as the ethics of the research, such as obtaining consent from the students to take part in the study.

The analysis displays a significant degree of subjectivity, with the focus primarily placed on the author's personal journey of self-reflection and methodological evolution. However, it falls short of substantiating the long-term impact on children. To enhance the study's utility, an additional section offering practical recommendations for teachers and educational policies could effectively steer the research toward actionable outcomes.

Overall, the text offers an intriguing research study with a pertinent approach to education with discussions well-grounded and addressing relevant issues.

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Article Information

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