Storytelling: recontextualizing language in literacy for student learning

Contação de história: recontextualização da linguagem na alfabetização para aprendizagem discente

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Abstract: The article discusses the recontextualization of language, through storytelling, in literacy to overcome student learning difficulties, based on teacher training. The aim is to identify relevant aspects in storytelling that enhance the learning of students in the process of literacy. Thus, we established a dialogue between different perspectives on literacy to recontextualize written language. The case study included the application of pre- and post-tests to 3rd grade students in the Canoas/RS municipal school system, training for the teachers of these students and pedagogical practices. Based on the data analyzed quantitatively, we found that storytelling makes it possible to explore and construct different situations, contextualizing written language in the expression of meanings and the construction of hypotheses, as well as problematizing everyday life through the stories experienced.

Keywords: Literacy. Learning. Storytelling. Recontextualization.

Resumo: O artigo discute a recontextualização da linguagem, por meio da contação de histórias, na alfabetização para a superação das dificuldades de aprendizagem discente, a partir da formação de professores. O objetivo consiste em identificar aspectos relevantes na contação de histórias que potencializam a aprendizagem dos alunos em processo de alfabetização para o letramento. Assim, estabelecemos o diálogo entre diferentes perspectivas de alfabetização para a recontextualização da língua escrita. O estudo de caso contemplou a aplicação de pré e pós-teste em alunos do 3º ano da rede municipal de ensino de Canoas/RS, formação aos docentes desses alunos e de práticas pedagógicas. A partir dos dados analisados de forma quantitativa, evidenciamos que com a contação de história é possível explorar e construir diferentes situações, contextualizando a língua escrita na expressão dos significados e na construção de hipóteses, assim como problematizar o cotidiano, por meio das histórias experienciadas.

Palavras-chave: Alfabetização. Aprendizagem. Contação de Histórias. Recontextualização.

1 Introduction

Contemporary society is experiencing rapid and constant change, which leads to tensions over technologies, sciences, culture, the health crisis, ecological disasters and/or wars, among other social and economic factors. In this situation, we have identified the need to rethink the sciences, think about technological development, and think about the health crisis (COVID 19) as guidelines for research in education. To this end, the emergence of paradigms contributes to the understanding of sociotechnical, collective health and cultural phenomena with multi-referentiality, complexity and creativity.

In this complexity, the recontextualization of sciences (language) can be demonstrated when knowledge is identified in storytelling and sciences can be expanded in different contexts, since stories come to life, touch emotions and participate in the transformation of pedagogical practices in all areas of knowledge (Backes, Bruguière, Felicetti and Gabriel, 2022).

The recontextualization of language in literacy for student learning, through storytelling, is configured in the interaction between student and teacher, books, narratives, culture, linguistic knowledge and literacy, without losing the art produced by words. In pedagogical practices with stories, both in teacher training and in everyday life in the classroom, vocabulary, texts, phonological awareness, alphabetic and numerical knowledge are explored in different areas of knowledge.

To this end, the research project "Recontextualizing Science and Storytelling for Teaching and Learning Processes from Basic Education to Teacher Training" was developed, with the aim of incorporating these pedagogical practices into the literacy process, based on the difficulties encountered by 3rd grade students in the municipal school system in the city of Canoas/RS. The project was funded by FAPERGS[1] SEBRAE[2] /RS 03/2021 -

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The project began with a pre-test diagnosis of 3rd grade students for the development and proposal of teacher training entitled "Who Tells a Tale Raises a Point? Recontextualizing Science through Stories". The aim of the training was to develop a new approach with teachers through an innovative, playful, dialogical and, above all, recontextualizing proposal to improve teaching and learning. The parameters followed in the training were supported by the skills and competencies of the National Common Core Curriculum - BNCC and the Learning Milestones established by the Municipal Education Department of Canoas/RS. The training was divided into three phases: Reading and Writing - Shall We Tell a Story; The Four Operations - Who Wants to Make a Point; Problem Situations - Building Stories.

This article deals with the first phase, "Literacy and Literacy - Let's tell a story", which aimed to identify relevant aspects of storytelling that enhance teaching and learning in the literacy process. To this end, we looked at storytelling for teaching and learning, the recontextualization of language in literacy, and diagnosis based on skills and competencies. The case study methodology and quantitative analysis are described to understand the development of the research. We end with the analysis of the data produced, and the considerations highlighted in the research.

2 Storytelling for learning

The history of interactions experienced during childhood is traversed by "Once upon a time", "The doll is pretty", drawings of houses with triangular roofs, math problems about a St. John's party with hundreds of popcorn, among other situations that mark patterns that are incompatible with childhood everyday life. These patterns are thus manifested in the students' productions and exploited in the educational context by

teachers through books, teaching materials, objects of knowledge, and pedagogical proposals.

In these productions, the authorship of teachers and students is not manifested since there is a constant reproduction of the traditional educational context. However, human beings are authors and constructors of actions and, above all, of life (Backes, 2012). Therefore, it is up to teachers and students to recognize themselves as narrators of networked knowledge, recreating stories through science and interweaving everyday life. According to Rossoni and Felicetti (2012, p. 157), "through their training, teachers are exposed to different ways of integrating literature into their teaching" so that students are encouraged to make articulations and interpretations that contribute to the construction of being an author.

By understanding the potential of narrative, storytelling must become more and more present in schools, whether it's during story time provided by library professionals, in the lesson planning by teachers, or in the school's commemorative activities when storytellers visit. According to Rossoni (2013), storytelling is a pedagogical opportunity when it is linked to curricular content because it is accompanied by enchantment, pleasure and imagination, aspects inherent to the literary character that contribute to the development of teaching and learning processes.

The context of the story signals a concrete situation, associating and relating different activities and actions that require problem-solving in a given domain of knowledge. Finally, storytelling is a commitment to all areas of knowledge, observing the congruence between story and content, the link with the context and the meanings attributed and meanings constructed in cognitive action (Leontiev, 1988).

Storytelling is an art form that can be used as an educational artifact for teaching and learning processes, helping to transform scientific knowledge into contextualized knowledge. According to Backes, Chitolina and Sciascia (2019), recontextualization occurs in the network of knowledge that is configured from the fabric that represents storytelling, in a doing/interpreting/thinking. This action explores hypotheses, investigations, relationships, reflections,

and conjectures that help students adapt this knowledge to other situations.

3 The recontextualization of language in literacy

Literacy is an issue that needs to be contextualized and re-contextualized in the educational field, which has led to frequent discussions on how to improve literacy rates in our country. COVID-19 (2020-2021) has highlighted the problems of literacy that have been present for several decades and that have been exacerbated by remote teaching and social distancing policies.

In 2023, the National Institute for Educational Studies and Research (Inep) presented a report with data from the 2019 and 2021 Basic Education Assessment System (Saeb) tests, which showed that 54.8% of students were literate in 2019 and 49.4% in 2021. The rates declined between those two years, and less than half of students were literate in the second year of primary school in 2021.

Literacy is a skill that we develop culturally and socially, as well as linguistically. According to Soares (2021a), this skill needs to be taught from a message (text) to identify written words through graphemes, which represent the sounds of speech broken down into phonemes. Thus, we need to learn how reading and writing work and how to apply them in everyday contexts.

The process of learning to read and write (literacy) is a complex one, in which the student will develop skills such as phonological awareness, knowledge of letters and phonemes, establishing the relationship between the sound and the spelling of these sounds that make up words. That is, "[...] the ability to focus and segment the sound chain that makes up the word and to reflect on its sound segments, which distinguish by their dimension: the word, the syllables, the rhymes, the phonemes" (Soares, 2021b, p.77).

We also need to consider psychogenetic aspects, i.e., the literacy process involves the cognitive development of the student, observing the stages they go through to read and write. Thus, according to

Ferreiro and Teberosky (1999, p. 32), "in practical terms, this means that the starting point for all learning is the subject themselves and not the content to be studied". During the learning process, students develop writing hypotheses, which we call the psychogenesis of written language (Ferreiro; Teberosky, 1999). Studies carried out by the aforementioned authors show that the hypotheses developed by students are similar to the writing process that humanity went through to arrive at the system we have today.

At the first level (Pre-syllabic), several letters can be used at random to write the word "butterfly", for example. Students understand that they need letters to write, but there is no correspondence between graphemes and phonemes, nor is there any concern about the number of letters and, in some cases, they can mix numbers, drawings, and symbols.

At a second level (syllabic), he will use one letter to represent each syllable of the word "butterfly", assigning sound values to the letters or not, for example: DBTT (without sound value); BOEA (with sound value). The first sound values manifested in writing are usually vowels and there is control over the number of letters, coming into conflict with monosyllable words.

At a third level (syllabic-alphabetic), he is in a transitional phase, in which he writes words using one letter for each syllable and in the same word, he writes a complete syllable (consonant+vowel), making it possible to understand the word because he writes with a sound value. For example: BOBOLTA. In this case, consonant clusters pose a challenge.

The fourth level (Alphabetic) is where the child writes words alphabetically. There may be letter changes that do not correspond to orthographic writing, a skill that will be consolidated according to the BNCC (2018) in the elementary school learning process. For example, you can write alphabetically: BORBOLETA, but also write CAZA (house) or BORAXA (rubber).

The literacy process (Ferreiro; Teberosky, 1999; Soares, 2021b) and literacy (Soares, 2021b) are developed in schools based on parameters defined in the BNCC. These parameters are developed through epistemologies that materialize in pedagogical practices. The epistemological understandings addressed in the BNCC differ from the understanding of traditional literacy, according to Kleiman (2002). Therefore, we consider the student as an active subject in the learning process in interaction with the object of knowledge (language), inserted in a cultural and social context, where they build their own conceptions about the relationship between letters, sounds, and meanings.

4 Research methodology

This research is exploratory and explanatory in nature, as it explores educational spaces with the aim of recontextualizing language with storytelling, from an emerging perspective, in everyday situations in basic education and teacher training. The case study methodology is outlined in the training of teachers of 3rd grade in the municipal network of Canoas/RS. The empirical data are the records of pre- and post-tests and of the activities and interactions developed with the teachers in training, as well as the presentation, discussion, and reflection of their practices developed with their students during the training, focusing on what was experienced in the training: storytelling and recontextualization of language.

This article deals with the analysis carried out in the field of Portuguese language (language) to reflect on the construction of the alphabetic and orthographic system; with the segmentation of words/classification of words by number of syllables; with the reconstruction of the conditions of production and reception of texts; planning, with the help of the teacher, the text that will be produced; reading and understanding, with autonomy, instructional injunctive texts; reading and understanding, with autonomy, genres from the field of everyday life and different genres and extensions. (Brazil, 2018).

The pre-test was administered by the teachers in their classes, before the start of their training, to better design training practices aimed at literacy. The post-test was also administered by the teachers after

the training, which included nine sessions of 3 hours each. Only 15 teachers participated in the training.

The correction of the tests was based on and adapted to the correction criteria developed by Silva and Felicetti (2021). The strategies presented by the students that were separated into correct and incorrect, and the correct ones were rated from 1 to 7, considering the degree of complexity, with the highest rating being 7 and the lowest being 1.Incorrect strategies were also scored according to complexity, with less serious errors scored less negatively, starting at -1, and more serious errors scored more negatively, up to -7.Students who didn't try to answer scored -8. For each question, the mean scores of the students before and after the intervention were calculated, as well as the mean individual differences between the assessments. The possible statistical difference between the scores was calculated using Student's paired t-test, with $p < 0.05$ considered statistically significant.

Chart 1 – Literacy Assessment Criteria

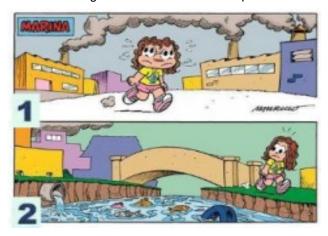| TYPE OF STRATEGY			Value
CORRECT	Alphabetic - Writes the word using the letters corresponding to the phoneme.		7
	Text - Writes words in a segmented way in the context of the text (Figure 4).		6
	Syllabic-Alphabetic - Writes the word using a letter corresponding to the syllable, with some syllables using letters corresponding to the phonemes.		5
	Syllabic - Writes the word using a letter corresponding to the syllable, assigning sound value.		4
	Identifies the number of syllables in words.		3
	Identifies the number of letters in the word.		2
	Phonological awareness - Identifies words that begin and/or end with the same sound.(Figure 2 and 3)		1
INCORRECT	Phonological awareness - Does not identify words that begin and/or end with the same sound.		-1
	Cannot identify the number of letters in a word.		-2
	Does not identify the number of syllables in words.		-3
	Texts - Uses words from their repertoire at random		-4
	Texts - Writes words together in the context of the text.		-5
	Pre-syllabic - Doesn't match graphemes and phonemes, uses random letters.		-6
	Does not write text.		-7
	Did not complete the activity.		-8

Source: Constructed by the researchers in the context of the project.

Each question in the test was designed in line with the competencies required in literacy in the light of the BNCC and the assessment and diagnosis were drawn up in cooperation between the project's researchers and the Canoas/RS Municipal Department of Education, to monitor the literacy process of students in the third year of elementary school. The relationship between the questions that made up the test and their evaluation included knowledge articulated with the competences and congruence with the understanding of the recontextualization of language through storytelling, in this case comic

books. To read reality, we need to experience it as it is, from different angles.

Figure 1 - Marina's comic strip

Source: Pre-test and post-test explored in the context of the project.

Based on the comic strip, recontextualized spontaneous writing and reading activities were proposed. The activities involving phonological awareness included two questions: the first concerned the final sound of the word (Figure 2) and the second the initial sound of the words (Figure 3).

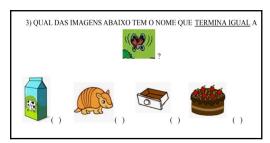Figure 2 - Assessing phonological awareness at the end of the word.

Figure 3 - Assessing phonological awareness at the beginning of the word

Source: Pre (post) test image capture.

Rhymes are explored with the aim of highlighting the same sounds at the end of words. Alliteration is explored to identify similarities between the initial syllables of words.

To analyze the students' writing hypothesis, according to the Psychogenesis of Written Language, we asked the students, in addition to writing four words based on the choice of drawings from the comic strip, to describe what happened in each comic strip. This question also allowed us to assess the segmentation or agglutination of words in text production.

Figure 4 - Assessing text writing.

Source: Pre (post) test image capture.

Two more questions were asked, the first about quantifying the syllables in each drawing and the second about identifying which of the drawings has the same number of letters as the word "school". In order to observe the students' reading, another comic book was presented, in which criteria were assessed as to how it was read. We also prepared two more questions on image reading, the first asking students to mark the alternative that expresses the theme of the comic strip, and the second asking them to look at an image and mark the word that represents it.

The purpose of reading reality, diagnosing language, is to identify pedagogical actions that help students advance in their understanding of writing and reading.

5 Telling tales to increase points

Telling a story, depending on the story, requires the story of what happened before. So we tell what happened before... In 2022, the third-graders began the formal literacy process in the context of the Emergency Distance Education set up because of the health crisis caused by COVID-19 (2020-2021). In 2022, all the schools resumed their activities in person, where the most diverse problems of different types were evident: cognitive, emotional, psychological and social. Faced with this scenario, it was necessary to take a fresh look at the educational reality to identify learning, difficulties and needs for building new knowledge. The reading of reality was carried out using pre-tests and post-tests, in order to verify "[...] whether the children acquire the knowledge and skills defined as necessary for them to become literate" (Soares, 2021b, p. 310-311).

This story takes place in the municipal educational network of Canoas/RS, including schools, teachers and students, as shown in Figure 2. The students took the diagnostic test in two stages: the pre-test, conducted in May, and the post-test, conducted in November 2022. The pre-tests and post-tests were administered by the teachers in charge of the classes during the mentioned period, who were instructed to read the questions together with the class, without mediation in solving the questions.

Chart 2 - Background of the research participants

Name	School	Year	Student	Pre-test	Post-test
P1	E1	3A	27	18	23
	E1	3C	29	16	23
P2	E2	3A	29	26	25
	E2	3B	30	27	20
P3	E3	3C	28	20	25
P4	E4	3C	30	23	30
P5	E5	3B	30	20	22
P6	E6	3A	19	18	15
P7	E7	3A	29	22	27
	E7	3B	29	22	27
P8	E8	3A	29	24	22
	E8	3B	30	28	29
P9	E5	3A	26	20	26
P10	E3	3A	29	19	27
	E3	3E	30	20	24
P11	E9	3C	27	9	20
P12	E1	3B	27	19	21
P13	E10	3A	27	25	27
	E10	3B	28	25	23
P14	E9	3B	25	12	21
P15	E9	3A	27	20	24
		Total	585	433	501

Source: Project data.

The diagnosis was carried out in the schools and with the students of the teachers who participated in the training. The names of both the teachers and the schools were replaced by P1, P2 to P15 and E1, E2 to E10, respectively, to preserve the identity of the participants, in accordance with the informed consent and assent forms signed by the participants.

We noted that the number of students per class and the number of students who took the diagnostic (pre-test and post-test) varied, with not all students taking it. The pre-test was taken by 433 students, representing 74% of the total enrollment in the 3rd year; the post-test was taken by 501 students, representing 86% of the total enrollment of 585.

The scores were calculated according to Figure 1 Criteria for Literacy Assessment and the units of analysis in Figure 3, resulting in the data shown in

Table 1: Average performance of all students on each test question (pre- and post-teacher training) and the average difference between them.

Chart 3 - Units of analysis

UNITS	CHARACTERIZATION
Phonological awareness	Ability to perceive and manipulate word sounds. Identifying words that begin and end with the same sound. Corresponds to the activity in Figure 2 and 3.
Text writing hypothesis	Representing words in a text with letters. In writing, observe segmentation (words in smaller units, such as syllables or phonemes) and agglutination (a linguistic process in which two or more words merge to form a new word). Corresponds to the activity in Figure 4.

Source: Prepared by the researchers.

The results presented in the pre-test show that the 3rd year students present the aspects highlighted in the units of analysis as difficulties and challenges to be overcome, as shown in Table 1:

Table 1 - Average performance of all the students in each question of the test (Pre and Post continuing teacher training) and average difference between them.

Subject	Pre	Post	Difference	p
L1.1 (Phonological awareness)	0,27±1,02	0,68±0,79	0,41±1,13	<0,001
L1.2 (Phonological awareness)	0,63±0,90	0,80±0,66	0,17±1,04	0,007
L2.1.1 (Text writing hypothesis) Psychogenesis level	3,42±5,46	5,70±3,31	2,28±4,95	<0,001
L2.1.2 (Text writing hypothesis) segmentation and/or agglutination	-0,08±6,13	3,26±4,99	3,34±6,01	<0,001
L2.2 (Word writing hypothesis)	3,26±5,78	5,39±4,03	2,14±5,85	<0,001
L3.1 (Quantification of syllables)	1,52±2,80	2,18±2,21	0,66±3,13	<0,001
L3.2 (Quantifying letters)	0,37±2,06	0,83±1,89	0,46±2,25	0,002
L4.1 (Texts: reading pictures)	1,18±2,48	2,10±2,00	0,92±2,68	<0,001
L4.2 (Texts: reading pictures)	1,77±2,25	2,47±1,60	0,70±2,41	<0,001
L5 (Reading)	1,73±2,27	2,60±2,17	0,87±2,49	<0,001
Total	14,1±21,2	26,0±15,1	12,0±16,5	<0,001

Source: Research collection.

Table 1 shows that the questions with the best initial performance were L2.1.1 (3.42±5.46) and L2.2 (3.26±5.78), targeting the text writing hypothesis and the word writing hypothesis, respectively, according to the levels described in the Psychogenesis of Written Language (Ferreiro and Teberosky, 1999). Despite the limitations of Emergency Remote Learning, such as interaction with classmates and pedagogical mediation, students constructed hypotheses about writing and advanced to the alphabetic hypothesis. According to Ferreiro (1993), children can easily become literate because reality is full of objects that carry writing. In the evaluation, after the training of the teachers, there was an increase in the average number of correct answers for all the questions, i.e. the difference between the pre-test and the post-test was statistically significant.

In the first assessment (pre), only question L2.1.2 from the Text Writing Hypothesis (Activity Figure 4) showed negative performance (-0.08±6.13),

identifying difficulties in segmenting and agglutinating words in the text. The segmentation and agglutination of words in texts can be explored using texts found in history books and/or newspaper articles, Internet pages and comic strips, identifying the spelling of keywords (related to the content), observing the initial and final letters, number of letters and syllables, and relating them to other vocabulary already known to the students. For Soares (2021b), we can read and write in an inseparable and simultaneous way, considering cognitive and linguistic aspects of the process, such as the meaning of the text (content and interpretation) and the signifiers (words) that are part of the message. These practices, which contextualize written language, are not part of a traditional concept of literacy that is still present in the understanding of parents and teachers.

We also observed that the questions with the smallest average increase between pretest and post test were: L1.1 (0.41±1.13, <0.001) and L1.2 (0.17±1.04, p=0.007), both related to phonological awareness (activity Figure 2 and Figure 3, respectively). Phonological awareness consists of the ability to reflect on the sounds of language and establish relationships between them, and not just a phonetic transcription of the written word. These indices reveal the students' difficulty in "[...] 'becoming aware' that words can be analyzed as sequences of phonemes" (Varela, 1996, p.7) based on the real, articulated sounds of their language.

These difficulties can be overcome by recontextualizing language in literacy through storytelling. According to Backes (2007), teacher training takes place in living with others, through interaction, disturbance and reflection, to understand their learning process and build pedagogical practices that are congruent for their students and that better contribute to the teaching process. So the teacher training was developed in a recontextualized way, exploring theoretical knowledge about literacy and literacy, based on the story "Alice in Wonderland", so that the teachers could build their own pedagogical practices to be developed in their classrooms.

The articulation between knowledge about literacy and literacy took place in Alice's dialogues with the different characters in the story and the teachers, revealing the potential of interaction for the construction of knowledge. We believe that if the training is recontextualized and the teachers learn the theoretical knowledge in this way, there is an understanding of the network of knowledge that we can build for the construction of knowledge and authorship in proposing pedagogical practices from this perspective.

However, we observed that the pedagogical practice of recontextualizing theoretical knowledge or language, through storytelling, is still a challenge for the teachers, who are constructing the meaning of "recontextualize", crossed by traditional literacy practices, based on the detailed data for each of the questions analyzed.

In the unit of analysis referring to the hypothesis of writing in text, there was a significant difference in the distribution of comparative performance between the assessments in the score for Question L2.1.2 between the schools (Table 2, p<0.001). In this unit, we developed the competency (EF15LP05) Plan, with the teacher's help, the text that will be produced, considering the communicative situation, the interlocutors (who writes/to whom they write); the aim or purpose (to write for what); the circulation (where the text will circulate); the medium (what is the carrier of the text); the language, organization, and form of the text and its theme, researching in printed or digital media, whenever necessary, the information needed to produce the text, organizing the data and sources researched into topics. The changes in performance in the test scores are shown in Table 2.

Table 2 - Changes in grade performance between the pre- and post-intervention assessment in Question L2.1.2 (Hypothesis of text writing) in each participating school (p<0.001, between schools).

School	To improve	Maintained	Improved	Total
E4	1(4,76%)	14(66,67%)	6(28,57%)	21(6,09%)
E10	1(2,17%)	20(43,48%)	25(54,35%)	46(13,33%)
E9	2(5,71%)	19(54,29%)	14(40,00%)	35(10,14%)
E7	0(0,00%)	32(80,00%)	8(20,00%)	40(11,59%)
E2	2(4,44%)	29(64,44%)	14(31,11%)	45(13,04%)
E8	4(9,30%)	12(27,91%)	27(62,79%)	43(12,46%)
E6	2(14,29%)	10(71,43%)	2(14,29%)	14(4,06%)
E3	1(6,25%)	11(68,75%)	4(25,00%)	16(4,64%)
E1	4(7,69%)	21(40,38%)	27(51,92%)	52(15,07%)
E5	2(6,06%)	29(87,88%)	2(6,06%)	33(9,57%)
Total	19(5,5%)	197(57,1%)	129(37,4%)	345(100%)

Source: Research collection.

The school with the highest percentage of improvement in grades was E8 (63%) and the school with the second-highest percentage was E10 (54%). School E6 had the highest percentage of students improving in the second assessment (14%). The school with the second-highest percentage of students improving was E1 (8%).

The hypothesis of writing text through segmentation and agglutination was explored through the storytelling of "Seven blind mice", through a recontextualized pedagogical practice highlighting the construction of hypotheses about the object of knowledge, identification of keywords (signifier and signified), segmentation of these keywords and agglutination of new words, reflecting on cognitive actions through the theoretical framework. The record of the meeting shows the proposal to work in groups for interaction and cooperation in the construction of the teachers' knowledge. Based on this training, the teachers built pedagogical practices to be developed in the classroom context.

When teachers don't actively participate in training, the development of their teaching practice is compromised. This can be seen in the development of activities in which the words chosen for the students' spontaneous writing were random, without context or meaning for the children, reflecting in the scores of the students who experienced this decontextualized practice. Of course, the 14.29% improvement in the second assessment is not only related to this proposed activity or the teacher's absence at the training meeting, but we understand that the exploration of the activity needs to be congruent with the knowledge to emphasize the social dimension. We believe that this percentage is due to a lack of understanding that recontextualization, through storytelling, enhances the teaching of the social practice of writing, through the text and its meanings.

In the unit of analysis relating to phonological awareness (end of words), the results for to improve, those that maintained and those that improved in relation to question L1.1, which deals with phonological awareness, are shown in Table 3. It should be noted that there was a significant difference in the distribution of comparative performance in the score for Question L1.1 between the schools (Table 3, p<0.001). The school with the highest percentage improvement in marks was school E8 (65%), followed by E10 with a much lower percentage (39%). We would highlight the active participation of some teachers in the training, which was reflected in the results of the post-tests taken by their students. Many of the practices constructed and experienced during the training were developed in the context of the classroom with the students, as well as the creation of other practices involving the skills and competences proposed in the BNCC.

School E7 had the highest percentage of students improving in the second assessment (15%) corresponding to question L1.1. The second school with the highest percentage of students improving was E9 (11.43%), as shown in Table 3.

Table 3 - Changes in score performance between the pre- and post-intervention assessment in Question L1.1 (Phonological awareness) in each participating school (p<0.001, between schools).

School	To improve	Maintained	Improved	Total
E4	2(9,52%)	16(76,19%)	3(14,29%)	21(6,09%)
E10	3(6,52%)	25(54,35%)	18(39,13%)	46(13,33%)
E9	4(11,43%)	22(62,86%)	9(25,71%)	35(10,14%)
E7	6(15,00%)	30(75,00%)	4(10,00%)	40(11,59%)
E2	0(0,00%)	40(88,89%)	5(11,11%)	45(13,04%)
E8	1(2,33%)	14(32,56%)	28(65,12%)	43(12,46%)
E6	1(7,14%)	10(71,43%)	3(21,43%)	14(4,06%)
E3	0(0,00%)	13(81,25%)	3(18,75%)	16(4,64%)
E1	4(7,69%)	39(75,00%)	9(17,31%)	52(15,07%)
E5	0(0,00%)	24(72,73%)	9(27,27%)	33(9,57%)
Total	21(6,1%)	233(67,5%)	91(26,7%)	345(100%)

Source: Research collection.

In the training, phonological awareness was explored through the telling of the story "A Zebra Outside the Norm" by Paula Browne. Activities were suggested to identify the characteristics of the zebra's literacy environment; list words that end with the same sound (rhyming); list words that begin with the same sound (alliteration); choose words that were read in the story and find these words written in the book. Teachers worked in groups to produce other teaching practices to develop phonological awareness with their students.

We would like to highlight the group of teachers who created a pedagogical practice based on Zebra, exploring the idea that it is non-standard, inviting the students to create a parody through a song that was fashionable among the children ("Unroll, hit, play sideways..."). The pedagogical practice was presented during the training to discuss the aspects of the theory that are important for the development of competence through the skills: recognizing and producing rhymes and alliterations; identifying and segmenting syllables in words; recognizing and manipulating phonemes.

The activity was recontextualized with the storytelling in a congruent way: the "zebra outside the norm" was cool enough to dance to this song and invent other rhymes and alliterations. Students were invited to construct parodies and explore other languages and textual genres, such as video production. According to Varela (1996), phonological awareness is expanded when it is inserted into the social dimension, developed indirectly, naturally and spontaneously. In this way, the knowledge present in the history, literacy and cultural context of the students is recontextualized, giving meaning to what they do in class. The teachers who participated in this group came from schools E8, E10, E1 and E9. We observed that the students of teachers P8 and P13 had the best percentages of improvement, while the students of teacher Rosana still had a very high rate of improvement. We can see that the "points" obtained are results that go beyond teacher training; they involve teachers wanting to do things differently and better. The training opens up possibilities, and many teachers take advantage of them and recontextualize language in their teaching practices.

In the unit of analysis related to phonological awareness (beginning of words), the results for: to improve, those who maintained, and those who improved in relation to question L1.2 are shown in Table 4.

Table 4 - Changes in score performance between the pre- and post-intervention assessment in Question L1.2 (Phonological awareness) in each participating school (p<0.001, between schools).

School	To improve	Maintained	Improved	Total
E4	0(0,00%)	19(90,48%)	2(9,52%)	21(6,09%)
E10	6(13,04%)	34(73,91%)	6(13,04%)	46(13,33%)
E9	3(8,57%)	25(71,43%)	7(20,00%)	35(10,14%)
E7	1(2,50%)	36(90,00%)	3(7,50%)	40(11,59%)
E2	1(2,22%)	44(97,78%)	0(0,00%)	45(13,04%)
E8	3(6,98%)	27(62,79%)	13(30,23%)	43(12,46%)
E6	0(0,00%)	14(100,0%)	0(0,00%)	14(4,06%)
E3	1(6,25%)	12(75,00%)	3(18,75%)	16(4,64%)
E1	2(3,85%)	46(88,46%)	4(7,69%)	52(15,07%)
E5	4(12,12%)	21(63,64%)	8(24,24%)	33(9,57%)
Total	21(6,1%)	278(80,6%)	46(13,3%)	345(100%)

Source: Research collection.

There was a significant difference in the distribution of comparative performance in Question L1.2 between the schools (Table L08, p<0.001). The school with the highest percentage improvement in marks was school E8 (30%). The school with the second-highest percentage improvement was E5 (24%). E10 was the school with the highest percentage of students improving in the second assessment (13%). The school with the second-highest percentage of students improving was E5 (12%). Of particular note were E6, where all the pupils kept their top marks, and E2, where all the pupils got top marks in the first assessment and only one pupil improved in the second assessment. All the other 44 students (98%) kept their top marks.

Developing children's phonological awareness can help them to better understand situations involving spelling because they start thinking about different letters and different sounds from an early age. "Awareness of the difference between sounds and their possible representations allows children to find solutions thanks to the source of information available to them (Varela 1996, p.8).

6 Research considerations

The literacy process does not take place in a timeframe determined by education laws, nor in a timeframe stipulated by teachers, researchers and/or parents. The time it takes to develop the literacy process is driven by a series of factors that involve cognitive, historical, social and cultural aspects. To achieve this, we need to know how to read reality to be able to write our history.

Our story is written from dialogues, tensioned in the differences between the theories of the Psychogenesis of Written Language (Ferreiro and Teberosky. 1999), Alfaletrar (Soares, 2021a and 2021b) and Literacy Studies (Kleiman, 2002), for the recontextualization of language in literacy, through storytelling. The importance of these dialogues between the different theories is that teachers become aware of the complexity of the literacy process, through stories that involve: the cognitive action of the students, significant linguistic reflections, the exploration of the writing of thought, ideas, and messages and the writing and reading of our reality.

To write and read reality, we start with the student, i.e., their hypotheses about how we write a particular message (or words). Therefore, we need to propose spontaneous writing, which reveals their hypotheses, with the knowledge in the BNCC, which needs to be learned throughout the literacy process. The reading of reality can take place using tests developed through activities that make it possible to identify knowledge about the relevant aspects of literacy.

We can see that teacher training is one of the countless possibilities that contribute to overcoming learning difficulties, in an ecosystem made up of other

elements that are part of the indices (points) obtained. In our "tale" we highlight the presence of inclusion students (with a report), the availability of didactic-pedagogical materials, pedagogical practices, the configuration of space for action-reflection-action (teacher and student), articulation with the historical, social and cultural context, among others. So, if we become aware of the complexity of our story's ecosystem, we can increase the "point".

In this way, we explore and construct different stories, both told and invented, which contextualize knowledge (written language), expressing the meanings we attribute to the relationship between knowledge, plot, and life story. Storytelling problematizes everyday life through intrigue, making us interact about everything we experience in the adventure and choose the best outcome together. In this way, we can establish a web of relationships and build networks of knowledge in living and socializing. By creating this ecosystem for teacher and student learning, we can glimpse the natural process of literacy, although we still have many questions to think about.

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