

**FOR A CONTEXTUALIZED PRACTICE: FROM LITERACY TO THE
PHONOLOGICAL ASPECTS OF LANGUAGE**

**POR UMA PRÁTICA CONTEXTUALIZADA: DA ALFABETIZAÇÃO AOS
ASPECTOS FONOLÓGICOS DA LÍNGUA**

**POR UNA PRÁCTICA CONTEXTUALIZADA: DE LA ALFABETIZACIÓN A LOS
ASPECTOS FONOLÓGICOS DE LA LENGUA**



<https://doi.org/10.56238/sevned2026.011-002>

Daniela Fidelis Bezerra¹

ABSTRACT

This study proposed a concise analysis of the teaching material used by the classroom teacher, specifically Janilma Félix Monteiro, from the Municipal Elementary School Poeta José Camelo de Melo, in the city of Pilõezinhos, Paraíba, with the aim of reflecting on practical strategies as well as didactic activities as essential tools for students' development in the school context. According to the general objective—to analyze the teaching material “Phonological Awareness and Literacy: Assessment, Planning, and Intervention”—the more specific objectives were to define phonological awareness and literacy as essential means in the teaching–learning process; to address practical strategies and didactic activities as tools that develop children’s skills; and to consider them as resources for professionals who need support in early childhood literacy. Based on the theoretical framework, the following authors were used: Andrade and Fernandes (2016); Antunes (2014); Brasil (1996); Cavaliere (2010); Guimarães et al. (2023); Pulieze (2024); Scherer and Wolff (2020); and Klein (2009). Regarding methodological procedures, an action research approach was conducted, seeking a self-analysis of the teaching material entitled Phonological Awareness and Literacy: Assessment, Planning, and Intervention. Working with contextualized and diversified materials according to students’ particularities enables learners’ protagonism, autonomy, and integral development, as well as the formation of critical and participatory citizens within their communities. Furthermore, phonological awareness and literacy were perceived as indispensable means in the teaching–learning process, as well as practical strategies and didactic activities as resources for education professionals and for the development of students’ skills.

Keywords: Teaching Materials. Phonological Awareness. Contextualized Perspective. Integral Development. Practical Strategies.

RESUMO

Este trabalho propôs uma análise concisa do material didático trabalhado pela professora regente, mais precisamente, Janilma Félix Monteiro, da Escola Municipal do Ensino

¹ Postgraduate degree in Teaching Portuguese as a Second Language to Deaf Students. Instituto Federal da Paraíba (IFPB). E-mail: dannifidellis@gmail.com Orcid: 0009-0006-1843-3076
Lattes: <http://lattes.cnpq.br/5588220497088925>

Fundamental Poeta José Camelo de Melo, na cidade de Pilõezinhos, Paraíba, em virtude de refletirmos estratégias práticas, como também as atividades didáticas como ferramentas essenciais para o desenvolvimento do alunado no âmbito escolar. Conforme o objetivo geral: analisar o material didático “Consciência fonológica e alfabetização: avaliação, planejamento e intervenção”. E como objetivos mais específicos: definir a consciência fonológica e a alfabetização como meios essenciais no processo ensino-aprendizagem; abordar as estratégias práticas, bem como as atividades didáticas como ferramentas que irão desenvolver habilidades nas crianças e como recurso para os profissionais que necessitam de suporte para alfabetização infantil. De acordo com os apontamentos teóricos, utilizamos: Andrade e Fernandes (2016); Antunes (2014); Brasil, (1996); Cavaliere (2010); Guimarães et al. (2023); Pulieze (2024); Scherer e Wolff (2020); Klein (2009). Quanto aos procedimentos metodológicos, realizamos uma pesquisa-ação à qual buscou-se uma autoanálise do material didático titulado a Consciência fonológica e alfabetização: avaliação, planejamento e intervenção. Ao trabalhar com materiais contextualizados e diversificados consoante às particularidades dos discentes, irá possibilitar aos estudantes protagonismo, autonomia, desenvolvimento integral, como também formar um cidadão crítico e participativo na comunidade em que vive. Outrossim, foram perceptíveis a consciência fonológica e a alfabetização como meios indispensáveis ao processo ensino-aprendizagem do alunado, bem como as estratégias práticas e as atividades didáticas como recurso para os profissionais da educação, além do desenvolvimento das habilidades dos discentes.

Palavras-chave: Material Didático. Consciência Fonológica. Perspectiva Contextualizada. Desenvolvimento Integral. Estratégias Práticas.

RESUMEN

Este trabajo propuso un análisis conciso del material didáctico trabajado por la docente titular, específicamente Janilma Félix Monteiro, de la Escuela Municipal de Educación Primaria Poeta José Camelo de Melo, en la ciudad de Pilõezinhos, Paraíba, con el fin de reflexionar sobre estrategias prácticas, así como sobre las actividades didácticas como herramientas esenciales para el desarrollo del alumnado en el ámbito escolar. De acuerdo con el objetivo general—analizar el material didáctico “Conciencia Fonológica y Alfabetización: Evaluación, Planificación e Intervención”—los objetivos específicos fueron definir la conciencia fonológica y la alfabetización como medios esenciales en el proceso de enseñanza-aprendizaje; abordar las estrategias prácticas y las actividades didácticas como herramientas que desarrollan habilidades en los niños; y considerarlas como recursos para los profesionales que necesitan apoyo en la alfabetización infantil. Según los aportes teóricos, se utilizaron los siguientes autores: Andrade y Fernandes (2016); Antunes (2014); Brasil (1996); Cavaliere (2010); Guimarães et al. (2023); Pulieze (2024); Scherer y Wolff (2020); y Klein (2009). En cuanto a los procedimientos metodológicos, se realizó una investigación-acción, mediante la cual se llevó a cabo un autoanálisis del material didáctico titulado Conciencia Fonológica y Alfabetización: Evaluación, Planificación e Intervención. Trabajar con materiales contextualizados y diversificados, de acuerdo con las particularidades de los estudiantes, posibilita su protagonismo, autonomía y desarrollo integral, así como la formación de ciudadanos críticos y participativos en la comunidad en la que viven. Además, se evidenció la conciencia fonológica y la alfabetización como medios indispensables en el proceso de enseñanza-aprendizaje, así como las estrategias prácticas y las actividades didácticas como recursos para los profesionales de la educación y para el desarrollo de las habilidades del alumnado.

Palabras clave: Material Didáctico. Conciencia Fonológica. Perspectiva Contextualizada. Desarrollo Integral. Estrategias Práticas.

1 INTRODUCTION

Literacy is essential for the child to develop, especially in terms of fluency in reading, as well as in writing skills. In this way, with regard to the school environment, students will be able to expand their knowledge, as well as interaction, from the contact with other individuals in the community in which they live.

In view of this, we propose a concise analysis of the children's didactic material worked by the regent teacher, more precisely, Janilma Félix Monteiro, from the Municipal School of Elementary Education Poeta José Camelo de Melo, in the city of Pilõezinhos, Paraíba, due to reflecting practical strategies, as well as didactic activities as essential tools for the development of students in the school environment. The children's didactic material is entitled Phonological awareness and literacy: evaluation, planning and intervention.

Phonological awareness refers to one of the skills that enables children to recognize, as well as manipulate the sounds of oral language, as the author of the respective material, Sandra Pulieze (2024), explains. In this sense, it is essential for the teacher to work in the initial phase of the student, the development of such skills, as these reflections not only contribute to the teaching practice, but also to the evolution of the individual according to full participation in society.

As a general objective, we intend to analyze the didactic material "Phonological awareness and literacy: assessment, planning and intervention". As for the more specific objectives: to define phonological awareness and literacy as essential means in the teaching-learning process; to address practical strategies, as well as didactic activities as tools that will develop skills in children, as well as a resource for professionals who need support for children's literacy.

This work will be subdivided according to the following structure: theoretical aspects (the school environment as a democratic management bias; teaching-learning focused on the contextualized perspective; Understanding phonological awareness from literacy) and the methodological ones, presentation and discussion of the results, according to the self-analysis of the children's didactic material, entitled Phonological Awareness and Literacy: evaluation, planning and intervention.

2 THEORETICAL FRAMEWORK

2.1 THE SCHOOL ENVIRONMENT AS A DEMOCRATIC MANAGEMENT BIAS.

The school is an environment in which all professionals, including the parents of the students and the community, must be in partnership so that there is in fact democratic management, according to the Law of Bases and Guidelines. According to Guimarães *et al.*

(2023, p.05), "(...) Everyone involved with the school, including families, must actively participate in this process, especially the community, aiming for quality education". In this way, students, more precisely, children, are encouraged to develop autonomy, knowledge and linguistic skills. To the extent that the individual is instigated in an active, participatory and critical way, he contributes to his protagonism as a human being, not only in school, but also active in the society in which he lives.

Furthermore, "Early childhood education, the first stage of basic education, aims at the integral development of children up to five (5) years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community (BRASIL, 1996, p.14)". First, the family context contributes satisfactorily to the development of the human being, both in the personal, academic and even professional aspects. Therefore, it is of paramount relevance, in addition to school, family members, primarily parents, to give the necessary support to the child, emotionally, from birth.

Commonly, we notice some particularities of some students with difficulty concentrating on the activities proposed by the teacher, lack of attention when the teacher is explaining the subject, resistance to perform the task, because they do not understand the subject. In addition, absence from classes, with a high rate of absence, parallel conversations with colleagues, as well as disrespect for them and for the employees of the given educational institution. Many problems that have been mentioned above concern, above all, the way human beings are treated at home, as well as knowledge of the world and school learning. These need to be interconnected.

Education professionals, more precisely, teachers, constantly teach and learn from students, whether during the explanation of a content, or in the classroom, according to the baggage that each one brings with him. It is also pertinent to emphasize that, traditionally, students were seen as passive subjects, omissions, without autonomy, as well as without the power to actively participate in what was taught in the school environment. From now on, students need to construct meaning from what they study and be formed with the bias of a critical citizen, with the discernment to make their own choices, in an active and responsible way, as Guimarães *et al.* (2023, p. 04), states that "(...) from the moment the school acts democratically, it transforms the educational environment, enabling it to be able to offer contribution with regard to overcoming challenges and forming autonomous and critical citizens".

2.2 TEACHING-LEARNING FOCUSED ON THE CONTEXTUALIZED PERSPECTIVE

According to Andrade and Silva (2016), regarding the activities developed in an educational institution, it is essential that there is inseparability with regard to action-reflection-action in pedagogical practice, as it does not aim at a traditional perspective, but rather a perspective that omits the passivity of students, individualism of teachers, as the center of the teaching-learning process.

Thus, in the perception of Antunes (2014), in an interactionist perspective of language, any language is constituted from the interaction with two or more interlocutors in the communicative process. Furthermore, both teachers need to elaborate activities with real objectives and awaken meaning for students, as well as they need to be seen as protagonists in the interaction process, whether through writing, reading or orality. That is why one must work collectively, both constructing meanings in a given communicative situation, teacher and students, one learning from the other. In this sense, we can understand that regardless of whether they are the classroom professional or a student, everyone has different knowledge and life experiences, but that can be added with others.

2.3 UNDERSTANDING PHONOLOGICAL AWARENESS FROM LITERACY

Phonological awareness is interconnected, above all, with some factors at the beginning of literacy, as children need to be aware immediately, so that they can develop such skills in a significant way in the brain. This concerns some external factors, in addition to internal ones, more precisely regarding cultural, socioeconomic and linguistic aspects. With regard to speech and interaction, we can use them in a natural way, as well as through contact with others, however, as for reading and writing, this does not occur. According to Scherer and Wolff (2020), as we grow and consciously get to know ourselves better as human beings, we learn to interact and speak, commonly. This will favor the way we differentiate ourselves and have similarities with other human beings. Furthermore, we can understand that this applies to words as well, especially regarding their meanings.

As is notorious in everyday life, as well as from the experience of each one, the aforementioned authors affirm that, when reading and writing, it is not a natural process, since it is related to an arbitrary system, in the sense of experience with other readers; from its own rules regarding writing, the mechanism of logic. For this, according to oral language, the fact of presenting similarities, as well as distinctions, due to sound segments, is what is called phonological awareness (SCHERER; WOLFF, 2020).

And about students who have some type of disorder and/or disabilities, it is essential that professionals, especially teachers, be attentive, since it is one of the places where

students suffer the most certain difficulties, whether linguistic or behavioral (KLEIN, 2009). "It is believed that the cause of attention deficit hyperactivity disorder may be related to environmental agents and/or heredity (KLEIN, 2009, p.16)". Therefore, the relevance of working with materials that contribute to children's teaching-learning. The teacher must be the greatest encourager, knowledgeable about each student in the school environment, especially in the classroom, as well as the other professionals existing in the educational institution.

In view of this, it is necessary to work with materials that satisfactorily explore phonological aspects, instigating linguistic, behavioral, cultural, socioeconomic levels, among others, since we must consider what each learner has, as well as their particularities. It is known how challenging it is to be in the classroom daily, since obstacles arise, as it also requires dedication, availability, emotional balance; In addition to others that occur in an inopportune way, however, they are part of every profession, since all professions require a lot of effort, responsibility and even renunciations, when you decide to succeed in what you do.

3 METHODOLOGICAL PROCEDURES

According to the methodology used, we used action research:

Action research is a type of engaged participant research, as opposed to traditional research, which is considered to be "independent", "non-reactive" and "objective". As the name implies, action research seeks to unite research with action or practice¹, that is, to develop knowledge and understanding as part of practice. It is, therefore, a way of doing research in situations in which one is also a person of practice and one wishes to improve one's understanding of it (ENGEL, 2000, p. 182).

In view of this, we carried out a self-analysis of the didactic material Phonological awareness and literacy: assessment, planning and intervention, provided by the teacher in charge in the classroom, after the supervised internship. This criterion was due to giving visibility to the respective material, as well as theoretical basis as support for education professionals. Furthermore, as opposed to the traditional perspective, we work in a contextualized way.

4 PRESENTATION AND DISCUSSION OF RESULTS

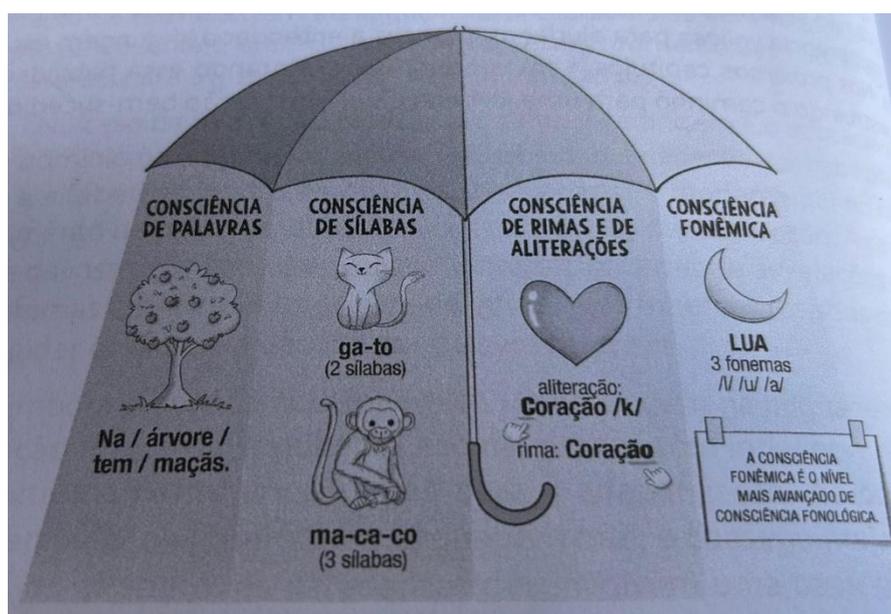
The respective didactic material entitled Phonological Awareness and Literacy, evaluation, planning and intervention, it is noticeable that from it, the teacher uses didactic resources with the objective of stimulating the student to learn in a playful, interactive way,

as well as working from a contextualized perspective. The didactic material serves as a subsidy to guide the professional regarding the planning, evaluation and intervention in Early Childhood Education.

With regard to what has been mentioned above, we will see Figures from the didactic material Phonological Awareness and Literacy, as a subsidy for the didactic sequence suggested by the teacher in the classroom:

Figure 1

An umbrella as an analogy to understand phonological awareness



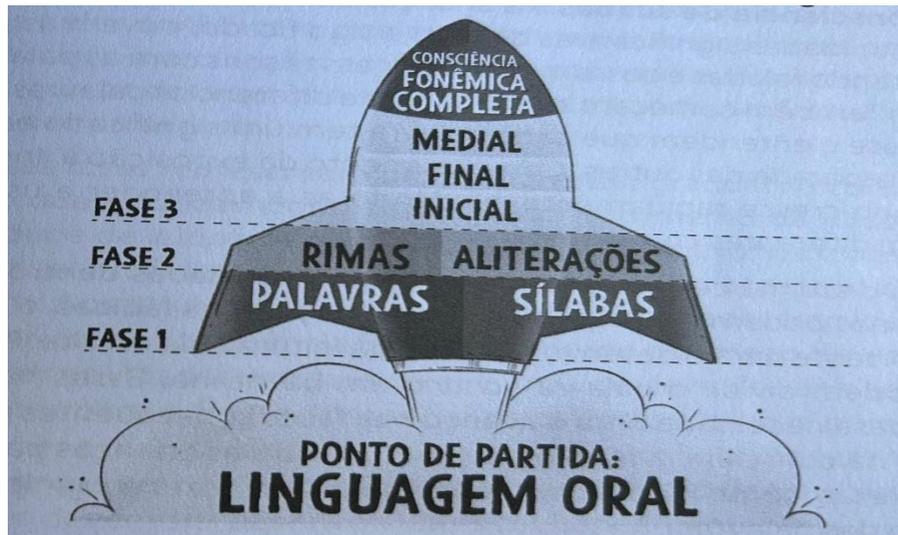
Source: Pulieze, 2024, p. 20

In chapter 01 of the book, there is the definition of phonological awareness, as well as the segments that involve the language, with regard to the way in which certain phrases of words can be divided, as well as regarding syllables and phonemes, according to Figure 01, present in chapter 02. The umbrella analogy visually represents the auditory process, as well as speech sounds. In this way, Pulieze (2024, p.21) uses the metaphor of the umbrella as "comprehensive protection"; "diversity of skills", "interconnection of sub-skills"; "progressive development" and the "basis for literacy".

In the following Figure, the progression in phonological awareness will be presented, especially with regard to "oral language to the complete development of phonemic awareness" (PULIEZE, 2024, p.25):

Figure 2

The rocket as a way to symbolize the progress of phonological awareness



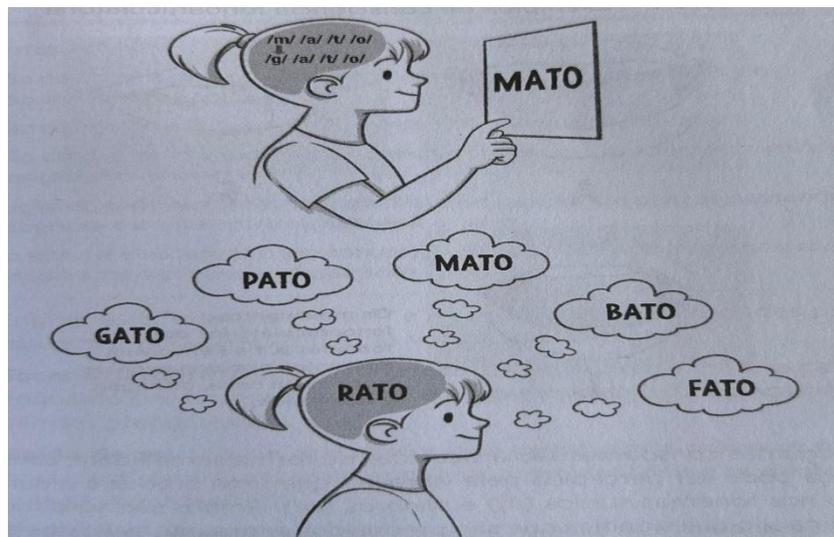
Source: Pulieze, 2024, p. 20

According to the conception of some people, for teaching to be effective, present the nomenclatures in the pedagogical work, it is just correcting the students and showing them the mistakes of the activities (ANTUNES, 2014). However, in the subsequent chapters, the definition of phonemic awareness, phonic instruction, according to the direction of teaching in a "more precise and effective way (PULIEZE, 2024, p. 18)", as well as the relevant role for literacy, since it is noticeable in Figure 02 above, is addressed.

In the following Figure, it is clear how development works in the child's mind:

Figure 3

Demonstration of the development of phonic awareness



Source: Pulieze, 2024, p. 20

In addition to the aforementioned skills, the author Sandra Pulize explains, later, what will be explored in the book, the fact that the levels help in terms of teaching strategies, as well as in the child's own development, as shown in Figure 03. In the same way, it is noticeable that phonological awareness is configured as one of the metalinguistic and metaphonological skills, that is, the intention of working with a material of this size is in function of stimulating the student to be a conscious and critical citizen. Furthermore, with the power of reflection, with regard to phonological awareness, according to an active and thinking subject in the society in which he lives, from reading and writing, from its initial phase.

According to the conception of some people, for teaching to be effective, present the nomenclatures in the pedagogical work, it is just correcting the students and showing them the mistakes of the activities (ANTUNES, 2014). However, in the subsequent chapters, the definition of phonemic awareness, phonic instruction, according to the direction of teaching in a "more precise and effective way (PULIEZE, 2024, p. 18)", as well as the relevant role for literacy, since it is noticeable in Figure 02 above, is addressed.

Next, we will see tables referring to the phonemes of Brazilian Portuguese:

Figure 4
Phonemes

Fonemas do português brasileiro	Fonema	Grafemas
Sons vocálicos orais	/ã/	a
	/e/	e
	/i/	i
	/o/	o
	/u/	u
Sons vocálicos nasais	/ã/	ã, am, an
	/ê/	em, en
	/î/	im, in
	/õ/	õ, om, on
	/û/	um, um
Sons consonantais básicos	/m/	m
	/n/	v
	/s/	s
	/p/	p
	/f/	f
	/l/	l
	/t/	t
Sinais diacríticos e demais sons consonantais	/e/	é
	/õ/	ó
	/n/	n
	/z/	z
	/b/	b
	/c/	c
	/d/	d
	/ʒ/	j
	/g/	g
	/x/	r, rr
/r/	r	

Source: Pulieze, 2024, p. 20

Figure 5

Phonemes

Fonemas do português brasileiro	Fonema	Grafemas
Dígrafos e regras ortográficas		h
	/ʃ/	ch, x
	/ɫ/	lh
	/ɲ/	nh
	/z/	s, x
	/s/	ss, ce, ci, ç, x
	/k/	qu, k
	/g/	gu
	/i/	y
	/u/	w, l

Fonte: Representação dos fonemas com base no Alfabeto Fonético Internacional (Seara et al., 2011).

Source: Pulieze, 2024, p. 20

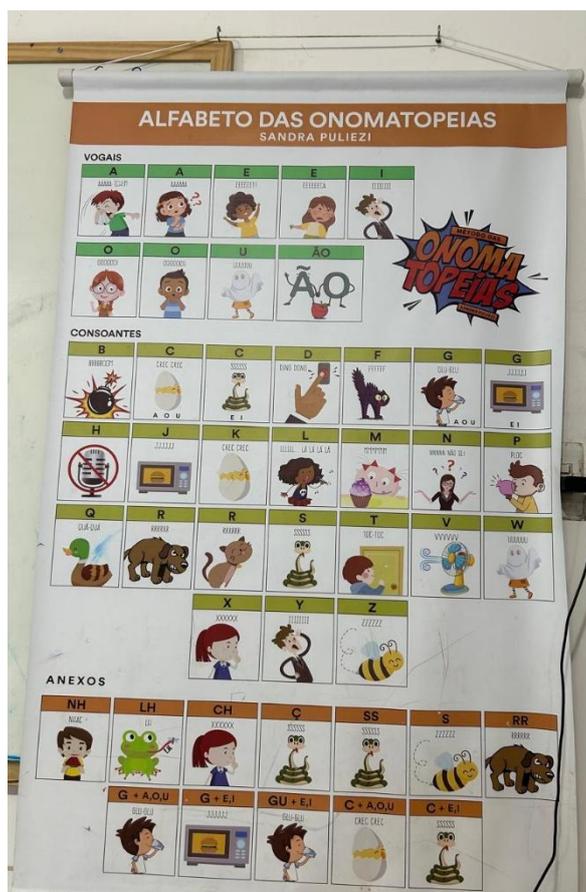
Above, we can see how important it is to start working with Portuguese phonemes, from the initial stage, in children. In this sense, we can understand that language plays a significant role in the construction of the act of speech aggregated with other extralinguistic factors, as well as those linked to them (CAVALIERE, 2010). From the Figure above, it is notorious some linguistic sounds, such as oral, nasal, basic vowel sounds, diacritics, as well as consonant sounds, digraphs, among some orthographic rules.

Thus, since early childhood education, the relevance of working in the classroom with oral, nasal and consonant sounds, the latter, which is articulated in isolation (CAVALIERE, 2010), in order to show students how to articulate and learn as they understand better. In addition, the students, by performing, can perceive the reason why the degrees of nasality are called, whether orally or nasally. Furthermore, this also corresponds to the other consonant sounds, diacritics and digraphs.

Given this, below, we will see more examples regarding the alphabet of onomatopoeia:

Figure 6

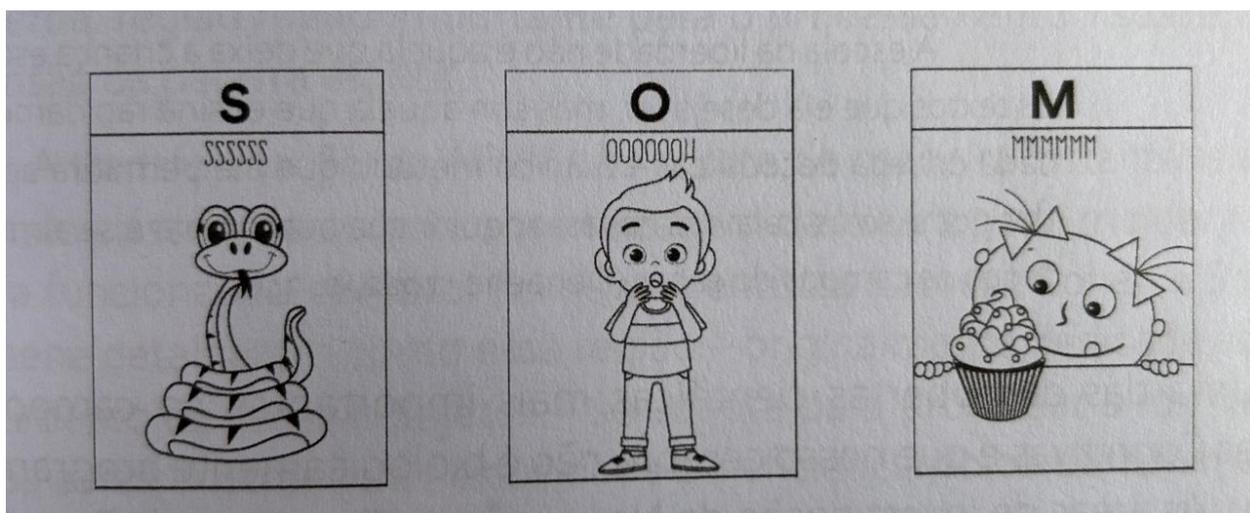
Onomatopoeia alphabet exposed in the classroom



Source: available by the regent teacher Janilma Félix Monteiro

Figure 7

Alphabet of onomatopoeia



Source: Pulieze, 2024, p. 20

In Figure 06, during a class of the teacher, the use of the alphabet of onomatopoeia was witnessed. Then the teacher made the sound of the letters connected to the symbolization of animals, according to the facial expression. Subsequently, the students performed the sounds of the letters. In this sense, the sounds of consonants and vowels can have one more. In Figure 07 it also represents the alphabet. The connection between the sounds and symbols that are part of writing is essential, both for there to be communication between individuals, as well as for them to learn to read and write, including becoming fluent citizens.

5 FINAL CONSIDERATIONS

We conclude this work according to positive subsidies, since it is of paramount relevance for the teacher to work with enriching materials, in order to stimulate students, help them in psychological, physical, intellectual, and cultural development, as well as approach a contextualized perspective from the support of children's didactic material. For this, we reflected on phonological awareness and literacy as indispensable means to the teaching-learning process, as well as the practical strategies and didactic activities in a diversified way that will serve for the development of students' skills, as well as a resource for education professionals.

REFERENCES

- Andrade, J. dos S., Silva Aparecida de Souza, F., & Fernandes, A. (2016). A importância da educação contextualizada para o desenvolvimento do semiárido. *Revista Nera*, 19(34). <https://periodicos.ufes.br>
- Brasil. (1996). Lei nº 9.394, de 20 de dezembro de 1996 (Estabelece as diretrizes e bases da educação nacional). https://www.planalto.gov.br/ccivil_03/leis/l9394.htm
- Cavaliere, R. (2010). *Pontos essenciais em fonética e fonologia* (2ª ed.). Nova Fronteira/Lucerna.
- Engel, G. I. (2000). Pesquisa-ação. *Educar*, (16), 181–191. <https://www.scielo.br/j/er/a/dDzflYyDpPZ3kM9xNSqG3cw/>
- Guimarães, U. A., Moniz, S. S. de O. R., Souza, E. O., Santos, J. D. dos, & Leandro, A. de S. A. (2023). Escola, família, gestão e sociedade: Uma parceria para o desenvolvimento pleno de todos os estudantes. *RECIMA21 – Revista Científica Multidisciplinar*, 4, e473550. <https://recima21.com.br/recima21/article/view/3550/2606>
- Klein, Â. I. (2009). *A compreensão em leitura e a consciência fonológica em crianças com transtorno de déficit de atenção e hiperatividade* (Dissertação de mestrado). Pontifícia Universidade Católica do Rio Grande do Sul. <https://tede2.pucrs.br/tede2/bitstream/tede/1910/1/413254.pdf>



Scherer, A. P. R., & Wolff, C. L. (2020). Como trabalhar a consciência fonológica na alfabetização? In A. P. R. Scherer & C. L. Wolff (Orgs.), *Consciência linguística na escola: Experiências e vivências na sala de aula e na formação de professores* (1ª ed.). Appris. <https://books.google.com.br/books?id=NnoqEAAAQBAJ>