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READING AND WRITING STRATEGIES

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Nilton Carlos do Nascimento Azevedo[26]

Summary

The objectives of this work are: to understand various teaching strategies relating to the theory and practice of reading and writing in the classroom, as well as researching in books, various subjects that address the theme of reading and writing, studying subjects focused on the practice of reading in the classroom and also researching scientific works on subjects relating to the various existing strategies for developing writing. To carry out this work, it was necessary to use bibliographic and qualitative research as methodological support, and bibliographic research was explored through diverse bibliographic sources such as: books, scientific articles and monographs. This research generated unquestionable and solid learning, as there was a dialogue with several authors who study and address the topic of reading and writing strategy, and, through this dialogue, learning came to flow directly. Through bibliographical study and research, it is possible to discover and learn about different ways of exploring writing and reading in the classroom, so that students can develop their reading practice or improve it. It was also possible to know that the teacher must encourage his student to practice reading and writing through techniques and strategies applied inside and outside the classroom.
Key words: Strategies. Reading. Writing.

Abstract

The present work has the following objectives: to know several teaching strategies referring to the theory and practice of reading and writing in the classroom, as well as researching books, several subjects that address the theme of reading and writing, studying subjects focused on the practice of reading in the classroom and researching scientific papers on subjects related to the various existing strategies to develop writing. To carry out the present work, it was necessary to use bibliographic and qualitative research as methodological support, and the bibliographic research was explored through diverse bibliographic sources such as: books, scientific articles and monographs. Such research generated unquestionable and solid learning, as there was a dialogue with several authors who studied and approached the theme of reading and writing strategy, and through this dialogue, learning came to flow in a direct way. Through the study and bibliographic research it is possible to verify and know several ways to explore writing and reading in the classroom, so that the student can develop his reading practice or improve it. It was also possible to know that the teacher should encourage his student to practice reading and writing through techniques and strategies applied inside and outside the classroom.

Keywords: Strategies. Reading. Writing.

1. Introduction

This article addresses the topic of reading and writing and focuses on teaching strategies aimed at developing reading and writing, as these two

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elements in general, still present major problems for students, from elementary to high school.

The approach to the theme under study and research is relevant due to the fact that both writing and reading require a different look in contemporary times, as teachers demonstrate efforts to reduce the problem of difficulty in reading writing, there are still many cases of students who need special attention.

It is important to think about strategies aimed at the areas of reading and writing, regardless of the level of education, as we still see students in very advanced grades, but with great difficulties in writing and reading.

Working on reading and writing based on the student's needs can be a viable technique for obtaining good results in relation to this issue of difficulty in acquiring and developing reading practice.

Using reading strategies in elementary or high school classrooms aims to alleviate problems arising from the lack of practice in moments that focus on improving reading, as well as developing reading in the classroom.

Even though teachers work with diverse methodologies, many students are unable to develop a satisfactory level of reading and writing, hence the need to think about strategies that will favor the process of students' acquisition of reading and writing, for this, Antunes (2003 , p. 82) suggests the practice of

> Diverse reading. As in life outside of school, reading opportunities must vary, in the sense that the proposed texts are of different genres, such as: short stories, fables, editorial poems, commentaries, letters, advertisements, etc.

For the author, diverse reading, that is, of stories, fables and other textual genres, can favor the development of students' reading and writing. For this reason, the main objective of this article is to learn about various teaching strategies relating to the theory and practice of reading and writing in the classroom, as well as researching in books, various subjects that address the topic of reading and writing, studying subjects aimed at the practice of reading in the classroom and also researching scientific works on subjects relating to the various existing strategies for developing writing. This work was supported by bibliographic and qualitative research. In order to carry out this work, it was necessary to research several bibliographic sources such as: books, scientific articles and monographs. This research generated unquestionable and solid learning, as

There was a dialogue with several authors who study and address the topic of reading and writing strategy, and through this dialogue, learning came to flow directly.

The present work presents as a starting point in relation to the theoretical framework chapter 1 which is described as follows: THE RELATIONSHIP BETWEEN READING, COMPREHENSION AND INTERPRETATION which addresses the discourse on the relationship between these three axes that are fully conveyed in the student's student life. And chapter 2: READING AND WRITING STRATEGIES IN THE CLASSROOM, - this presents tips on reading and writing strategies that can be used in any grade or level of regular education.

2 Theoretical foundation

2.1 The relationship between reading, comprehension and interpretation

There are several ways of conceptualizing reading and its methodologies, we can mention dynamic and productive reading in which it is established to understand and interact with the author of the text so that the acquisition and interpretation of what the text gave you during your reading is achieved. . Reading is the act of decoding letters and words, which means that the practice of reading can develop the individual's ability to decode signs. For Antunes (2003, p. 70) “Reading is an activity of access to produced knowledge, aesthetic pleasure and, also, an activity of access to the specificity of writing”. For the author, reading allows students to find knowledge, as they must constantly be seeking new knowledge.

Furthermore, reading can directly influence the writing process, as what is read can be migrated directly or indirectly to writing, therefore, reading has a direct relationship with writing. It is also worth highlighting that reading is an interactive activity, as Koch and Elias (2009, p.11) state that,

> reading is, therefore, a highly complex interactive activity of meaning production, which is evidently carried out based on the linguistic elements present on the textual surface and its form of organization, but requires the mobilization of a vast set of knowledge within the event communicative.

Reading is an activity that generates interaction in terms of the production of meaning, as in every reading process there must be a writer and a reader, that is, a sender and a receiver.

> Reading is a process of issuing and verifying predictions that lead to the construction of understanding of the text. Understanding a text involves the ability to prepare a summary, which reproduces its global meaning succinctly (SOLÉ, 1998, p.27).

For the author, reading makes it possible to understand the dynamics of what is written, as every text brings with it a global idea, that is, a central idea, with this central idea generating the meaning of the text. The central idea of the text is the one that leads the reader to understand the particularities that the text presents, but which does not appear visibly, but between the lines.

2.2 Situating reading, interpretation and understanding

Reading is deciphering letters, syllables and words. However, reading without understanding does not generate criticism on the part of the reader. Reading should not be a simple decoding of words, as the essence of reading is understanding what has been read.

There is no point in the reader worrying about knowing words and consequently their concepts and decodings if the main thing, which is generating meaning for the codes, does not occur properly.

> Understanding a text involves the ability to prepare a summary that reproduces its global meaning succinctly. To do this, one must differentiate between what constitutes the essence of the text and what can be considered at a given moment for some concrete objectives, such as secondary ones (SOLÉ, 1998, p. 116).

For the author, comprehension is characterized by the discovery of the global meaning of the text read. This implies that a given text presents secondary and primary ideas, where generally what is at stake in understanding is the primary idea.

However, this means that a secondary idea does not contribute to the process of understanding the text read, as in a text comprehension activity one must explore the text in its general scope. This is when secondary ideas become useful in understanding what you have read.

When it comes to preparing summaries based on the central idea of a text, it is necessary to emphasize that each and every text can lead the reader to detect a primary and global idea. Where the reader must succinctly explore the particularities that enable understanding of the text read.

> The activity of reading completes the activity of written production. It is, therefore, an activity of interaction between subjects and involves much more than the simple decoding of graphic signals. The reader, as one of the subjects of the interaction, acts participatively, seeking to recover, seeking to interpret and understand the content and intentions intended by the author. (ANTUNES, 2003, p. 67)

Reading should be a complement to writing, since good reading generates good writing practices. When it comes to the relationship between reading and writing, it is worth highlighting that, the

Understanding a text depends largely on the interaction between the reader and the intentions of the text's author.

The reader must seek to discover what intentions the author wanted to reveal through writing the text, as every text must be understood based on the author's idea, where the reader must be active to the point of dialoguing with the ideas of the author of the text.

> [...] the elements (the words, the signs, the notes) function as “true” instructions from the author, which cannot be ignored so that the reader can discover meanings, develop their hypotheses, draw their conclusions. Little words that might seem less important, like *until, yet, already, just,* and many others, are significant clues that we must rely on to make our interpretative calculations. (ANTUNES, 2003, p. 67)

For the author, every effort to understand and understand small instructions that often go unnoticed by our eyes or even in front of the sheet of paper, makes it clear that the instructions represent an interaction and understanding in the sense of a communicative action and supporting what the text you review to ensure clarity and understand the objective of the text.

Evidently, the signs and other letters are on the surface of the text and are fragments that the reader must know and have prior knowledge to distinguish their cognitions and put into practice in the reconstruction of making the information broader and more complex. Even though we know that often we don't read to understand but to learn words that are explained in the text. This is what Antunes says:

> A reading activity whose interpretation is limited to recovering the literal and explicit elements present on the surface of the text. Leaving aside the elements that are actually relevant to its overall understanding (as would be all those relating to the central idea, the main argument defended, the conflicting knowledge that provoked the plot of the narrative, among others. (ANTUNES, 2003, P. 28).

Reading must result in the understanding of what has been read, since, in every reading practice, the reader is automatically directed to decipher what has been read. Without exercising comprehension in the face of any text read, there will not be as much importance for the reader's cognitive development.

It is worth highlighting that the elements considered relevant are decisive for the comprehensive process of reading a text, given that the text is produced based on secondary and primary ideas, with the primary idea being the main element that generalizes the overall understanding of the text. read. Therefore, the main argument is considered as the main tool for understanding, from which the reader can reach an understanding of the text as a whole. It is known that such understanding depends on some factors that help in its execution, such as prior knowledge and knowledge of the world.

Prior knowledge is a determining element for understanding the reading of the text, because, when the student is able to develop this skill, they will be able to take a firmer and more solid stance on what must be understood in the text.

The student must seek to develop their knowledge of the world when reading, as this skill must be present in the student's reading process. From this perspective, Kleiman (1984, p.13) states that

> Understanding a text is a process that is characterized by the use of prior knowledge: the reader uses in reading what he already knows, the knowledge acquired throughout his life. It is through the interaction of different levels of knowledge, such as linguistic knowledge, textual knowledge, knowledge of the world, that the reader is able to construct the meaning of the text.

In this sense, reading a text may result in different understandings according to the perception and prior knowledge of each reader. This makes it clear that depending on the reader's level of knowledge, they can understand a text differently than other readers.

Evidently, some of the instructions present in the text do not go over everything we want to obtain information necessary to understand what was read during that entire moment of the text and thus make it explicit during reading and its acquisition.

2.1 Writing procedures and strategies in the classroom

The writing in its acquisition process aims to show the different ways of graphic representation in terms of building more focused writing. Regarding the way of writing, there is still a lot of pressure because failing to put a comma or an accent is a serious error, especially on the part of some teachers who are teaching their students the correct way to write.

The practice of writing at school still requires a lot from teachers to look at how students are writing a text or forming sentences within the text. “Reading, writing and speaking are not school tasks that end in themselves; which end with the bimonthly note. Reading, writing and speaking – repeating – are social activities, between historical subjects, carried out under concrete conditions” (KUENZER 2002, p. 101).

These are activities that require interaction between a whole, between teacher, reader and society so that there is direct communication, a meeting between subjects. Situating writing can be characterized as a systematic process that has been evolving over time, this process has been undergoing changes for a long time in history. Today, writing is one of the criteria in the teaching-learning process. since, when writing the student

begins to develop deeper interpretation and understanding skills, as he is the one who must generate a unity of meaning in his text.

Writing generates a dynamic of interaction between the subject who writes and the subject who reads. When you write something, you must think about who to write it for, in this way, a possibility of interaction is generated. From this perspective, Antunes (2003, p. 45) says that

> An activity is interactive when it is carried out jointly by two or more people whose actions are interdependent in pursuit of the same ends. Thus, in a *interaction* ("action between"), what each one does depends on what the other also does: the initiative of is regulated by the conditions of the other, and every decision takes these conditions into account. In this sense, writing is as interactive, as dialogic, dynamic and negotiable as speech. (author's emphasis)

As Antunes says, writing takes place in an interactive way, because it is an activity that requires dialogue between the writer and the reader, this is due to the fact that writing is a totally dialogical action between a sender and a receiver, in this way the writing presents an interactionist vision.

"An interactionist view of writing thus presupposes encounter, partnership, involvement between subjects, so that the communion of ideas, information and intended intentions can occur." (ANTUNES, 2003, p. 45). In this way, the author only confirms the idea that writing assumes an interactionist role, due to the fact that it is an activity with the purpose of engaging.

> The activity of writing is, then, an interactive activity of expression, (e.g., "out"), of verbal manifestation of ideas, information, intentions, beliefs or feelings that we want to share with someone, to, in some way, interact with it. *Have something to say* It is, therefore, a precondition for the success of the activity of writing. There is no linguistic knowledge (lexical or grammatical) that can overcome the deficiency of "not having anything to say". (ANTUNES, 2003, p.45) (emphasis added)

In this sense, the activity of writing must be guided by the ideology of having something to say, that is, when thinking about writing something, one must have in mind an ideological structure intentionally organized to expose through writing, this makes it clear that writing it is a planned and supposedly organized activity. When it comes to writing being a verbal manifestation, this implies that writing is an activity that makes it possible to express what one thinks, that is, to verbalize a feeling or a thought.

That's why writing doesn't leave behind its essence, which is the intention to interact. Writing is a way of externalizing what you think, what you idealize and above all what you want to express, in this way, writing can be considered an interaction, where this interaction occurs between the person who writes and the person who read, that is, writer and reader.

> In this way, all writing responds to some functional purpose, that is, it makes it possible to carry out some socio-communicative activity between people and is inevitably related to the different social contexts in which these activities are carried out.

> people act. Through writing, someone informs, warns, warns, announces, describes, explains, comments, opines, argues, instructs, summarizes, documents, writes literature, organizes, records and disseminates the knowledge produced by the group. (ANTUNES, 2003, p. 48)

For the author, it is through writing that we can inform, warn, explain a subject, warn, describe a fact or an element, comment on a fact and argue a subject, this is due to the power that writing has to generate communication.

There are several ways to work on writing within the classroom, from verbal to non-verbal writing. Writing in the classroom must be worked on in a diverse way, so that the student can develop their writing process at their own time and in their own way. For writing to be linked to student learning, some precepts or characteristics must be followed, according to Antunes.

> *Also written by students*- The production of written texts at school must also include students as their authors. That they can feel themselves subject to a certain saying that circulates at school and thus overcome the sole condition of being readers of that saying. (ANTUNES, 2003, p. 61)

Students must be encouraged to write their own productions, as these students must also be valued in their production. One of the strategies that can be used in the classroom is the production of students' own texts, which can even be edited and revised and read during reading moments idealized by the school, in this way there will be a certain stimulus on the part of the student who produced .

Students can indeed take on the role of textual producers at school, where their produced texts can be valued, in order to create a text archive (collection) with the aim of being read by students at the school itself.

> Writing texts - School writing must also be carried out with the aim of establishing communicative links. In this dimension, it cannot stop being always written texts; of texts related to what is happening in the social environment in which students live. Writing in loose sentences only inhibits the competence that is necessary to produce cohesive and coherent texts. (ANTUNES, 2003, p. 62).

For the author, text writing benefits the student in terms of developing skills aimed at the coherence and cohesion of ideas and sentences with each other, whereas writing sentences can cause the lack of all these elements that are essential in the construction of a text. Antunes (2003, p. 64) still draws attention to "*A methodologically adjusted writing*- All measures must be taken so that students have the necessary time and planning conditions to construct their texts". For writing to have an effect in the classroom, the teacher must take adequate time,

as well as successful planning regarding what will be written, so that the student can flow in their productions.

Final considerations

The work carried out brought great contributions, because based on the ideology that reading and writing are subjects widely discussed by teachers and scholars, the process of acquiring reading and writing, as well as their development, are not at all easy.

The teacher must be a mediator of the entire process that involves reading and writing, as he is responsible for the process and acquisition of reading and reading and also responsible for devising strategies that will have an impact on the student's student life.

It is known that teachers must create moments dedicated to reading as a way of encouraging students to read and develop their reading skills. The teacher cannot forget that the student needs support to develop their reading process, this is when this student will need a guide. This guide must be the teacher, as he is the one who frequently interacts with the student. Therefore, thinking about the student's development, the teacher must develop teaching methodologies involving the different forms of reading development.

The teacher as a mediator has to encourage the student to seek interest in reading by applying different methodologies so that the student feels motivated to practice reading, that is, the teacher must develop skills that lead the student to understand the text.

Reading and writing will always be objects of study and research, as they are subjects that are always highlighted in schools, due to the fact that there is no ready-made formula and also due to the fact that each school presents a different reality regarding its students.

This work provided great learning, as through carrying out bibliographical research it was possible to understand how the reading and writing process takes place in the classroom, as well as applying reading and writing strategies in favor of the student's reading and writing development, as it is the focus of this entire study.

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