



# Students' performance in written productions before and after a motion for interdisciplinary intervention

Desempenho de escolares em produções escritas antes e após uma proposta de intervenção interdisciplinar

Rendimiento de estudiantes en las producciones escritas antes y después de una propuesta de intervención interdisciplinar

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## Abstract

This study verified the third grade students' performance in elementary school on free written productions before and after a proposed interdisciplinary intervention developed by a teacher's pedagogical practice during the school year. Seventeen students and a teacher of third grade took part in the survey of a public school in the metropolitan region of Curitiba, Paraná. The survey had a collaborative nature and it considered 34 students' written assignments collected on the 1st and 4th bimester to evaluate and to plan interdisciplinary interventions in relation to cognitive and linguistic aspects, where the focus was the domain and knowledge of different textual genres. These productions were analyzed from the categorization of stories based on two studies. Results indicated that students improved their

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**Conflict of interests:** No

**Authors' Contribution:** APZ- was responsible for data tabulation, analysis, interpretation and preparation of the manuscript. She was also responsible for the manuscript corrections requested by the reviewers. SA- collaborated in the analysis and interpretation of data. Assisted in drafting the manuscript and corrections. LJM- was responsible for the literature search of studies for the preparation of the manuscript. JPO- was responsible for monitoring, guidance and preparation of the manuscript review. Also collaborated with the manuscript corrections requested by the reviewers.

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**Received:** 27/07/2014 **Accepted:** 24/05/2015



performance after interventions. Most of the written productions (thirteen) were in Category I in the initial collection (1stbimester). After the interventions (4thbimester) the productions became more complete and elaborated written stories. In the final collection, we point out that seven productions were into Category VI and six into Category V. Besides, the texts have improved in structure and organization where there was more paragraphing. It represents an important macrolinguistic aspect. Results are important to think and to consider three factors: a) explicit learning; b) it is necessary to achieve metatextual activities and c) condition of written production. The interdisciplinary intervention proved to be a favorable proposal for educational advice.

**Keywords:** child language; handwriting; narration; students.

## Resumo

*Neste estudo verificou-se o desempenho de escolares em produções escritas livres antes e após uma proposta de intervenção interdisciplinar desenvolvida junto às práticas pedagógicas de uma professora, ao longo do ano letivo. Participaram 17 alunos e uma professora do 3º ano do ensino fundamental de uma escola pública da região metropolitana de Curitiba, Paraná. A pesquisa, de caráter colaborativo, considerou 34 produções escritas dos alunos, coletadas no 1º e no 4º bimestres, para fins de avaliação e planejamento de intervenções interdisciplinares, voltadas aos aspectos cognitivos e linguísticos, com foco para o manuseio e o conhecimento de diferentes gêneros textuais. Essas produções foram analisadas a partir da categorização das histórias, baseada em dois estudos 12,13. Os resultados indicaram melhora no desempenho dos escolares após as intervenções. A maioria das produções escritas (treze) encontrava-se na Categoria I (histórias elementares), na coleta inicial (1º bimestre). Após as intervenções (4º bimestre), essas produções evoluíram para histórias escritas completas e mais elaboradas, evidenciando todos os elementos constituintes de uma história. Assim, destacamos sete produções que se encontravam na Categoria VI (histórias completas com sequência adequada de todos os elementos constituintes da história) e seis na Categoria V (histórias completas com sequência adequada de todos os elementos constituintes da história, porém sem descrição clara da(s) ação(ões) feita(s) para a resolução da situação-problema). Além disso, também houve melhor estruturação e organização do texto, utilizando-se mais de paragrafação, que corresponde a um importante aspecto macrolinguístico. Os resultados contribuíram para a reflexão e a consideração de três fatores: a) Aprendizagem explícita; b) Necessidade de realização de atividades de natureza metatextual e, c) Condição de produção escrita. A intervenção interdisciplinar se mostrou como uma proposta favorável de assessoria educacional.*

**Palavras-chave:** escrita manual; narração; estudantes; ensino.

## Resumen

*En este estudio se examinó el desempeño de estudiantes de una escuela primaria en la producción escrita libre antes y después de una intervención interdisciplinaria desarrollada con las prácticas pedagógicas de una docente durante el año escolar. Participaron 17 estudiantes y una docente del tercer año de una escuela pública en la región metropolitana de Curitiba, Paraná. La investigación, de carácter colaborativo, consideró 34 producciones escritas de los estudiantes, recogidas en el primer y cuarto bimestres, con fines de evaluación y planificación de intervenciones interdisciplinares, dirigidas a los aspectos cognitivos y lingüísticos, con enfoque sobre el manejo y conocimiento de los diferentes géneros textuales. Estas producciones fueron analizadas a partir de la categorización de las historias, basada en dos estudios 12,13. Los resultados indican una mejora en el rendimiento de los estudiantes después de la intervención. La mayoría de las producciones escritas (trece) estaba en la Categoría I (historias elementares), en la colección inicial (primer bimestre). Después de las intervenciones (cuarto bimestre), estas producciones han evolucionado para cuentos escritos completos y más elaborados, que mostraban todos los elementos constituyentes de una historia. Así, resaltamos siete producciones en la categoría VI (historias completas con seguimiento adecuado de todos los elementos constituyentes de la historia) y seis en la Categoría V (historias completas con seguimiento adecuado de todos los elementos constituyentes de la historia, pero sin descripción clara de la(s) acción(es) hecha(s) para la resolución de la situación-problema). Además, también hubo mejor estructuración y organización del texto, con más uso de párrafos, lo que corresponde a un importante aspecto macro lingüístico. Los resultados contribuyeron para la reflexión y la consideración de tres factores: a) Aprendizaje explícito; b) Necesidad de realizar actividades de naturaleza metatextual y c) Condición de la producción escrita. La intervención interdisciplinaria resultó ser una propuesta favorable para el asesoramiento educativo.*

**Palabras clave:** escritura manual; narración; Estudiantes; enseñanza

## Introduction

The learning of a written language happens both implicitly and explicitly. In other words, this linguistic competence is naturally acquired by children during the socialization process and daily communicative situations and also through formal education in schools. Moreover, it is known that learning is related to different metalinguistic skills, which involve conscious attention to the formal aspects of the language, in which some language units can be used for reflection. This is what defines the different types of metalinguistic skills, namely: phonological, morphological, syntactic, pragmatic and metatextual awareness<sup>1,2,3,4</sup>.

Concerning the metatextual awareness, it is defined as an activity performed by an individual that handles the text as an object of analysis, whose properties are examined from an intentional monitoring where the individual focuses his/her attention on the points which comprise text<sup>1</sup>. This reflection can consider the content and information provided in the text, as well as the structure and organization of the text, which refer to the macro and microlinguistic aspects of textual genres<sup>1,4,5</sup>. It is important to emphasize that in the preparation of any textual genre, linguistic aspects should also be considered, which are geared to the conventions and contextual language that define the time and space present in the text<sup>6</sup>.

The story textual genre, focus of this article, is a text that describes something that happened or a fictional content involving protagonists, actions, places and events narrated in a time sequence<sup>7</sup>. Still, the story has opening language conventions (Once upon a time ...) and closing (... and they lived happily ever) that characterize this textual genre and distinguish it from all other textual genres<sup>4,8</sup>. Other authors also discuss about the characterization and the nature of this textual genre. This work utilizes some studies<sup>8,9</sup> as a base.

In literature, many researchers directed their studies to the written production of stories by children, with the most different profiles and different goals.

In relation to the context or the written production situations, a study characterized written production of stories by students without complaint of language development (oral and written), from pictographic support<sup>10</sup>. This was a descriptive and exploratory research, conducted in a municipal

school of a rural district in a city in the state of Paraná, attended by 21 students, of both sexes and ages ranging between 7 and 9 years. Data collection consisted of solicitation of an oral narrative, after showing four figures placed in sequence, forming a story to the child. This orally produced story was a support for the construction of the written story, requested later. The second production (written) was analyzed. The results indicated that the majority (71.42%) of the children managed to produce consistent stories, 17 (80%) in situation 1 (story 1), and 13 (61%) in situation 2 (story 2). The authors found that the use of pictographic support in the elaboration of the stories became established as an enabling strategy of its building, because this support enabled the production of coherent narratives.

Other research investigated the effect of free written production and written reproduction about the establishment of consistency in stories writing by children of 2nd and 3rd grade of elementary school<sup>11</sup>. The students produced two texts: a free story, created by them, and the reproduction of Little Red Riding Hood children's tale, which was previously read to the children. The authors found that the production of coherent stories varies significantly according to education as the children of the 3rd grade produced more consistent stories in both production conditions. It was found that the stories produced in written reproduction condition provided a higher level of consistency, both among students of the 2nd and 3rd grade. The authors concluded that the reproduction of the story led to more coherent story writing than free writing production situation.

But the study by the authors Lins-Silva and Spinillo<sup>12</sup> examined the effect of different production situations (free, oral/written; pictures sequence, and reproduction of a heard story) in the stories writing in 7 to 10 years old children that attended 1st to 4th grade of elementary school (at the time). They were asked to write stories in those four production situations. The authors found that the more elaborated narratives were those produced from the pictures sequence and after hearing the story. This effect was not observed among children of higher grades (3rd and 4th), whose stories had an elaborated narrative structure in all conditions. Three levels of development as to the narrative skill in writing stories were found. Level 1: children did not produce complete stories; Level 2: children managed to produce full story depending on the

situation, and Level 3: the kids produced complete stories independently of the situation.

As to the aspects of assessment and intervention of the stories productions, research developed by Oliveira and Braga<sup>13</sup> examined the effects of a metatextual intervention program in the creation of written school stories by students with learning difficulties. The authors requested the production of oral and written stories with pictorial support, using a baseline with multiple intrasubjects, on two conditions: baseline and intervention. The baseline was the natural child's production. Before the baseline, systematization was made for learning the parts that make up a story. In phase A of the intervention, the researcher intervened, and in phase B, a self-regulation strategy was used. The results showed that all students improved their performance on the story production, from elementary schemes (33%) for a more elaborate scheme (77%), with a better structuring of the elements of a story or narrative. The data showed that the program was effective and pointed out the need to improve the data collection instrument with special attention to the illustrations used in the program.

The study made by Romano-Soares et al<sup>14</sup> analyzed two work proposition of written narratives practices to verify what resources would be more efficient for the benefit of students of 3rd grade of Elementary School (at the time) in text production elaboration; 60 students of two 3rd grade classes of a State School in the city of São Paulo participated in the study. For analysis purposes, 14 books of children's stories were used and the students were divided into two groups (Group A and Group B). In Group A, the story was told orally from colloquial mode, maintaining the role of narrator and the author's original structure. In Group B, the story was read as a whole. Using an overhead projector the book was projected and read aloud for the students to follow the reading and observe the corresponding illustrations. Changes of voice resource in the dialogues of the characters were used. The results showed, in general comparison that in both groups there was a substantial growth between the starting and ending time and also for interaction between groups. The authors found that the Written Narratives Promotion Program, based on the shared reading of children's books, constituted in a more efficient strategy than telling them the stories through a single language.

Costa and Boruchovitch's<sup>15</sup> research evaluated the effectiveness of an intervention in learning strategies to improve the quality of production of texts of the students. The study was based on an almost experimental design: test, intervention and post-test. The quality of textual production was evaluated considering two narrative texts (pre and post-test) as the structural aspects, focused on the presence of basic elements; as the level of articulation of ideas (hierarchical categories); as the spelling errors and as the number of written lines; 35 students from 6th grade at a public school in the city of Catalão-Goiás participated in the study. They were randomly assigned to experimental and control groups. It was found that, in the post-test, the students of the experimental group produced better texts, characterized by adequate narrative structure, more articulated ideas and greater amount of written lines.

The study conducted by Ferreira and Correia<sup>16</sup> examined the effectiveness of intervention situations that could lead the student to identify, analyze and reflect on the characteristic components of stories regarding the written production. In the first case of intervention, activities which highlighted the narrative structure of the stories were conducted. In the second case, in addition to previous activity, it was also made a survey of topics for writing new stories. The results showed a significant development in the writing quality of the students who participated in the two intervention contexts, compared to those who did not participate in the activities. These results allowed the conclusion that providing explicit instructions about the narrative structure of stories appeared to be an efficient way to help students in the production of more elaborate stories. Moreover, the idea that the realization of metatextual activities assists in the promotion and development of the narrative scheme of stories was confirmed, both in oral and writing production.

Researchers have shown the need of visual and listening support to the students' written production, and the encouragement of interventions focused on learning the organization and the structure of the story genre to complete and more elaborated written productions.

Therefore, this study verified the performance of students of the third grade of elementary school in free written productions before and after a proposal for interdisciplinary intervention, developed with the pedagogical practices of a teacher

throughout the school year. This work also indicated this intervention as an initial draft suggestion for an educational advisory.

## Methodological Aspects

### Type of study and ethical aspects

This study was characterized as a collaborative research<sup>17</sup> by means of which have been suggested and developed interdisciplinary interventions over a school year, in a school environment, based on the initial written productions of students of the third grade of elementary school. It was characterized by the exploratory and descriptive types<sup>18</sup>. Therefore, the approach of the research's problem involved both qualitative and quantitative aspects. And, since it is a collaborative research, at times, other data collection techniques, such as questionnaires, were used. However, the focus of this analysis is the production of the children. The study is approved by the Ethics Committee of the Universidade Estadual do Centro-Oeste, under the number 156.855, of November 27, 2012.

### Participants and place

Participated in this study seventeen students, of both sexes, enrolled in the third grade of elementary school and a public school teacher in a city in the metropolitan region of Curitiba, Paraná. The main criterion for selection of students was the fact that they are enrolled in the third grade of elementary school. It was also considered voluntary participation in research, through the reading and signing of the Informed Consent Form (ICF) by the guardian of each student. Criteria regarding the presence/absence of complaints/difficulties in school learning or history of retention in previous years were not considered. The criterion to include the teacher was her voluntary acceptance to participate.

### Procedures for data collection

The research instrument consisted of a written protocol that required a free production (spontaneous). This protocol was applied by the teacher, after speech therapy and educational guidelines. These guidelines were made in writing and in person, when the teacher asked any questions. This application occurred in class, during school hours, on the first and fourth quarter of the school year of 2011.

After the application of the protocol on the first quarter of the year, the textual productions

of the students were analyzed for educational interventions planning purposes with the teacher and students, which were carried out by a teacher in the classroom, with all the students in the class, throughout the school year. The application of the protocol of writing was repeated in the fourth quarter, after the implementation of these guidelines which have acted as a suggestion for interdisciplinary intervention.

The pedagogical coordination and the teacher were guided by the Speech Language Therapy and Pedagogy service with specific activities for the difficulties experienced by students in the textual production. The guidelines were designed to provide support and information about the complementary activities to educational planning. Specifically on the activities, it was suggested to work them focusing on: a) cognitive and linguistic aspects; b) Handling and knowledge of different genres, and c) specific aspects of text production, comprehension and spelling. These guidelines, as well as suggestions for activities, throughout the school year, were systematized in a program we call interdisciplinary. This program is defined this way because it has been built by professionals with different backgrounds (speech language therapy and education) with the teacher, that is, with their effective participation. In Appendix A it is possible to see some of these activities, as well as forms of implementation and evaluation. However, this presentation (Appendix A) was exposed in a separate way for descriptive purposes only, because the activities were implemented simultaneously or, in other words, all the presented aspects were elaborated in a week.

It is important to draw attention to the conceptual differences between genres, considered in this study as a theoretical assumption and genres established in the National Curriculum Parameters (PCNs)<sup>19</sup>. The Bakhtinian enunciation/discursive perspective is one of the theories that support the PCNs, especially with regard to speech genres, which are considered typical and stable forms of historically determined utterances. According to Marcuschi<sup>20</sup>, genres are defined as speech events, which are characterized as socio-discursive activities, not defined by linguistic characteristics. Thus, the genres fulfill functions in communicative situations, including an open and virtually unlimited set of concrete assignments determined by style, subject content, composition and function.

**Procedures for data collection**

During the development of this study, the focus of the activities oriented and suggested in the proposed interdisciplinary intervention was focused on the work with the metatextual awareness, specifically about the structure and organization of the text, that is, the elements that compose it. Thus, the textual productions of the students were analyzed from the categorization of stories based on the study of Lins-Silva and Spinillo<sup>12</sup> and adapted by

Oliveira and Braga<sup>13</sup>. The analysis categories reflect different levels of mastery of narrative structure and typical linguistic conventions of this textual genre, as presented in Table 1. However, as mentioned earlier, in addition to macro and micro-linguistic aspects of genres, linguistic aspects present in the text should also be considered to develop and assess the competence in writing different texts. These last aspects were not considered in this analysis.

Categories	Main features of each category, based on Lins-Silva and Spinillo (2000)
I	No-stories, consisting of loose phrases, sequence of actions, personal accounts, without the presence of typical linguistic markers of stories.
II	Introduction of the scene and the characters, with the presence of conventional linguistic markers presented earlier in the story and an action description, without a proper sequence.
III	Similar to category II, with action or actions that suggest the outline of a problem situation
IV	Similar to category III, with attempt(s) for resolution of the problem situation, but missing the outcome.
V	The outcome is present, but it is not explained how the problem situation was solved, in other words, there is no clear description of the actions made or action taken for the resolution, or, if it occurs, it is direct.
VI	Complete stories, with a more elaborate narrative structure in which the outcome of the plot is explained with proper sequence of all the constituent elements of the story.

**CHART 1** – STORIES CATEGORIES.

Therefore, the data were analyzed by addressing qualitative and quantitative aspects<sup>18</sup> and presented in tables and figures, to indicate: 1) The profile of the students; 2) The categorization of textual productions of the students in the first and fourth quarter of the year, and 3) Individual performance of students as to the development of textual production. Then, the data were discussed

based on the presented literature and complementary bibliography.

## Results

### 1) Profile of the students

In Table 1, the data on sample distribution by age and gender were exposed:

**TABLE 1:** SAMPLE DISTRIBUTION BY AGE AND GENDER.

Groups	Gender	
	Male (GM)	Female (GF)
<b>G1 (8 years old)</b>	2	3
<b>G2 (9 years old)</b>	5	3
<b>G3 (10 years old)</b>	2	0
<b>G4 (11 years old)</b>	1	0
<b>G5 (12 years old)</b>	0	1
<b>Subtotal by gender</b>	10	7
<b>Students total</b>	17	

Table 1 allows comparing the sample distribution by age and gender. It is found that, of the 17 students, ten are male (GM) and seven female (GF). Regarding the age, it ranged between 8 and 12 years old, and most (13) of the students have from 8 to 9 years old.

### 2) Categorization of the textual productions of the students in the first and fourth quarter

34 productions of the first and fourth quarter were categorized, according to data shown in Table 2 below:

**TABLE 2:** CATEGORIZATION OF TEXTUAL PRODUCTION OF THE STUDENTS IN THE FIRST AND FOURTH QUARTER

Quarter	Categories I	Categories II	Categories III	Categories IV	Categories V	Categories VI	Total
<b>First Quarter</b>	13	0	1	0	2	1	17
<b>Fourth quarter</b>	0	3	0	1	6	7	17
<b>Total</b>							34

In the first quarter, the majority (13) of the textual productions of the students was in the Category I. These free textual productions consisted of loose phrases, sequence of actions, personal stories or songs. In other words, they were characterized by nonstories without the presence of linguistic markers typical of this textual genre.

According to Table 2, it is possible to identify a better performance in textual production in the fourth quarter. Among the textual productions

elaborated by students, seven (7) are in Category VI, considering complete stories, with a more elaborate narrative structure in which the outcome of the plot is explained with proper sequence of all the constituent elements of the story, in other words, the scenario, theme, plot and resolution are present. Other six (6) textual productions are in Category V, showing all the elements of the story; however, there is no clear description of the actions made or action taken to resolve the problem situation.

### 3) Individual performance of students in the development of textual production

Table 3 presents the analysis of the individual performance of the students as to the development of textual production:

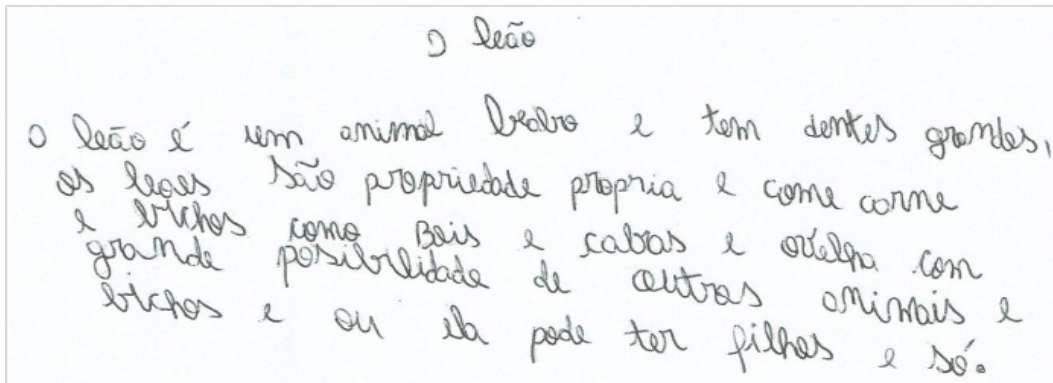
**TABLE 3:** INDIVIDUAL PERFORMANCE OF STUDENTS IN THE DEVELOPMENT OF TEXTUAL PRODUCTION

Quarter/ Student	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17
First Quarter	I	I	I	I	I	I	I	I	I	V	III	I	VI	I	V	I	I
Fourth quarter	II	VI	V	II	IV	V	V	V	VI	V	VI	VI	VI	V	II	IV	VI

As previously mentioned, in Table 2, there was better performance in the textual productions of the students, demonstrating better command on the metatextual awareness of the story genre, as most elementary textual productions (Category I), in the first quarter, evolved into complete and more

elaborate written narratives (Category V and VI) in the fourth quarter.

As an example of individual performance and the development of written narrative skills (Table 3), and free textual productions (spontaneous) prepared by the A12 student is presented in Figures 1 and 2 below:



**FIGURE 1:** FIRST QUARTER FEMALE STUDENT’S TEXTUAL PRODUCTION

At this time of evaluation (first quarter), the textual production of this student was in the Category I, characterized by nonstories without the presence of linguistic markers typical of this textual genre, without the presence of the elements of a

story: scenery, theme, plot and resolution. Thus, its textual production is characterized as descriptive rather than narrative text type.



1- Produção Espontânea: O leão e o rato  
Era uma vez um ratinho que saiu de sua toca  
e foi surpreendido por um leão que pegou  
o ratinho e estava falando que ia matar o  
rato. O rato disse: por favor leão não dei  
brincar dei suas vidas e o leão viu haha!  
mas soltou o ratinho, passaram dias e dias  
e o leão foi capturado por caçadores!  
numa corda. Foi o ratinho estava por perto  
por ali e daí o rato roeu a corda e soltou  
o leão. Agora eles são amigos.

FIGURE 2: FOURTH QUARTER FEMALE STUDENT'S TEXTUAL PRODUCTION

At this time of evaluation (fourth quarter) the student presents a complete and elaborated written narrative, that contains all the elements of a story. Moreover, it narrates more than one problem-situation (theme), actions taken to solve the problem (plot) and resolutions. Therefore, the development of written narrative is in Category VI. It is also possible to notice the presence of paragraphing.

Still regarding the individual performance and the development of written narrative skills, two situations must be highlighted. The first refers to the fact that two students in both evaluation moments (first and fourth quarter), remained at the same level

of development. According to Table 3, the textual production of the A10 student is in Category V and the textual production of the A13 student in Category VI. However, although the A13 student remained at the same level of development, her fourth quarter textual production showed better text structure and organization, using more aspect of paragraphing, as presented in Figure 3 below:

O leão e o ratinho  
Um dia o ratinho saiu de sua toca levou um susto porque deu a frente com as patas de um leão.  
O leão começou a ser amigo do ratinho e deixou sair sem o leão comer o ratinho.  
Passaram-se dias e dias e cada dia o ratinho ficava mais amigo do rato.  
Um dia o leão caiu numa armadilha e o rato do bom roeu a corda e soltou o leão.

FIGURE 3: FOURTH QUARTER FEMALE STUDENT'S TEXTUAL PRODUCTION

The second situation refers to the A15 student that, for the first quarter, developed a Category V textual production, in which the outcome of the story is directly presented, as there was no clear description of the actions made or action taken for

the resolution of the problem-situation of the story.

Figure 4 presents the textual production prepared by the student in the first quarter:

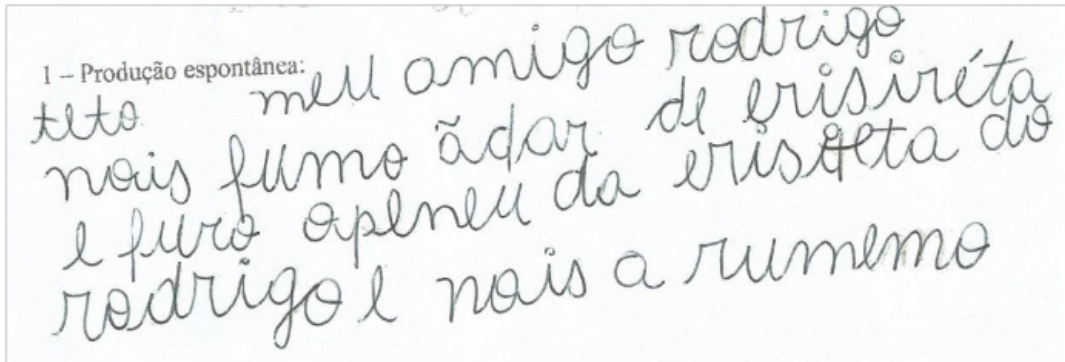


FIGURE 4: FIRST QUARTER MALE STUDENT'S TEXTUAL PRODUCTION

However, in the fourth quarter, his textual production is in Category II as there are introduction of the scene and the characters, with the presence of conventional linguistic markers presented earlier in the story, however the description of actions was predominant, characterizing a narrative and

descriptive text type. In other words, there was the presence of other elements that compose a story (theme, plot and resolution). Figure 5 presents the textual production developed by the student in the fourth quarter:

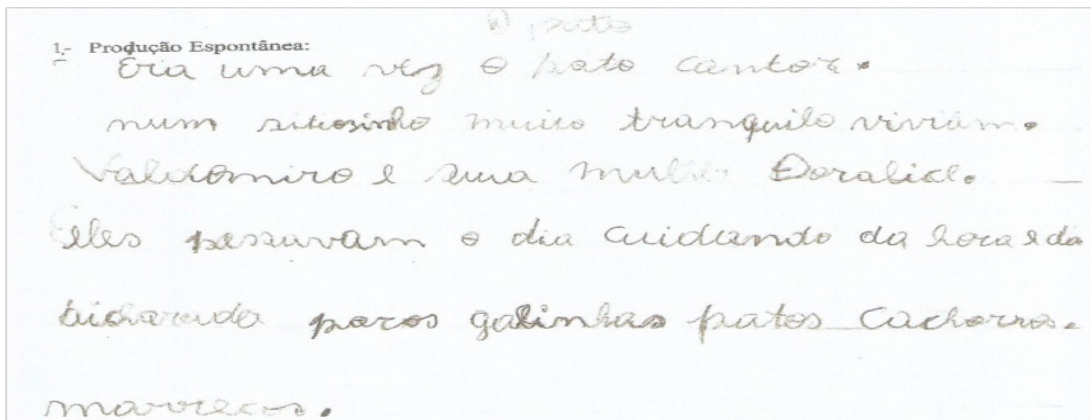


FIGURE 5: FOURTH QUARTER MALE STUDENT'S TEXTUAL PRODUCTION

## Discussion

Checking the profile of the students as to their ages, it was possible to find out that the largest group corresponds to the age of nine years old. By observing the curricular changes that have occurred in recent years, it is possible to see that at this age students would be in the old third grade or at the current fourth year<sup>21</sup>.

With the 9 years elementary school it was estimated that the learning associated with the time spent in school could contribute significantly to the students to learn more and in a more enjoyable way and, for students of third grade, it is expected that, at this phase of development, they could reflect on the use of writing in everyday life and being literate<sup>21</sup> at this moment.

Although less frequent, the presence of students with more than ten years old in this level of education suggests that these children are late in the acquisition and development of written language (reading and writing). Data from the School Census of 2007 and 2008 revealed that a significant number of children who were admitted at the age of six in public schools are failing<sup>22</sup>. In addition, it is possible that the expansion of schooling time is not always followed by the implementation of educational activities that promote the continuous advancement of learning for all children<sup>23</sup>.

Not only the curricular changes may have generated reflections on the evolution of education and student learning process, since the heterogeneity of the school may be linked also to the individual, family, socioeconomic and cultural<sup>24,25</sup>.

Regarding the story genre, the students' performance in the first quarter demonstrated that these students do not have much metatextual awareness about this genre<sup>12,13</sup>. Some research regarding this meta-linguistic ability expose specificities which vary according to age, education, social factors, structural features of the text and also the contact that children have with texts in their daily lives. However, all these studies have in common the fact that the metatextual awareness is developed between the ages of 5 and 9, emerging more clearly at 8 and 9 years old<sup>26,27,28</sup>. It is highlighted that, as presented above, most students participants of this research are between 8 and 9 years old, which leads to inferring that this aspect may not have been the target of systematic pedagogical interventions so far, as emphasized in other studies<sup>29,30</sup>.

Moreover, referring to the schooling, the research made by Pessoa et al.<sup>11</sup> investigated the effect of free written production and written reproduction about the establishment of consistency in stories written by children of second and third year of elementary school and determined that the production of coherent stories varies significantly according to the level of education. The authors found that students in third grade produced more consistent stories in both free writing production condition and in written reproduction condition. In this perspective, another study<sup>12</sup>, while examining the effect of different situations of written stories on children from first to fourth grade of elementary school (at the time), found that students of third and fourth grade had a narrative structure of stories elaborated in all production conditions: free; oral/written; from prints sequence; and reproduction of a story heard.

However, it was identified a better performance of students in textual production in the fourth quarter, showing better awareness of metatextual knowledge of the story genre<sup>12,13</sup>. These results corroborate other studies<sup>13,15,16</sup>, which showed that there was better performance regarding the stories produced by students who participated in the intervention contexts. These researches also contributed to the conclusion that providing explicit instructions and execution of metatextual activities about the stories narrative structure assists in the promotion and development of the narrative scheme of more elaborated and complete stories.

Regarding the results of individual performance on the initial development of the written narrative skills, they corroborate the study presented by Lins-Silva and Spinillo<sup>12</sup>, which identified three levels of development as to the narrative skill in writing stories, with level 1 corresponding to children who did not produce complete stories. In contrast, since the situation of narrative writing presents an elaborate and complete story, the results of this research also corroborates other researchers<sup>9,12,13</sup>. In addition, narratives in the final evaluation showed the presence of paragraphing, constituting an important aspect of the text macrolinguistic<sup>5</sup>.

The situation presented by the student that in the first quarter presented a more elaborated story and in the fourth quarter presented a more simple written narrative draws attention to the productions conditions, since it was a free production

(spontaneous) condition. A research<sup>11</sup>, that examined the effect of the writing production conditions about the establishment of coherency in the story writing of children in the second and third year of elementary school, found that the stories produced in written reproduction condition provided a higher level of consistency both among students of the second and third year. The authors concluded that the reproduction of the story led to more coherent story writing than free writing production situation. Another study<sup>15</sup> also found that stories with a more sophisticated language structure and organization were those produced in situations where it was provided visual support (pictures sequence) or verbal (from the heard story) that assisted in the writing of stories. However, this effect was not observed among children of higher grades (third and fourth grade of elementary school, at the time), whose stories had an elaborated narrative structure in all production conditions: free, oral/written, pictures sequence and reproduction. The results of another research<sup>10</sup> also highlighted the encouragement of pictographic support (pictures sequence) in the preparation of written narratives of complete stories.

Thus, it is not considered that there was a “retreat” in the performance and/or written narrative scheme knowledge of this student, but it is considered the possibility that the free production condition have influenced this performance, as it is highlighted by some researchers.

### Final Considerations

Verifying the performance of students of the third grade of elementary school in free written productions before and after a proposal for interdisciplinary intervention, developed with the pedagogical practices of a teacher throughout the school year, it was possible to make statements about three aspects: a) Explicit learning; b) The need to execute metatextual activities and, c) Written production conditions.

The results showed that, in the categorization of the textual productions of the students in the first quarter, even with an age group in which is expected an advanced metatextual awareness, most students presented Category I textual productions. Considering individual, familiar, cultural and also educational factors, it is noticed a better performance in these textual production in the fourth quarter. Students demonstrated better knowledge of the metatextual awareness of the story genre, since the structure and organization of written narratives

evidenced the elements that comprise a complete and more elaborate story, that is, the stories presented the scenario, theme, plot and resolution according to Categories V and VI.

Thus, the performance of students in the development of these textual productions highlighted the need and learning contribution from the explicit learning of written language as well, performing metatextual nature activities. The planning of educational interventions with the teacher and students, focused on cognitive aspects; metalinguistic; specific aspects of text production, comprehension and spelling, on the handling and knowledge of different genres, enabled the development of activities concerning conscious attention to the formal aspects of language and, therefore, a better knowledge of metatextual awareness of stories genre. In other words, students showed the metalinguistic knowledge on how to write a story.

Related to the condition of written production, it was found that the free condition also favors the elaboration of the textual production. However, alerted to the fact that it is not possible to generalize this statement, since it was identified in the study one student who demonstrated in his written production a simple category in the fourth quarter, compared to the more elaborated category shown above (first quarter). Thus, questioning the need to consider other production conditions, pointed out by other studies, which suggest the use of the condition with visual support, through the pictorial support (pictures sequence) and/or verbal support, retelling the story heard. These conditions also assist in the promotion and development of the narrative scheme of more elaborated and complete stories.

Given the above, it is noticed that collaborative research favors the short, medium and long term results. This research contributed to results in the medium term both for the performance of students and for the interdisciplinary educational practices. Therefore, the interdisciplinary intervention developed with the pedagogical practices of a teacher throughout the school year, proved to be a favorable proposal for educational assistance.

It was also considered that gaps related to metatextual awareness in teaching practices showed a teaching reality with few resources to deal with various situations of difficulties in the teaching-learning process, implying widely explored discussions in literature about the training of

this professional. While it is not the focus of this study, it is worth pointing out the need and open up new possibilities for research and interdisciplinary work.

The pursuit of development of actions in these contexts indicates promising paths. Finally, the extension of this research is suggested, involving a larger number of analyzed texts and other school years so that the results could strengthen the need for collaborative and purposeful work in the school, enabling the (re)construction of vocational training, educational practice and the teaching-learning process, related to aspects of metatextuality and text production.

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