

Presentation

Maria do Rosário Longo **MORTATTI**

With this fifth issue of the English edition, this online journal keeps working in order to achieve its objectives: “disseminate academic research papers and other significant contributions in the area of literacy/literacy for children, youth and adults in countries whose official language is Portuguese”; and “bring awareness to K-12 teachers and undergraduates studying education and to spark their interest in research in this field, as well as foster their habit of reading and their production of scientific texts.”

At the first article, Cleomar Azevedo points to the literacy learning as one of the historical problem of elementary education in Brazil, highlighting the high rate of students, mainly fourth-grade, who fail in this learning, not being able to reach the alphabetic hypothesis and to advance in the process of written language comprehension. Considering the universal right to learn how to read and to write, Azevedo emphasizes the need of a different educational program for these students. For this, he analyses data from a border study in order to reflect on “the relationship between professional practice and the efficacy of the transmission of knowledge related to reading and writing”.

Maria Fernanda Farah Cavaton e Silviane Barbato analyze, in the second article, “data on the use and functions of four six-years-olds’ private speeches prompted during free graphic production exercises, such as drawing and initial writing”. Based upon a dialogical pedagogy as well as on a cultural psychology perspective and emphasizing the role of classroom interactions and problem solving, the authors present the results of the analyses of filmed sessions of activities of reading and writing with children of a first grade classroom. These results indicated “that the use of private

speech functioned in order to organize drawing and spelling during free writing activities” and that the use of private speech acquired some important “functions directed to generate knowledge in intersubjectivity”.

At the following article, purposing an inverted logic to think about education and school, and taking classroom as a central reference, César Donizetti Pereira Leite presents philosophical reflections on the ideas of knowledge, learning, teaching and childhood. Based on a study carried out with children in the initial stages of their education and literacy learning, as well as on the need of the "infantilization" of pedagogy, the author suggests a teaching practice that leads to “poor pedagogy”.

At the fourth article, Maria do Rosário Longo Mortatti presents a historical approach to the methods of literacy in Brazil, focusing on a one of the most recent proposals for teaching literacy to children: that centered on the phonic method. Through the analysis of its key features and errors, she compares it with other literacy methods that have emerged over the course of the history of the teaching of reading and writing in elementary education in Brazil since the end of the nineteenth century.

Also through a historical approach, Márcia Cristina de Oliveira Mello presents the results of a historical research on Emilia Ferreiro’s (1937 –) thoughts about literacy, emphasizing her theories about the process of constructing knowledge on written language by children, which are based on Jean Piaget’s genetic epistemology and on Noam Chomsky’s psycholinguistics. As a result of Mello’s analysis of the book *Psychogenesis of Written Language (Psicogênese da língua escrita)*, she highlights the significant repercussions of these theories to the literacy history in our country since the mid 1980s.

No less important is the contribution of the last article, by Elizabeth Gottschalg Raimann. Considering the curriculum “as a trajectory that involves the entire dynamic in and for the school, in order to produce identities and subjectivities” and also considering the relationship among

curricular theory, curricular policies and curriculum proposal acting in classroom, the author problematizes “the curriculum field, focusing specifically on the education of youth and adults from a post-critical viewpoint”. She concludes that “Youth and Adult Education begins to be perceived as a form of education in terms of the cultural political field: a space of power/knowledge that produces different identities.”

From different theoretical perspectives and with methodological approaches, the articles of this issue of the journal contribute to the debate about persistent problems in the teaching and learning of reading and writing in Brazil, that still instigate the search for proposals and actions related to literacy of children, youth and adults.

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