

A pedagogical experience with reading diary (RD) in the formation of the reader in the final Years of elementary education based on ethnic-racial textual/literary genres



Ericles Souza Alves^{iD}

Federal University of Pernambuco, Recife, PE, Brasil

Fabiola Mônica da Silva Gonçalves^{iD}

State University of Paraíba, Campina Grande, PB, Brasil

Abstract

The practice of reading is essential to form critical and reflective readers, beyond mere decoding. This article investigates the influence of the reading diary on the formation of selective and critical readers, exploring its capacity to expand cultural repertoire and foster reflective thinking. The research highlights the reading diary as a relevant pedagogical tool in elementary education, encouraging students to record their reflections and the texts they have read. Adopting an exploratory approach, the study identifies the reading diary as a dialogic discursive genre (Machado, 2005) that enhances interpretative experiences and symbolic engagement with texts (Marcuschi, 2008). The results demonstrate that the reading diary promotes meaningful reading, connected to the students' experiences, contributing to the formation of critical and reflective readers who are capable of creating their own interpretations and deepening their relationship with the text.

Keywords

reading diary; formation of readers; elementary education; ethnic-racial textual/literary genres.

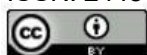
Uma vivência pedagógica com diário de leituras (DL) na formação do leitor nos anos finais do ensino fundamental a partir de gêneros textuais/literários étnico-raciais

Resumo

A prática da leitura é essencial para formar leitores críticos e reflexivos, além da decodificação. Este artigo investiga a influência do diário de leituras na formação de leitores seletivos e críticos, explorando sua capacidade de ampliar o repertório cultural e fomentar o pensamento reflexivo. A pesquisa destaca o diário de leituras como ferramenta pedagógica relevante no ensino fundamental, incentivando os alunos a registrarem reflexões e textos lidos. Adotando uma abordagem exploratória, o estudo identifica o diário de leituras como gênero discursivo dialógico (Machado, 2005) que favorece experiências interpretativas e engajamento simbólico com os textos (Marcuschi, 2008). Os resultados demonstram que o diário de leituras promove uma leitura significativa, conectada às vivências dos estudantes, contribuindo para a formação de leitores críticos e reflexivos, capazes de criar interpretações próprias e aprofundar sua relação com o texto.

Palavras-chave

diário de leituras; formação de leitores; ensino fundamental; gêneros textuais/literários étnico-raciais.



Una experiencia pedagógica con el diario de lecturas (DL) en la formación de lectores en los últimos años de la educación primaria

Resumen

La práctica de la lectura es esencial para formar lectores críticos y reflexivos, además de la decodificación. Este artículo investiga la influencia del diario de lecturas en la formación de lectores selectivos y críticos, explorando su capacidad para ampliar el repertorio cultural y fomentar el pensamiento reflexivo. La investigación destaca el diario de lecturas como una herramienta pedagógica relevante en la educación primaria, incentivando a los alumnos a registrar reflexiones y textos leídos. Adoptando un enfoque exploratorio, el estudio identifica el diario de lecturas como un género discursivo dialógico (Machado, 2005) que favorece experiencias interpretativas y un compromiso simbólico con los textos (Marcuschi, 2008). Los resultados demuestran que el diario de lecturas promueve una lectura significativa, conectada a las vivencias de los estudiantes, contribuyendo a la formación de lectores críticos y reflexivos, capaces de crear sus propias interpretaciones y profundizar su relación con el texto.

Palabras clave

diario de lecturas (DL); formación de lectores; educación primaria; géneros textuales/literarios étnico-raciales.

1 Introduction

The practice of reading plays an essential role in human development, helping individuals reflect on society and daily life, and especially to expand and diversify their perspectives on the world and life. For this expansion to occur, it is crucial that reading be taught in schools in ways that foster cognitive development while taking into account the reader's sociocultural context. Consequently, it is important to distinguish between knowing how to read and becoming a reader, since reading involves not only decoding but, above all, comprehension and interpretation, which consist in producing meaning during reading practices promoted by the discursive and interactional interplay between author and reader through the text.

Thus, reading goes far beyond the process of decoding. It allows readers to connect with the possibilities of meaning and significance conveyed in the text, considering their own knowledge repertoire. It is possible, therefore, to state that even when faced with the same thematic content present in a text, each reader has different understandings and interpretations while interacting with it, as this work also draws on the reader's reading history, as well as their literary and textual background accumulated throughout life. The text is a proposal of meaning and remains open to multiple interpretive possibilities (Marcuschi, 2008).

Reading, from this perspective, is constituted as an active process, enriching the reader's experience and contributing to the learning they seek to achieve. Consequently, reading is also understood here as a social practice, in which the reader engages in the process of constructing meanings configured within human activities, that is, within cultural experiences present in a literate society that sees the written text as one of the most intensified verbal signs in various groups and social segments, such as family, public institutions, and culturally and historically situated learning environments. Language, therefore, is seen as a semiotic tool through which human beings access and reinterpret the historically produced cultural universe, establishing themselves as critical and reflective beings (Koch & Elias, 2022).

In this way, we understand that meaning emerges from the encounter between the reader and the author of the text, from the dialogue produced between them during reading. According to Koch and Elias (2022), reading goes beyond occupying an important place in the reader's life. For the authors, the act of reading results from the connection between social subjects and sociocognitive language, which allows them to effectively engage with the significant elements of the text. Thus, the reader interacts directly with the words, perceiving the deep meaning they carry.

Furthermore, reading has not only opened itself to research but has also become a broad space for debate concerning the concerns and expectations of elementary school teachers, whether professional or institutional in nature. This is evidenced by the numerous symposia, sessions, meetings, and forums dedicated to the topic, presenting theoretical, methodological, scientific, and political proposals aimed at reducing the uncertainties faced by professionals in the field.

Alves, Gonçalves, and Sousa (2024) argue that the process of reader formation within the school context, in addition to promoting proficient and conscious readers, has the potential to contribute to the humanization of individuals. Furthermore, for Alves and Gonçalves (2023), reading needs to be developed through the engagement of the subjects involved in this process, seeking strategies and resources suitable for the needs and characteristics of pedagogical practices. Viewing reading as a social practice, it must be encouraged to establish connections with students' experiences and life histories, thus contributing to the formation of more critical and socially engaged readers.

Sousa and Gonçalves (2023) further state that the place of reading in school, in reality, takes multiple forms — in the plural — because of the different (re)encounters this linguistic and artistic phenomenon can provide readers. These include the space of interaction between the reader, text, and author; the space of dialogue between intertext and context; and the intersection of personal and collective dimensions, in short, multiple negotiations of meaning.

Given these reflections and discussions, the importance of pedagogical practices that assist in the formation of critical and autonomous readers becomes evident. Reflecting on this, we understand the reading journal (RJ), based on Machado's (2005) assumptions, as one of these valuable tools for the formation of readers in elementary school, as it is an instrument capable of encouraging students' reading development and critical thinking skills. By recording their impressions and reflections on the texts they read, students actively engage with the thematic content conveyed, which contributes to building deeper and broader textual comprehension. This process not only improves their experience of interpreting texts but also promotes critical thinking about what they read, helping students recognize their reading preferences and expand their cultural repertoire. Moreover, the RJ stimulates writing and the organization of ideas, thus favoring the development of written language.

The RJ is a type of record of students' reading experiences, a narrative shared with the educator, who, by examining the journals, can follow the path of work and meaning-making with all its complexities and efforts. Machado (2005) further defends the RJ as a text produced by a reader, whose main purpose is to engage in dialogue, to "converse" with the text's author in a reflective way while reading. In this way, by establishing itself as a form of "conversation" with the author of the text, the RJ assumes a strongly dialogical nature, establishing not only a dialogue between reader and author but also encouraging diarists (those who write) to awaken to the dialogic interactions present among various discourses that contribute to our construction as subjects, transcending rigid boundaries between different fields of knowledge.

The RJ leads students to practice, through writing, a series of linguistic operations that experienced readers perform while engaging in reading practices (Machado, 2005). "It is a tool capable of understanding the processes of text singularization, attempts to describe the form (unstable, provisional) that the text takes in

the consciousness of those who receive it, which are at the center of current research” (Rouxel, 2012, p. 16).

Barbosa et al. (2020) also highlight, in research on dialogism in meaning-making during the reading of written texts, that the goal of the RJ is to encourage active reader participation. This fosters the formation of readers capable of questioning and positioning themselves critically regarding the author’s text, creating and recreating interpretive pathways that promote the development of critical thinking.

Therefore, we understand that reading plays an essential role in shaping individuals, helping them reflect on society, expand their perspectives, and develop critical and interpretive skills. In this context, the RJ emerges as a promising pedagogical tool for elementary education, with the potential to enrich the reading process. Consequently, the central problem of this study is: how does the implementation of the RJ influence the formation of readers in elementary education, considering, in particular, three dimensions of the reading process — decoding, critical interpretation, and sociocultural connection?

To address this question, our general objective is to understand the impact of this didactic-pedagogical tool on the formation of readers in elementary education. This involves assessing how the tool contributes to the development of students’ critical and interpretive comprehension, as well as analyzing how the practice can be effectively integrated into the school context to promote more engaged and meaningful reading.

Methodologically, we conducted an excerpt from the research entitled *The Production of the Reading Journal in the Final Years of Elementary School Based on Ethnic-Racial Textual/Literary Genres*, developed in the master’s dissertation presented to the Graduate Program in Teacher Education at the State University of Paraíba (PPGFP-UEPB). Subsequently, we established a connection with Freire (2011), as we understand that in schools reading is, above all, content to be taught and that its teaching must be linked to social practice and the various contexts in which it occurs daily. We also draw on Machado (2005), who defines the RJ as a discursive genre that records the reading process, documenting questions and reflections either with the author or with other voices. Its main feature is its dialogical nature, which highlights the interaction among different perspectives. Additionally, the RJ can be related to the primary speech

genre from a Bakhtinian perspective, as it is a genre shaped by individuals' personal and social experiences.

This dialogical perspective of the genre also aligns with Almeida's (2018) reflections, which emphasize that racism is not an isolated or recent phenomenon but a historical construction that spans generations and remains present today. Thus, both the understanding of genres and the critical analysis of social practices — such as confronting racism — require readers to adopt a reflective and responsive stance, as well as a critical position regarding the ethnic-racial thematic content conveyed in the texts they read.

In light of this, it is essential to encourage a productive approach to reading, aimed at helping form critical readers capable of seeing themselves in the various interpretations of a text. This way, they cease to be mere consumers of books and become creators, constructing their own understandings, exploring present ambiguities, and discovering deeper meanings between the lines.

2 Methodology

The study was carried out with students from 9th Grade A of the final years of elementary school during the first academic semester of 2024. The activities took place in the afternoon shift, with two weekly sessions on Tuesdays and Wednesdays. All students in the class were invited to participate upon their legal guardians' signing of the Informed Consent Form. Participation, however, was voluntary, and only seven students agreed to take part in the study.

To preserve the participants' identities, we chose to replace their names with letters of the alphabet, following the ethical principles that govern research involving human subjects. Among the participants, six identified as female and one as male, with ages ranging from 13 to 15. The study was submitted to Plataforma Brasil and approved under the Consolidated Opinion number 6.607.261.

Regarding the nature of this study, it can be categorized as qualitative, as it works with subjective data, beliefs, and values. According to Bortoni-Ricardo (2008, p. 42), "[...] it is the task of qualitative research in the classroom to build and refine theories about the social and cognitive organization of classroom life, which is the context par excellence for students' learning." It is therefore characterized as research that combines

action-research approaches and pedagogical intervention research, aiming to produce educational knowledge focused on the issue in question. As Damiani et al. (2013) explain, intervention research is framed within a historical perspective because it includes descriptions of how the identified problem is approached over time, with the objective of solving it and evaluating the solution to the initial problem, thus enabling the analysis of real-life situations.

The reading experiences were initiated according to the organization established by the research project. First, we conducted awareness-raising and dissemination of the didactic-pedagogical reading intervention for the 9th-grade morning class of the Municipal School Professora Donatila da Costa Lima, located in the municipality of Santa Cruz do Capibaribe, Pernambuco. Second, we reserved one week for participant enrollment and the formation of the first group of the didactic-pedagogical reading intervention focused on textual/literary genres at that school. At this stage, six students volunteered to participate in the study.

In the third stage, we held a two-hour mini-course on constructing the Reading Journal (RJ), using slides to introduce this genre. This mini-course covered relevant topics, including: (I) the importance of the RJ; (II) how to start an RJ; (III) organizational techniques; (IV) critical reflection on reading; and (V) a practical exercise allowing participants to apply what they were learning by building their own RJ. We presented our own personal RJ as a model for the students, and finally, they produced their own.

Throughout the workshops, readings of textual/literary genres were carried out during the sessions. However, the production of the RJ did not take place during the sessions, since the purpose of the RJ is to encourage classroom discussions and the two-hour period would not have been sufficient for the socialization of their productions. Therefore, we decided to adapt the genre. At the end of the workshops, participants selected one of the texts studied to develop their RJ productions.

The fourth and fifth stages, lasting two hours each (a total of four hours), were dedicated to initial reading experiences using the contemporary literature genre. For this, we selected the book *Quarto de despejo* (Child of the Dark), written by Brazilian author Carolina Maria de Jesus. Published in 1960, the book is an autobiographical account based on the author's diaries written between 1955 and 1960.

The sixth and seventh stages, also two hours each (a total of four hours), involved the textual genre “campaign.” The text was promoted by the United Nations Children’s Fund (UNICEF) to raise awareness about the impacts of racism on the lives of millions of Brazilian children and adolescents, as well as to invite everyone to take action toward a childhood and adolescence free of racism.

Next, in the eighth and ninth sessions, we used the news genre, also with the same duration (four hours in total). The news text under study had been published by *Veja* magazine. The tenth and eleventh sessions were based on the report genre, two hours each (four hours in total). In the twelfth session, the participants shared their RJ productions, presenting their experiences and reflections on how the journal had helped them. At this moment, participants could ask questions, make suggestions, and share their own experiences. This session lasted two hours.

For the organization of the methodological material, we divided the sessions into stages and used textual/literary genres as central elements that guided the entire methodological proposal, as suggested by Damiani et al. (2013). The activities took place from February 19 to March 26, 2024, during the first two-month term of the school year according to the local school calendar. While conducting this study, we observed that students’ active participation and engagement played a crucial and productive role in all stages. At the end of the eleventh session, held on March 20, 2024, we instructed the participating students about the RJ production they would carry out. We explained that, because this was an experimental project at the Municipal School Professora Donatila da Costa Lima, in Santa Cruz do Capibaribe, Pernambuco, we would adapt the RJ instrument. For this, the students were to choose one of the genres studied and discussed in each workshop and subsequently produce their RJ at home. In this way, during the following in-person session, we could socialize and discuss the texts they had written.

Considering that in the reading workshops we worked with the textual/literary genres of contemporary literature, campaign, news, and report, we organized a poll via WhatsApp group to select which genre would be used for the reflective experience, and the students voted for the report genre—one that focused on soccer player Vinícius Júnior—which received six votes, against one vote for contemporary literature. When asked why they had chosen this genre, students mentioned the theme addressed in the

text as well as its reference to sports, specifically soccer, which aroused their curiosity and motivated them to express their ideas in their RJ production.

We then explained that they would have eight days to complete their writing. In this production, they could include elements such as literary preferences, personal reflections, identification with characters, quotes from memorable parts of the text, references to other works, and considerations about their own understanding of what they had read, as well as how the work related to their own lives.

3 Results and Discussion

The development and analysis of the RJs enabled students to interact with the texts as well as exchange ideas with their peers and the researcher-teacher, providing them with the opportunity to express and strengthen their own perspectives. This implies that personal writing does not emerge solely from each student's spontaneous desire but rather involves parameters and guidelines, including those aimed at ensuring that students feel confident when expressing their subjective interpretations, reflections, and questions.

Through moments of sharing and discussion, students demonstrated engaging attitudes, evidencing their commitment and interaction with the proposed activities—crucial aspects for the advancement of the research. As a result, we observed students' connection and identification with the central theme as well as with other topics highlighted in each of the experiences, which represents a significant contribution to the development of the comprehensive reader formation we aimed to promote.

We observed the relationship established between students and the theme addressed through the chosen textual genre for writing, which was the report, as illustrated in the images below. Figures 1, 2, and 3 show the journal of Student B.

Figures 1, 2 and 3 – Student B's RJ

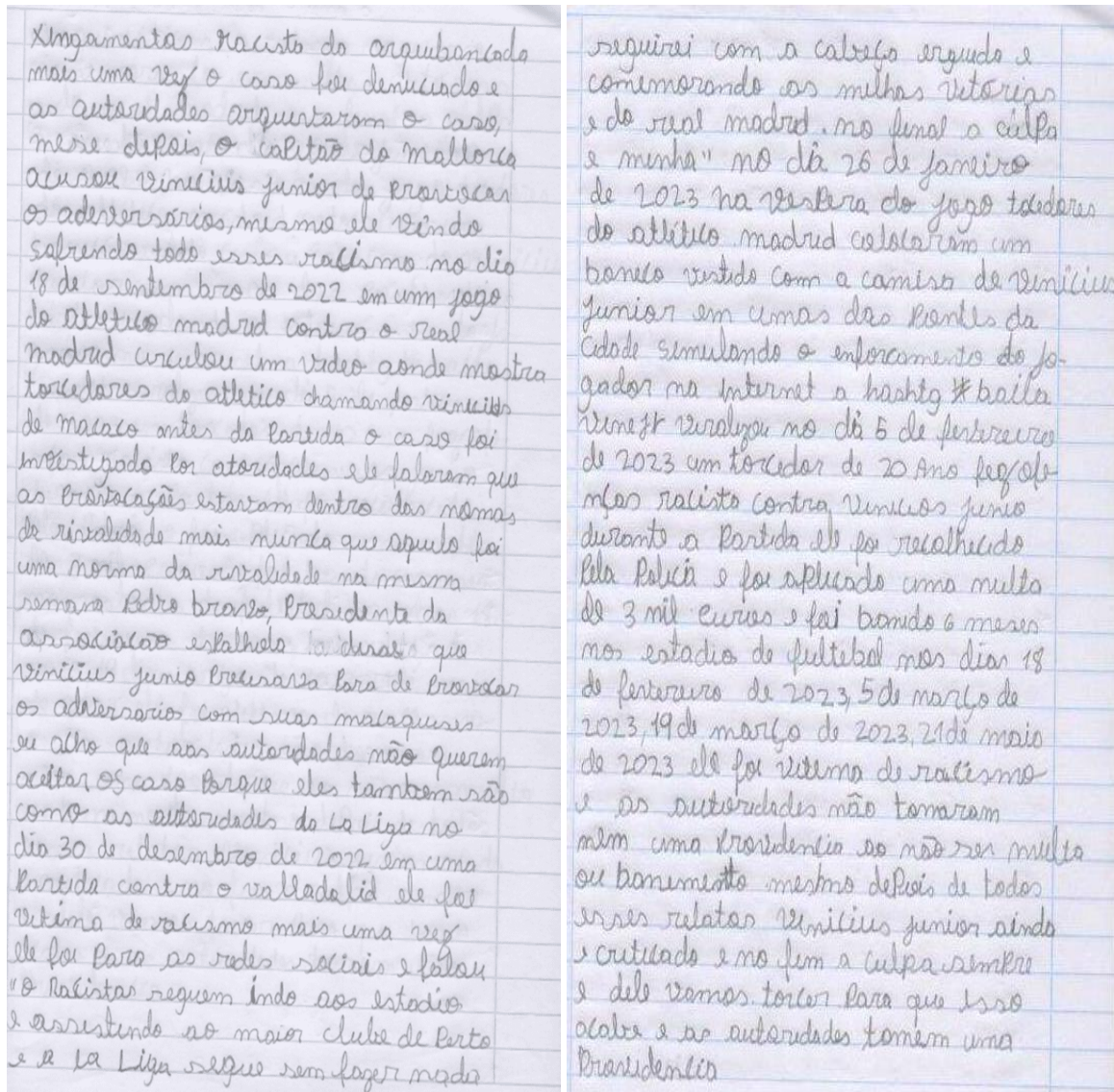
(continued)

Vinicius. Ex vítima de racismo na Espanha
 pela 10ª vez

O atacante Vinicius junior foi atacado
 novamente desta vez ele foi chamado de
 "macaco" no gramado pelos torcedores do
 Valencia e Real Madrid pediu pra que as
 autoridades do espanha investigar o
 caso e Valencia prometeu expulsar para
 sempre os torcedores racistas mais de olho
 que mais uma vez nada real aconteceu e
 foi mais uma vez a La Liga vai abafar o
 caso até agora a única coisa que foi feita
 foi aplicar multas e suspensões temporárias
 de torcedores. ninguém foi preso, nem houve
 confronto as autoridades já haviam feito
 alguma coisa nesse episódio vem aconte-
 cendo a quase 4 anos, o primeiro episódio
 aconteceu dia 24 de outubro de 2021 em um
 jogo do Barcelona contra o Real Madrid
 um torcedor fez ataques considerados ra-
 cistas mais no entanto o caso foi arquivado
 porque as autoridades disseram que não
 conseguiram identificar e apressar mais se
 foi racismo ou não e verdade ou se
 eles só quiseram arquivar o caso, o
 segundo episódio aconteceu dia 14 de
 março de 2022 em um jogo do Malloca
 contra o Real Madrid Vinicius marcou
 um dos gols da vitória e voltou a ouvir

Figures 1, 2 and 3 – Student B's Reading Journal

(conclusion)



Source: Alves (2024, p. 116).

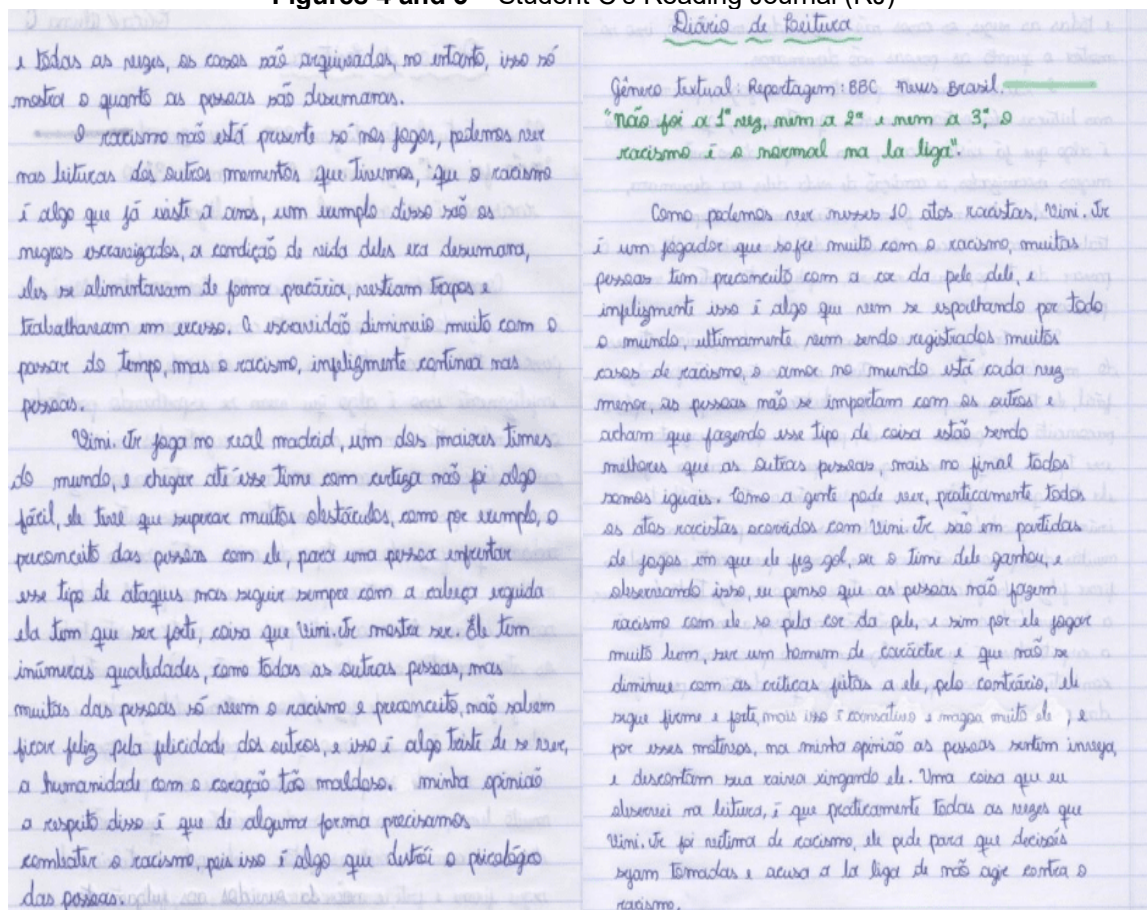
By sharing her Reading Journal, we observed that Student B broadens her level of text comprehension, presenting contextual data on the racist realities already faced by the soccer player Vinícius Júnior. Thus, a virtual encounter takes place between her reading and the genre in question through the text, and both are mutually shaped through this exchange and confrontation of meanings emerging from the interaction of each with their own universe. We see this assertion when the student writes: “[...] so far, the only thing La Liga has done is to cover up the case [...]”.

By understanding the text and interacting with the author through it, the reader gradually adjusts and expands their own conceptions, which in turn influence their perception. As individuals change, they begin to see the world in new ways. Their

perspective on reality shifts, and it comes to be interpreted differently, since the new vision adopted by the subject broadens their understanding of reality (Ferreira & Dias, 2004), as in: “[...] no action was taken except for a fine or ban; even after all these reports, Vinícius Jr. is still criticized and, in the end, it is always his fault [...]”.

On the other hand, by assigning meaning to the text, the individual also shapes it, transforming it into something new and unique. It is the reader who gives life to the text, and its meaning is modified with each different reading performed. We can see that the criticism of the racism faced by Vinícius Júnior and the reader’s responsibility in interpreting the text are interconnected aspects. The reader not only interprets the text but also contributes to its meaning, giving life to the words and transforming them into something new with every reading. Figures 4 and 5 show Student C’s Reading Journal (RJ).

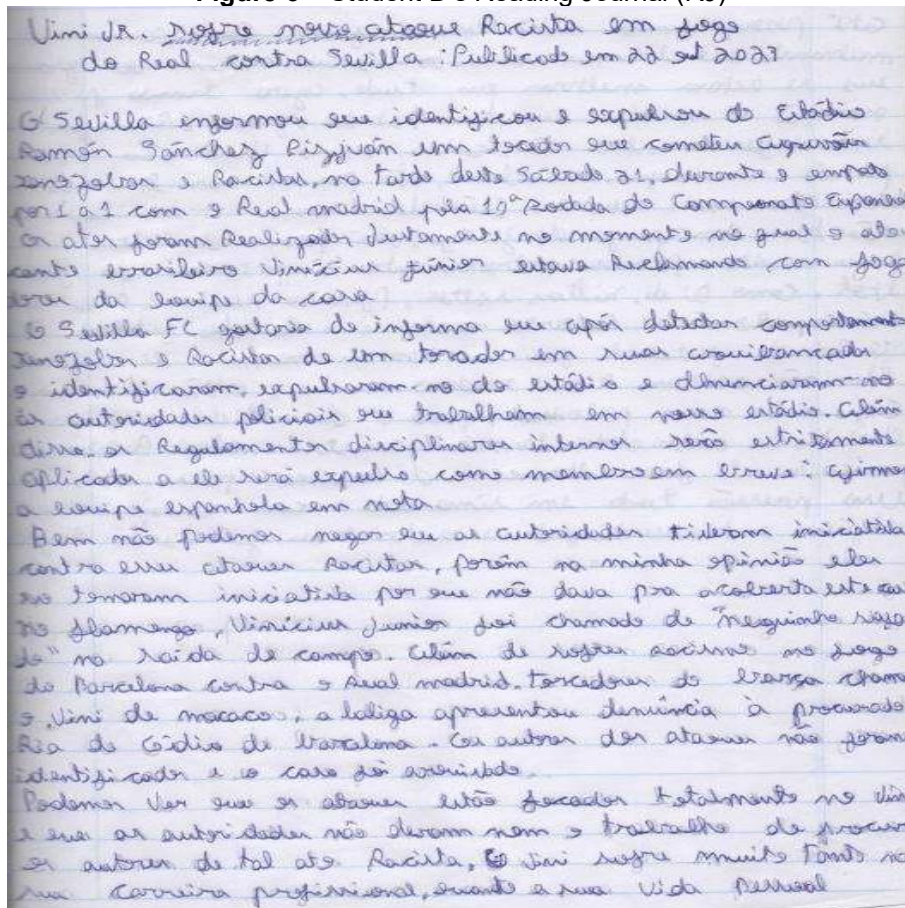
Figures 4 and 5 – Student C’s Reading Journal (RJ)



Source: Alves (2024, p. 120).

In this text, Student C assigns meanings, playing an active role in which inferences play a crucial part as a cognitive process: “[...] racism is not only present in games; we can see in the readings from other moments we had that racism has existed for years, an example of this being enslaved Black people [...]”. Racism is not an isolated or recent phenomenon but something that permeates history and persists to this day, demanding critical analysis and decisive action for its eradication (Almeida, 2018). This occurs because inferences enable the construction of new knowledge based on information previously stored in the reader’s memory, which is activated and related to the information presented in the text—something that happens with Student D (Figure 6). Figure 6 shows Student D’s Reading Journal (RJ).

Figure 6 – Student D’s Reading Journal (RJ)



Source: Alves (2024, p. 122).

When the student states, “[...] especially because in Brazil there are many extremely important football figures, such as Didi... and the King of Football, Pelé [...]”, highlighting the importance of football in Brazil by mentioning prominent figures like Didi and Pelé, he emphasizes the enduring influence of Vinícius Júnior in the sport and his significance to Brazilian national identity. This process contributes to the transformation of the reader, also resulting in a modification of the text. The themes raised by Student D therefore suggest how football not only reflects but also actively contributes to the construction and expression of Brazilian national identity, shaping internal and external perceptions of the country and influencing various aspects of Brazilian social, cultural, and political life. Thus, during the interaction between reader and text, both mutually influence each other (Koch, 2014). The phenomenon of comprehension creates and recreates previously nonexistent realities: a new world, a new subject, a new book.

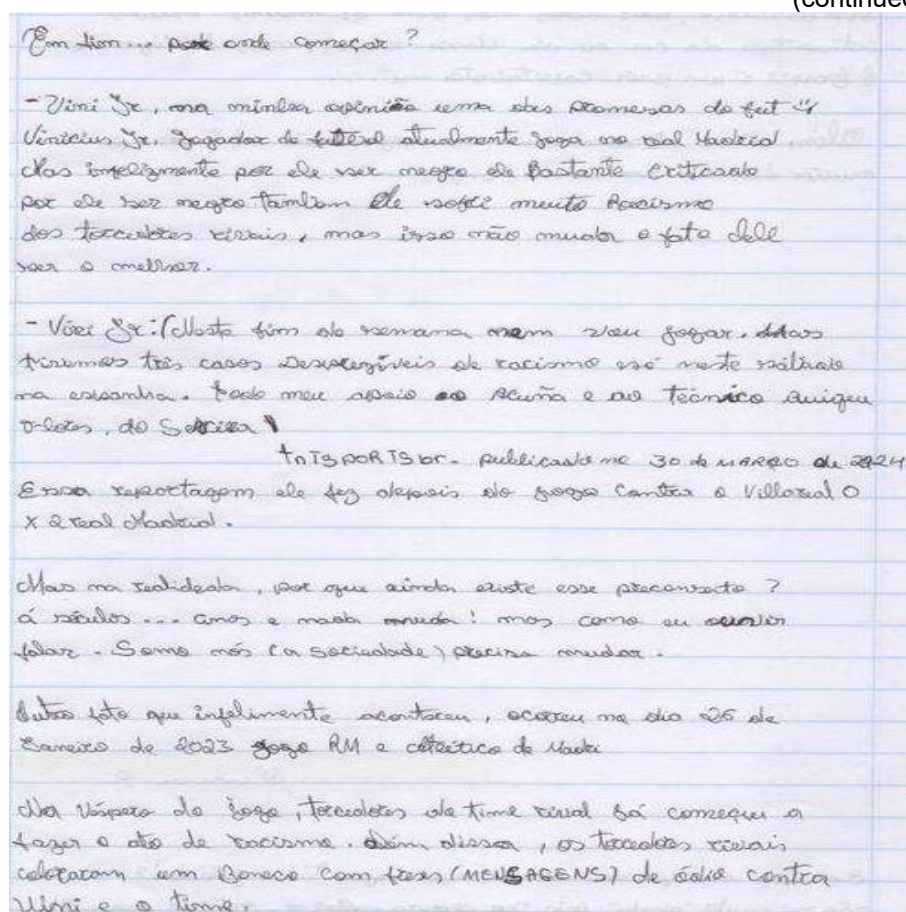
From these responses, we understand that the reader has the freedom to assign meanings to the text, although they are subject to the limitations imposed by the text itself and the circumstances of its use. The text is created based on the author’s interpretations, influenced by their cultural context, and is later reinterpreted by the reader, who seeks to understand it from their own experience and the perception of the author, which guides (without restricting) the possibilities for new interpretations. Based on these considerations, we can infer that comprehension is a process of negotiating meanings involving the reader, the pragmatic context, and the text itself, with textual coherence determined by the interlocutor’s interpretation (Alves & Gonçalves, 2024).

In this context, Marcuschi (2008) highlights the interaction between the reader’s and the author’s universes during the textual comprehension process, emphasizing the role of both in making inferences. He also acknowledges possible comprehension failures when the reader relies exclusively on their own knowledge to the detriment of the text. According to Marcuschi (2008, p. 252), “[...] inferences are produced with the contribution of socio-semantic, cognitive, situational, historical, linguistic elements of various kinds that operate integrally.” Therefore, during reading, the reader mobilizes their prior (extralinguistic) knowledge together with the textual genre context to infer the intended effects of meaning by the author.

Reading comprehension is not limited only to visible textual elements but also to the meaning of those elements and how the reader perceives and interprets the author's communicative intent. This understanding occurs in the interaction between reader and author, resulting in meanings that vary according to the reader and the context of interaction. It is based on this premise that individuals become protagonists of their pedagogical action, as Freire (2011) points out when stating that "[...] one of the beauties of being in the world, with the world, as historical beings, is the capacity to intervene in the world and thus know it." Below, through Figures 7, 8, and 9, we present the Reading Journals (RJs) of Students A, E, and F.

Figures 7, 8 and 9 – Students A, E, and F's Reading Journals (RJs)
 (Student A)

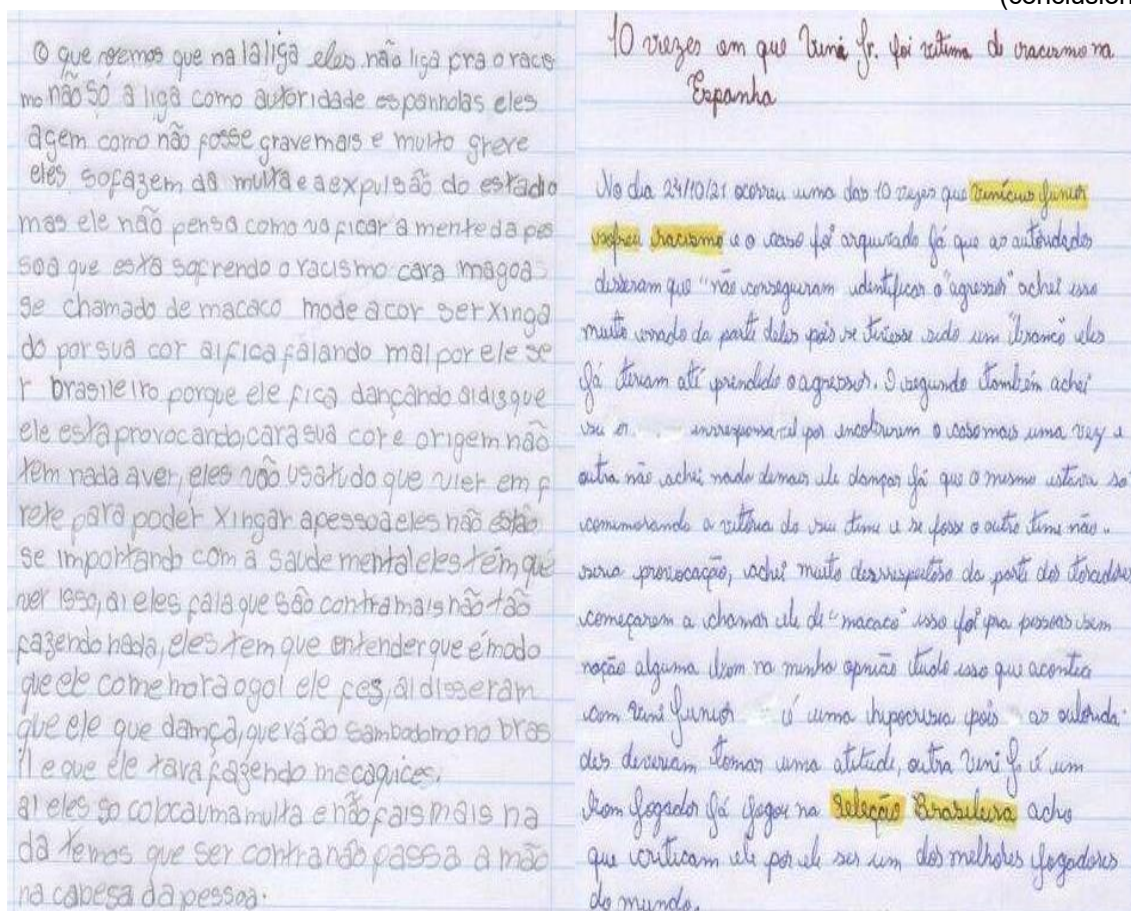
(continued)



Figures 7, 8 and 9 – Students A, E, and F's Reading Journals (RJs)
(Student E)

(Student F)

(conclusion)



Source: Alves (2024, p.125).

When addressing a theme intrinsically linked to the socio-historical reality of an individual, as in the case of the soccer player Vinicius Júnior, it is essential to follow Freire's (2011) principles, which emphasize the importance of contextualizing the knowledge acquired in the classroom with the students' own social and political reality. The language used must be aligned with the students' lived experiences, ensuring that the text is not disconnected from the context in which they are embedded, as can be seen in the assumptions presented by Students A, E, and F:

Vini Jr., in my opinion, is one of football's great promises [...] But, in reality, why does this prejudice still exist? (Student A).

What we see in La Liga is that they don't care about racism, not only La Liga but also the Spanish authorities—they act as if it weren't serious (Student E).

It's hypocrisy, because the authorities should take action; also, Vini Jr. is a good player, he has already played for the Brazilian National Team, I think they criticize him because he is one of the best players in the world (Student F).

Student A raises the issue of racial prejudice by questioning why such discrimination still exists, even in the face of the talent of players like Vinícius Júnior. This statement highlights the persistence of racial prejudice in football despite social progress and the achievements of Black players. Meanwhile, Student E criticizes the stance of La Liga and the Spanish authorities regarding racism in football, suggesting that they do not give the issue the proper attention. Here, we emphasize the responsibility of sports and governmental authorities to confront racism and adopt effective measures to punish and prevent discriminatory behavior in stadiums and sports institutions. Student F, in turn, points to a possible hypocrisy in the criticism directed at Vinícius Júnior, suggesting that racial prejudice may be influencing perceptions of the player's performance. She indicates that the criticism might be motivated by the player's success and the fact that he is one of the best in the world, rather than being based on fair criteria and human dignity. Thus, the student addresses the complexities of evaluating Black players in football and how racial prejudice can distort these evaluations.

As Freire (2011) emphasizes, understanding reality implies examining it carefully and being open to transformations, especially in a contemporary context marked by profound social inequalities. In this scenario, reading represents an essential tool to promote critical and participatory thinking, allowing individuals to appropriate it as an instrument of enlightenment and social change. This includes not only understanding the linguistic codes that shape social interactions but also interpreting the underlying ideologies permeating social relations.

By engaging in this process through the two statements below, students discover their ability to influence the social environment through a conscious pursuit of transformation, mediated by the dialogue between their own reality and the society in which they are inserted.

Racism is not only present in the games; we can see in the readings from other moments we had that racism is something that has existed for years. An example of this is the enslaved Black people, whose living conditions were inhumane—they were poorly fed, wore rags, and worked excessively. Slavery has decreased

greatly over time, but racism, unfortunately, still persists among people (Student C).

[...] a video circulated calling Vinicius a monkey before the match; the case was investigated by authorities, who stated that the provocations were within the norms of rivalry, but never that it was a form of rivalry [...]” (Student B).

The highly significant texts by Students B and C demonstrate that they are not merely seeking to reproduce a pre-established model of thinking, but rather to promote individual and critical reflection that can contribute to the construction of a more equitable and just society.

From this perspective, reading is seen as an inferential and cognitive process, activated by the complex relationship between the reader, the text, and the context. It is therefore essential to argue for the importance of considering these three aspects when developing a classification of inferences and analyzing the reading activity, understood here as polysemic and non-linear (Alves; Gonçalves, 2023). This conception encompasses the reading of the world, lived experiences, and contextualized understandings, going beyond words and seeking to comprehend the underlying social dynamics and their implications in each reader’s life.

Thus, we understand that the reading experience using the Reading Journal (RJ) expands the reader’s universe, enabling interactions among subjects, exchange of experiences, and enrichment of existence (Machado, 2005). Reading practices through ethnic-racial textual/literary genres provide an expansion of learning that goes beyond the purely functional or moral aspects of texts.

In this context, the teacher’s role as mediator of reading is essential. They must highlight the criteria to be worked on and explore methods that encourage students to reflect on the reading and the questions it raises. This fosters the development of critical thinking and argumentation in relation to the text, allowing students to recognize in the narratives the relationships between language and the subjects who use it (Alves; Sousa; Gonçalves, 2019).

However, the quality of the written texts and the difficulty in elaborating on the proposal in the RJs of 9th-grade students deserve attention and reflection. These difficulties may be related to the lack of a specific subject for text production at this stage

of schooling. While high school students have regular writing classes, elementary school students often do not receive significant preparation in this area.

The curriculum of the state of Pernambuco (2019) specifically addresses the axis of textual production, which encompasses language practices related to interaction through written, oral, and multisemiotic texts. These practices have different communicative purposes and are embedded in various fields of human activity (Bakhtin, 2011). It is through these experiences that the meaning of what is written is constructed. Didactic strategies related to this axis aimed at the final years of elementary school should always begin with meaningful and contextualized proposals for producing both oral and written texts.

For 9th-grade classes, within the text production category, the skills range from EF69LP06PE to EF89LP36PE (Brazil, 2018). However, we note that students face difficulties in the Portuguese Language (PL) area. This discrepancy in the Pernambuco state curriculum for PL may create gaps in the development of writing practices among students in the final years of elementary school, which ultimately impairs dealing with tasks requiring more advanced written expression, such as RJs. Thus, it is crucial to consider the implementation of strategies that specifically help 9th-grade students improve their writing practices more effectively, such as introducing specific writing classes or activities at this stage of elementary education. This could significantly contribute to enhancing the quality and depth of students' reflections in their RJs.

5 Final considerations

Currently, we are immersed in a society characterized by an abundance of information and access to knowledge, which has resulted in profound transformations in the economic, social, cultural, and educational spheres. These changes have led to a redefinition of paradigms and the emergence of new social demands. In the present century, it is not enough merely to engage in reading and writing practices; it is also essential to exercise these practices with a critical and comprehensive perspective, allowing the individual to participate in society as a fully aware citizen of their rights and responsibilities. In this scenario, the practice of reading has become an urgent necessity.

In this context, we demonstrate that the construction of a Reading Journal (RJ) as a teaching methodology for reading is indeed a powerful pedagogical tool that facilitates the integral development of the reader within the school setting, as highlighted by Machado (2005). By promoting the regular practice of reading and writing, critical reflection, engagement, autonomy, and a diversity of textual/literary genres, the RJ produced contributed to the formation of participative, critical, and engaged readers. We therefore argue that implementing this practice in the school curriculum can transform the reading experience of 9th-grade students in the final years of elementary school, preparing them to face academic challenges related to reading and writing, as well as social challenges, in a more consistent and argumentative manner.

Through the proposed and developed methodological approach, satisfactory participation was observed among those involved. The participants were capable not only of reading, understanding, and interpreting texts but also of attributing meaning to their readings. Through the writing of the RJs, they managed to modify and construct thought through language, evidencing not only reading and writing practices but also the development of critical and reflective thinking.

6 References

ALMEIDA, S. L. *O que é racismo estrutural?*. Belo Horizonte: Letramento, 2018.

ALVES, E. S. *A produção do diário de leituras nos anos finais do ensino fundamental a partir dos gêneros textuais/literários étnico-raciais*. 2024. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Estadual da Paraíba, Campina Grande, 2024.

ALVES, E. S.; GONÇALVES, F. M. S. Os gêneros discursivos como ferramentas educacionais para desenvolver a competência leitora crítica. *In*: GELLNORTE, 9., 2023, Palmas. *Anais [...]*. Palmas: UFT, 2023. Available at: <https://sistemas.uft.edu.br/periodicos/index.php/portodasletras/article/view/16852/21966>. Accessed on: 26 mar. 2025.

ALVES, E. S.; GONÇALVES, F. M. S.; SOUSA, A. V. Formação de leitores nos anos finais do ensino fundamental: um estudo exploratório *In*: BRITO, R. P.; TREVISAN, A. L.; MARTINS, M. L. (org.). *Linguagens, sociedades e culturas: diversidades e interações*. São Paulo: LiberArs, 2024. p. 105-118.

BAKHTIN, M. Gêneros do discurso. In: BAKHTIN, M. *Estética da criação verbal*. Tradução de Paulo Bezerra. 6. ed. São Paulo: Martins Fontes, 2011. p. 261-306.

BARBOSA, Â. A. A.; FREITAS, K. R. S. O.; FERREIRA, S. P. A.; GONÇALVES, F. M. S. Dialogismo na produção de sentidos em leitura de textos escritos. *Entretextos*, Londrina, v. 20, n. 2, p. 105-120, 2020. DOI: <https://doi.org/10.5433/1519-5392.2020v20n2p105>.

BORTONI-RICARDO, S. M. *O professor pesquisador: introdução à pesquisa qualitativa*. São Paulo: Parábola, 2008.

DAMIANI, M. *et al.* Discutindo pesquisas do tipo intervenção pedagógica. *Cadernos de Educação*, Pelotas, n. 45, p. 57-67, 2013. Available at: <http://periodicos.ufpel.edu.br/ojs2/index.php/caduc/issue/current>. Accessed on: 26 mar. 2025.

FERREIRA, S. P. A.; DIAS, M. G. B. B. A leitura, a produção de sentidos e o processo inferencial. *Psicologia em Estudo*, Maringá, v. 9, n. 3, p. 439-448, 2004. Available at: <https://www.scielo.br/j/pe/a/k4YrXnTw96BYSpSpvrJ9vLL/?format=pdf&lang=pt>. Accessed on: 26 mar. 2025.

FREIRE, P. *A importância do ato de ler: em três artigos que se completam*. São Paulo: Cortez, 2011.

JESUS, C. M. *Quarto de despejo: diário de uma favelada*. São Paulo: Ática, 2019.

KOCH, I. G. V. *O texto e a construção dos sentidos*. 10. ed. São Paulo: Contexto, 2014.

KOCH, I. V.; ELIAS, V. M. *Ler e compreender: os sentidos do texto*. 3. ed. São Paulo: Contexto, 2022.

MACHADO, A. R. Diários de leituras: a construção de diferentes diálogos na sala de aula. *Linha d'água*, São Paulo, n. 18, p. 61-80, 2005. DOI: <https://doi.org/10.11606/issn.2236-4242.v0i18p61-80>.

MARCUSCHI, L. A. *Produção textual, análise de gêneros e compreensão*. 2. ed. São Paulo: Parábola, 2008.

PERNAMBUCO. *Currículo de Pernambuco ensino fundamental*. Recife: Governo do Estado de Pernambuco. Secretaria de Educação e Esportes, 2019.

ROUXEL, A. Mutações epistemológicas e o ensino de Literatura: o advento do sujeito leitor. Tradução de Samira Murad. *Criação & Crítica*, São Paulo, n. 9, p. 13-24, 2012. Available at: <http://www.revistas.usp.com.br/criacaoecritica>. Accessed on: 2 mar. 2025.

SOUSA, A. V.; GONÇALVES, F. M. S. Estudios y perspectivas teóricas alrededor del lugar de la lectura literaria en la escuela. *Alabe: Revista de Investigación sobre Lectura y*

Escritura, Almería, v. 28, n. 28, p. 123-139, 2023. DOI:
<https://doi.org/10.25115/alabe28.8619>.

Ericles Souza Alves, Federal University of Pernambuco (UFPE), Graduate Program in Education (PPGEduc)

 <https://orcid.org/0009-0005-0938-2134>

PhD candidate in Education at PPGEduc, UFPE, and Master's degree from the Graduate Program in Teacher Training (PPGFP) at the State University of Paraíba (UEPB).

Contribution: Project management, formal analysis, conceptualization, data curation, writing – first draft, writing –, revision, editing, research, methodology, supervision, validation, and visualization..

Lattes: <https://lattes.cnpq.br/2485322981332682>

E-mail: ericles.salves@ufpe.br

Fabiola Mônica da Silva Gonçalves, State University of Paraíba (UEPB)

 <https://orcid.org/0000-0002-9951-7012>

Professor in the Department of Education (campus I/CEDUC/UEPB). Permanent professor in the Professional Graduate Program in Teacher Training (PPGFP) at UEPB. External professor in the Graduate Program in Education at the Federal University of Pernambuco (UFPB).

Contribution of authorship: Project management, formal analysis, conceptualization, data curation, writing – first draft, writing –, revision, editing, research, methodology, supervision, validation, and visualization.

Lattes: <http://lattes.cnpq.br/660515481857911>

E-mail: fabiola.sgoncalves@ufpe.br

Editora responsável: Lia Machado Fiuza Fialho

Pareceristas ad hoc: Isabel Maria Sabino de Farias and Angélica Silva

Translator: Ericles Alves

Como citar este artigo (ABNT):

ALVES, Ericles Souza; GONÇALVES, Fabíola Mônica da Silva. Uma vivência pedagógica com diário de leituras (DL) na formação do leitor nos anos finais do ensino fundamental a partir de gêneros textuais/literários étnico-raciais. *Educação & Formação*, Fortaleza, v. 10, e14668, 2025. Available at:

<https://revistas.uece.br/index.php/redufor/article/view/e14668>



Received on January 27, 2025.

Accepted on May 21, 2025.

Published on July 2, 2025.

