



Literacy Practices and Reading Comprehension: Ideological Perspectives and Educational

Literacy and Reading Comprehension Practices: Ideological and Educational Perspectives

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Summary

This article discusses literacy practices and their relationship with reading comprehension from two main perspectives: the autonomous and the ideological. It is considered that literacy goes beyond the simple decoding of written symbols, being a cultural and social phenomenon. The analysis addresses both school and non-school literacies, highlighting the role of the educator in mediating meaningful reading experiences in the face of technological and social transformations. In addition, factors that influence reading comprehension and the challenges faced by basic education students regarding textual interpretation are presented. The study emphasizes the importance of pedagogical strategies that promote reading autonomy and expand students' communicative competence.

Keywords: Literacy. Reading comprehension. Education

Abstract

This article discusses literacy practices and their relationship with reading comprehension, from two main perspectives: the autonomous and the ideological. It is considered that literacy goes beyond the simple decoding of written symbols, being a cultural and social phenomenon. The analysis addresses both school and non-school literacies, highlighting the role of the educator in mediating meaningful reading experiences in the face of technological and social transformations. In addition, factors that influence reading comprehension and the challenges faced by basic education students are presented, especially with regard to textual interpretation. The study emphasizes the importance of pedagogical strategies that promote reading autonomy and expand students' communicative competence.

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1 Introduction

Literacy practices have occupied a central space in discussions contemporary educational institutions, with regard to the training of readers capable of interpret, criticize and transform reality through language, developing autonomy and critical thinking.

The concept of literacy, previously associated with the ability to read and write, expanded with theoretical advances and began to incorporate social practices that reflect cultural contexts, power relations and ideological values.

This article aims to discuss these multiple perspectives of literacy, with emphasis on its relationship with reading comprehension, considering the interactions between school and non-school practices. The specific objectives are: To analyze the different perspectives of literacy; investigate the relationship between literacy and reading comprehension, highlighting the factors that influence this process; examining the literacy practices in school and non-school contexts, considering social impacts and educational; highlight the role of the educator in mediating reading experiences and writing.

Based on a literature review, the ideological implications are explored of reading and writing practices, as well as the challenges faced in the environment educational in the face of social and technological demands.

2 Theoretical Framework

2.1 Ideological conceptions of literacy

When starting the discussion on literacy, the existence of several definitions related to it. With this, the topic is approached bringing concepts that emerged with the advancement of research on literary literacy, being analyzed under two perspectives: the autonomous and the ideological. The first concerns the capabilities individual of the individual, while the second refers to the social practices that involve reading and writing.

In the autonomous model, reading comprehension actions are included, both those that occur consciously and those that occur deliberately. unconscious in the interpretation of the text. The ideological model includes the aspect of autonomous, but goes beyond that, since literacy practices are influenced by social and historical characteristics, which vary according to the time and place where occur (kleiman et al., 2024).

Literacy practices represent episodes that are formed from social interactions, in which the text becomes part of the exchange between the individual and the environment communicational (Merazzi, Robaina & Silva, 2021). Hachimoto (2024) argues that

people may or may not perceive themselves as part of literacy practices, which will depend of their previous experiences. For this reason, it becomes essential that individuals are immersed in specific contexts in which language is used.

The ways of reading and writing vary according to circumstances, times and places determined, so even having mastery over writing, the person can find situations in which he cannot understand or produce a text (Kleiman et al. 2024). According to Matos and Matos (2024), literacy research sees language as a social practice, in which uses are linked to the immediate context, with an emphasis on inter-relationship of the symbolic forces present, aligning with the ideological model.

In school curricula, autonomous literacy practices are encouraged, affecting the formation of students during the learning process. In this way, it is inferred that language cannot be approached without considering the aspects ideological and social factors that are part of its execution, making literacy go beyond technicality and impartiality, concepts relevant to literacy autonomous (Silva Junior, 2023).

In view of the above, it is worth considering that any effort to eliminate ideologies is futile, since this attempt, in itself, constitutes a cultural choice. The ways by which people use language surpass the written form, as they are interconnected and have the capacity to alter social power structures.

2.2 School and non-school literacies

Literacies involve educational and social practices, integrating discourses technicians from the educational community, in which teachers manage access to information based on educational objectives. Santos and Souza (2023) state that There are several school practices in which learning is dissociated from its use and distributed in specialties.

In school literacy, reading and writing appear as skills that change according to the context, culture and gender, being perceived as activities linked to different disciplines, proposing a connection between students and texts based on beliefs, values and ideologies present in social groups, so that they understand the social relevance of disciplines, through social communication practices in which are involved (Souza; Cantero, 2024; Soares, 2023).

Among the forms of literacy, the media constitutes multiliteracy, providing cultural and semiotic expressions that expand multimodal forms to produce meaning, in which the written text interacts with visual and sound elements and spatial, reflecting cultural and linguistic diversity (Santana, 2022). In this approach, the differences that exist between cultures and social aspects indicate that focusing in the norms of the standard language and in the traditional forms of each genre is not enough for literacy practices in schools.

Furthermore, it is important to consider literacy practices that occur outside the school environment, in which people exposed to different situations, use reading and writing in their social interactions (Soares, 2023). An example is women in the areas peripheral areas of São Paulo, who have used reading to promote changes in their communities through the NGO Capão Cidadão, whose objective is to make reading a form of transformation in people's lives, and that students can benefit from influence of classical literature through classical literature, such as short stories (Journal National, 2025).

In what was presented, an expansion of the concept of writing is observed, from of the changes resulting from technology that introduced a new way of understanding the role of education and its interactions with social life. With a scenario in which demands for knowledge are increasingly diversified, the role of the educator is excels at helping students create meaningful reading experiences.

2.3 Reading comprehension

Reading comprehension is a process driven by needs, interests or by the individual motivation to read. According to Oliveira et al. (2023), there are several factors that help improve communication and understanding of what is being read, among them, the title, introduction, conclusions, summary, images, among others. The author also states that, in order to read a text, it is essential to develop the ability to use all these components to create a diagram that makes it easier to understand.

According to research carried out by Silva and Azevedo (2021), many students have difficulty understanding a text when they read it alone and in silence. In return, these same students are able to capture and understand the content better when listening to other people reading. In this context, Mello (2022) adds that understanding a text implies the ability to make inferences, interpreting what is being read.

Pereira, Baretta and Borges (2022) explain that inference can be based on explicit or implicit textual information, in addition to the interpretations made by the reader. In this way, reading is configured as an interactive activity of constructing meanings, which occurs from the connection between the knowledge that the reader has in your memory and the information presented in the text.

Almeida (2022) explains that reading comprehension is influenced by the stages that help facilitate the process of absorbing the text. The analysis stage refers to the perception of content that is presented in a hierarchical manner in which the components are organized. In the inferential stage, the reader enriches the reading by connecting the text current with past experiences, emerging new possibilities based on interpretations made. In turn, understanding in the creative sphere is given by elaboration of personal opinions about the text, associating concepts with reality and presented content. In this process, the themes are adapted to the interactive context of the narrative, facilitating its interpretation.

For Mello (2022), the ability to read involves the formation of meanings through the use of the conscious and subconscious mind. To interpret a text, the reader needs keep the mind alert, to gradually absorb the message contained. In the model ascending, reading is carried out sequentially. Following this organization, the reader uses his/her skills to decipher the elements of the text, initiating a process linear, bottom-up and unidirectional visual discrimination with recognition of graphemes and phonemes, making understanding occur automatically.

Pereira, Baretta and Borges (2022) highlight that, in the bottom-up approach, the reader obtains from the text the information necessary for its understanding. This is a method in that the evidence provided by the author in the text serves as the foundation for a process of creation, as the sections come together to form the whole. In descending reading, the reader looks for signals that you select according to your expectations, using them in your interpretation skills to predict events and facilitate their understanding.

The forms of interpretation of the text, both ascending and descending, are distinguish between the way the reader decides to read, depending on their level of knowledge. In the first model, the reader lacks prior information and adopts a learning randomly. In contrast, in the second model, the reader has some understanding and can better assimilate information. This reader profile has already acquired skills and is able to learn in a more structured way.

Therefore, the bottom-up and top-down processes are not mutually exclusive or sequential, but interconnected in promoting understanding, which involves the text itself – including its genre, type, purpose of reading – and the reader – encompassing its prior knowledge and learning style (Pereira, Baretta, Borges, 2022). Thus, the success in understanding lies in the interaction between these two modes, taking into account the variables that influence the individual's interpretations.

The interpretation of texts also occurs through the analysis of their structures, which are classified into: microstructure, integration structure, macrostructure and structure of the text. Microstructures enable the understanding of information present in a sentence, from the identification and reading of sets of words and microselection, which is the method in which the reader dedicates himself to memorization gradually and slow (Oliveira et al., 2023).

Integration structures, in turn, allow the creation of links between sentences, involving linking inferences. As for macrostructures, Gomes and Gonçalves (2021) state that for a complete understanding, it is essential that the reader have knowledge about the structure of the text, being necessary to identify the message main thing that the text wants to convey. The structure of the text influences the way in which the reader interprets it. The connection between reading and understanding must be varied in its multiple manifestations, such as newspapers, magazines, online content, among others.

With regard to formal education, the teacher faces a challenge when students do not have reading skills and need support to develop them. Thus, It is the teacher's responsibility to analyze each student, considering their limitations in relation to their skills. A student may have difficulty understanding the meaning of words, while another may not be able to interpret what he is reading (Almeida, 2022).

Gomes and Gonçalves (2021) understand that learning techniques for reading comprehension must occur simultaneously with the presentation of new knowledge, such as interpreting posters, predicting the content of a notice or a letter, and evoke what is described in a story through images. These tasks are defined as reading interpretation activities that require well-structured strategies defined and that act as an introduction to the code that aims to encourage learning.

Regarding reading comprehension at school, Brito et al., (2022) observed that there is a tendency to reduce the relevance of the ability to interpret texts in comparison to the performance of this skill throughout the second cycle of Elementary Education.

reduction in the importance of reading texts in elementary school driven by assessments external. Being a gateway for several students in federal institutions of higher education, Enem evaluates, among other issues, candidates through a writing, which requires the preparation of a dissertative-argumentative text, based on a problem situation (Rodrigues, 2023).

Data from Enem results (2024) show the lack of skills of students in the elaboration and understanding of texts during elementary school, which is the basis for secondary education. In total, 4.32 million candidates and 3.18 million million people who participated, which corresponds to 73.5% of the total number of registrants, showing a high number of absences from the exam. The participation rate showed a growth of 1.6% compared to the year 2023, when 3.93 were made millions of entries.

The results of the 2024 edition showed that more than a third of those registered (1,080,096) in Enem reached or exceeded the cut-off point, which corresponds to 20% (first quintile) of Sisu courses in 2023. Considering this information, the general averages were 528 in languages, codes and their technologies, where the highest grade highest was 796 and the lowest 294; the average writing score was 660, and twelve participants ten states achieved the maximum score of 1000 (INEP, 2025). In addition, 2,308 participants obtained scores ranging from 980 to 1,000, with 215 of them being from public network.

In turn, the PISA (Programme for International Student Assessment) OECD conducts analyses every three years on the learning of 15 and 16 year olds in several countries. In the most recent assessment, from 2022, the skill of "Reading: Percentage of students with adequate learning" indicated that all areas of Brazil present results below the OECD average, which is 49.4%. The area with the highest number of students with adequate learning was the south, with 27.8%, followed by the center-West with 27.2% and the Southeast with 26.3%. On the other hand, the northern region presented the lowest average, with 13.7%, followed by the northeast region, which had a rate of 17.1% (PISA, 2022).

These scenarios point to a skills gap at the end of education. fundamental among public school students, with regard to interpretation and production of texts, highlighting flaws in educational methods, which are influenced through the student's interaction with the educational institution, social life and family. Thus, strategies for understanding texts are important when the

reading is practiced, since through it, autonomy is encouraged and responsibility of students.

Final Considerations

It is concluded that literacy, far from being a neutral practice, is inserted in social and ideological contexts that shape the way reading and writing are taught and practiced. The distinctions between school and non-school literacies reveal the need for a more integrated and contextualized approach in the process of teaching-learning.

Furthermore, reading comprehension, as an essential skill for critical and communicative development of students, must be worked on through pedagogical strategies that consider multiple textual and extratextual elements. The educator, therefore, has the role of mediator in the construction of meanings, promoting reading experiences that strengthen autonomy, critical thinking and inclusion of students in social and civic life.

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