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MEDIATION OF LITERARY READING: INTERPRETATION OF LANGUAGE UNDER THE NEUROSCIENTIFIC BIAS

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Abstract: The selection of literary works is essential for the development of reading mediation activities for student interaction with the text. This way, the articulation between theory and practice is a challenge when problematizing to reduce the distance between both. Therefore, the workshops have a practical character with the purpose of developing reflections based on the feel-think-act triad. The definition of the research problem raises several questions, which aim to guide the understanding of the research object, among them: How do students of the 21st century perform literary reading? What are the facilitator's contributions to student/reader planning? What are the neuroscientific findings about literary reading? To respond to the research problem, the present study investigated the students' knowledge about literary reading comprehension as well as the neuroscientific contributions on the subject. Therefore, the methodological approach taken to build this study was based on a qualitative approach with a semi-structured interview in planning interventions at the interface of differences in methods and languages. According to the results of the workshops developed with the students, relevant reflections on the conception of reading as well as the understanding, based on the student's interaction with reading, establish relationships of a reflective, interpretive and dialogic nature.

Keywords: Mediation, reading, neuroscientific.

INTRODUCTION

The term "mediation" refers to the act or effect of mediating; act of standing between two things. This term, together with the expression literary reading, refers to different practices, of fundamental importance in the process of training readers, as it involves bringing readers and literary texts closer together. Literary reading mediation encompasses experiences that contribute to the encounter between readers and literary art, dialoguing closely with the aesthetic experience of the literary text.

In the studies of Vygotsky (2003), it is through the process of interaction with contexts and the mediation made by the other that the human being appropriates cultural objects and develops. From this perspective, human development is conceived as a process of change, favored by dialogic relationships between subjects, a process that is always mediated by people from the subjects' sociocultural group, who indicate, delimit and attribute meanings to behavior, situations of life and the world in general. In view of the aforementioned considerations, the researcher's workshops and planning play an active role in this interaction process.

MEDIATION OF READING IN A NEUROSCIENTIFIC CONTEXT

The mediation of literary reading is a theme that deserves to be investigated, as the student's first experiences with reading can become significant in the formation of the reader. Moreira (2014) investigated how librarians make educational practices for training readers possible. According to the author, there is an imposed limitation that highlights the lack of formal integration of the librarian's educational practice of training readers into the teaching and learning process at school.

Vygotsky (1999) asserts that dialoguing about the intervention of the more experienced person and about the interaction with the environment and with the other is an important part in the process of insertion of the subjects in the culture. Moraes (2014) points out that the concept of mediation goes beyond recommending good books to students and must be thought of as a dialectical process,

which presupposes moments of learning with intentional actions based on dialogue, which is the most elementary form of communication and construction. of meanings.

Macedo (2015) reflects on a practice of reading mediation with an intervention proposal whose objective is to effectively carry out reading mediation, starting from the students' reading experiences and discussing the various aspects that involve textual genres, contributing to the process of student reading formation, in addition to reflecting on the importance of proficient reading in social practices of writing use in the context in which students are involved. According to the aforementioned author, the attitude of the reading mediator considers the student's reading experience. Thus, the practical action of the mediator is conceived as a way to develop the student's reading ability, mediating between reader-text and reader-author. The role of reading mediators who work in school libraries can provide a commitment to encourage reading with the use of the collection and, thus, benefit the formation of new readers. According to the author, her study can support literature researchers by collaborating with reading practices based on an awareness of the importance of literature to stimulate a taste for books through different methodologies. For the authors, after the interventions, changes were verified in the practices of the subjects involved (MACEDO, 2015; SILVA, 2015). Ferreira (2016) analyzes the construction process of the critical-reflective reader. However, the author states that there was no mediating function from the verbal interaction in the activities developed in the program entitled "Reading Room". In this sense, the indicatives of this research make the mediators critical of reading teaching.

For Nóvoa (2011), the practice cannot be considered only as a moment of reproduction, transmission of knowledge, but as a space for reflection, construction of new knowledge, which represents the formation of a reflective researcher. As advocated by Freire (1986), training practices must not be based on the teacher as the holder of knowledge, since the transformation of doing takes place from the dialogue between their training practices and the mobilization of their knowledge. Tardif (2000) states that the mediator constructs and supplies himself with a reservoir of knowledge necessary for teaching, among which are the knowledge: disciplinary, curricular, educational sciences, pedagogical tradition, experience and pedagogical action, to solve conflicts and situations in the teaching-learning process. In addition to all this knowledge, it is important to address the elaboration of general objectives for teaching, about the epistemological foundations with the school as a privileged locus for professional development and, in this case, for the mediation of literary reading.

In the conception of Vygotsky (2007), the mediation of reading is based on his conceptions about human development intertwined in a historical-cultural process, in which it is important to consider the human being and the time in which these relationships are established through their experiences. In this context, mediation, according to the author described above, can be characterized by instruments and signs: the instruments, which would be the tools that would modify the structure of the objects, and would have the function of:

> [...] to serve as a conductor of human influence on the object of activity; he is externally oriented; must necessarily lead to changes in the objects. It constitutes a means of internal activity directed towards the control of the individual himself. (VYGOTSKY, 2007, p. 62).

Regarding language, the aforementioned author asserts that signs are psychological instruments that act as an element of psychic

activity, directing thought actions as memories or memories, words and symbolic values that act internally in the subject, mobilizing experiences, action on the conscience, self-regulation, internal control of the individual. Bortolin (2010, p. 115) conceptualizes reading mediation as "[...] the casual or planned interference aiming to lead the reader to read literature in different supports and languages". Also according to the author:

> It is also necessary for the mediator to have an empathetic position towards the reader, because by putting himself in the place of the other (the mediator) he will be able to perceive this other more clearly. The mediation of literary reading must also be carried out with involvement and commitment, as there are many reports that initiatives in this sense are surrounded by demands. (BORTOLIN, 2010, p. 115).

In Galeano's conception (1997), it is undeniable that in this mediation process there is the influence of the mediator, who plans, selects, conducts, makes choices that reverberate in the reading preferences of the reader. In other words, it promotes the reader – book – reading relationship, which can awaken in people the senses of the texts, unveil the horizon of sensations, meanings arising from the literary experience and help the reader to "look at the immensity of the sea".

Therefore, the mediator of literary reading has as its premise the objective of promoting the practice of literary reading. However, it is important to emphasize that in the case of mediation around the literary text that takes place at school, it must have an intention.

For Vygotsky (1989, p.104),

> The meaning of a word represents such a tight amalgamation of thought and language that it is difficult to say whether it is a phenomenon of speech or a phenomenon of thought. A meaningless word is an empty sound; the meaning, therefore, is a criterion of the ¨word¨, its indispensable component

[...]. But... the meaning of each word is a generalization or a concept. And since generalizations and concepts are undeniably acts of thought, we can consider meaning as a phenomenon of thought. (VYGOTSKY 1989, p. 104).

Cosson (2015) proposes that reading literature in the school context follows two biases, which he calls illustrated reading and applied reading. In that regard:

> [...] illustrated reading as an activity of fruition and delight, aimed almost exclusively at the insertion of the student in the world of writing or the free handling of printed matter, which is the preferred way of using literary texts in the early years of elementary school. [...] applied reading is intended to promote knowledge, that is, reading is intended to learn something for which the text is a vehicle. (COSSON, 2015, p. 165).

Freire (1986) calls it the ability to read the world subjectively; and critical reading, which is the ability to overlap the two forms of previous readings, enabling the elaboration of one's own conclusions and the construction of new knowledge. For Maia (2007, p. 29), "reading has considerable power and assumes a pressing importance in the educational process beyond the simple fact of teaching something".

According to Lois (2011),

> [...] to choose to invest in literature as an aesthetic text, with a subjective effect, favors the encounter of the text with the reader and offers him spaces for identification and projection, through a dialogue with his life baggage. It is in this space of abstraction allowed by art that the reader encounters pleasure and takes off with it to conquer other forms of reading. (LOIS, 2011, p. 15).

This way, Magnani, (2001, p.34)

> [...].] from the interactionist point of view, reading is a process of construction of meanings. Oscillating in a constant tension between paraphrase (reproduction of meanings) and polysemy (production of

new meanings), it constitutes a process of human/world interaction, through a dialogic relationship between reader and text. (MAGNANI, 2001, p. 34).

Reading as a range of possibilities for the production of meanings, which provokes the integration and transformation of the individual and, in this perspective, the school is one of the spaces for this transformation when it offers varied reading mediation strategies, aiming at "[...] to resume relations between reading, literature and school from the point of view of political possibilities in the sense of destabilizing the dichotomy between pleasure and knowledge" (MAGNANI, 2001, p. 29).

In a previous study Magnani, (1988, p.17).

> (...) reading is not an isolated act of an individual facing the writing of another individual. It implies not only the decoding of signs, but the understanding of the linguistic sign as a social phenomenon. It means the encounter of a reader with a writing that was made official (through the intervention of normative instances such as school, for example) as a text (and as literary) in a given historical and social situation. And in this complex relationship interfere the stories of reading the text and the reader, as well as the modes of persuasion learned as norms, at a certain time and by a certain group. (MAGNANI, 1988, p. 17).

Learning to read involves several visual, phonological, semantic and linguistic processes, activating different parts of the brain. Among the research carried out, those related to the mechanisms of attention, memory, learning, emotion, language and communication are also included (VENTURA, 2019). Learning to read is not a simple and natural process. "Written language, precisely because it is a recent acquisition in the history of our species, does not have a pre-established neurobiological apparatus." (COSENZA, 2011 p. 1016). It is a very complex cultural invention, involving

visual, phonological, semantic and linguistic processes. Learning to read is a process that demands schooling time and cognitive efforts and, therefore, requires systematic teaching (DEHAENE, 2012; PLAUT, 2013).

Thus, Caribé (2017) states that, by:

> To investigate the process of how the brain learns and remembers, from the molecular and cellular level to the cortical areas, we found fertile elements for reflection on how to promote meaningful teaching with better results, which causes changes in the rate of synaptic connection, affecting the brain function, consequently activating the subjects' ability to learn. (CARIBÉ, 2017 p. 499).

Reading and writing are closely related skills. Both skills are acquired in stages in a complex and long process (HRUBY, 2011). Therefore, reading and writing are the most important tasks in cognitive stimulation, as suggested by Fernandes (2013) and must be part of the foundation of the entire curriculum project. On the other hand, the advent of computers, smartphones, tablets and so many image resources and facilitated writing on keys and screens, how to offer motivating and also stimulating curricula for handwritten text? Videos and photos are less effort than reading and writing. Reading or writing produces a set of harmonious but also dissonant interactions that are part of fundamental aspects of our cognitive lives, which are the contradictions between our needs for patterns, constancy and predictability and our also necessary flexibility and openness to the new. (ARMSTRONG, 2020). For the brain, reading and writing seem like challenges and, at the same time, inconsistencies.

For the formation of a good reader, however, although decoding is essential, it is not enough, since the understanding of the message is the objective of reading, "(...) a work focused on graphophonemic correspondences is the way to fluent reading

and the meaning of the text" (SANTOS, 2018 p. 221). Dehaene (2012) states that the grapheme-phoneme decoding pathway essentially involves the upper regions of the left temporal lobe, which we know are mainly involved in the analysis of the representation of sounds, notably, in speech sounds, as well as the frontal cortex lower and left precentral that intervene in the joint. It is at the level of the temporal lobe that letters seen and sounds heard meet. With regard to the meaning of words, the bundle of brain regions that we use to analyze it is quite different. The left frontal and temporal areas are the visible face of the semantic bundle, activated as soon as a person performs conceptual work. Its function is, above all, to facilitate access to semantic knowledge in regions of the cortex, collecting fragments of meanings and associating them in bundles that would constitute the meaning of words (LENT, 2010).

In the phonological pathway, according to Cozensa (2011), two types of decoding can occur. In the first, the sound of the word is linked to articulation, regardless of whether the reading is performed aloud or not, because, even if it is silent, the area destined for this processing is activated. In the second, there is the process of auditory perception of the word triggered by visual information. This result corroborates the ideas of Dehaene (2012) when he points out that, in order to progress in reading, it is necessary to develop the phonological phase. Adams et al., (2006), assert that phonological awareness plays an important role in the process of learning to read and write, as it makes the process easier and more productive. For Campos et al. (2012), the lack of phonological awareness in subjects with reading and writing difficulties mainly involves the identification and manipulation of phonemes. Corso (2009) states that reading processes are fundamental for word recognition (access to the mental lexicon) and

understanding what is recognized. Accessing the lexicon from an interactive perspective involves combining contextual, visual, phonological and orthographic information. Competent reading requires automatic access to the lexicon and more complex cognitive-linguistic skills to enable comprehension.

The study by Salles (2002) showed that children with better reading skills were those who read the text with greater speed, as word reading was automated. In this process, full mastery of the act of reading presupposes phonological and lexical awareness, the former being essential for success in reading acquisition. In the skilled reader, according to these studies, both routes may be available and used in parallel in word reading. This effectiveness comes as the grapheme-phoneme conversion process becomes increasingly automated. According to Santos (2018), the process of reading acquisition is characterized by a high level of complexity, since children are faced with a variety of letters and sounds. In his research study, it was found that decoding errors compromised both fluency and text comprehension, making reading long and exhausting, even discouraging the student.

In learning to read, skills related to this process and the desire to learn to read can be mobilized in order to overcome and always achieve new goals and other degrees of complexity of reading comprehension (SOLÉ, 1998). Through reading, the individual activates areas of the brain as if visualizing the action. Scientists believe that more prolonged studies can point out more precisely the duration of the marks left by the literary experience in the brain through the power of suggestion and imagination (COSENZA, 2011; LENT, 2010).

Research has proven that creative thinking stimulated by reading also generates benefits in interpersonal relationships. By studying the complexity of characters throughout a story,

the reader performs an exercise in empathy through the "mirror neurons" in the parietal and frontal cortex (RIZZOLATT, 2007). Brain areas active during reading: ventral occipito-temporal cortex, including visual word form area; regions in the intraparietal sulcus; regions close to the primary auditory cortex in the superior temporal gyrus; Wernicke and Broca area (COSENZA, 2011).

The activity of reading requires several mental processes, among which perception, memory and reasoning stand out. Reading activates the left hemisphere of the brain, which is the language and the most endowed with analytical capabilities, but there are many other areas of the brain of both hemispheres that are activated and intervene in the process (LENT, 2010). Decoding letters and words requires the activation of large areas of the cerebral cortex. The occipital and temporal cortex are activated to see and recognize the semantic value of words - meaning. The frontal motor cortex is activated when mentally evoking the sounds of words. The memories evoked by the interpretation of what was read activate the hippocampus and the medial temporal lobe (COSENZA, 2010, DEHAENE, 2012).

Reasoning about the content and semantics of what was read activates the prefrontal cortex and working memory to solve problems, plan for the future and make decisions through executive functions (LENT, 2010). Affective valence is attributed by observing the behavior of others, which can pass through the scrutiny of mirror neurons, as the identification of this intentionality of the act is processed by this group of neurons (DAMASIO, 2000; RIZZOLATTI, 2010). Mirror neurons provided the development of important functions such as language, imitation, learning and culture (RIZZOLATTI, 2006). Goleman (2014) states that empathy is the basis of the ability to relate. And just like

self-awareness, self-management and other mental resources, they make up key points of emotional intelligence.

In the inferior frontal lobe gyri is Broca's area that controls the expression of language, the cortical center of the spoken word. In it, there is a set of neurons that regulate the expression of language, both spoken and written. Another area related to language, which is near the end of the lateral sulcus, is Wernicke's area, in which language perception and comprehension takes place. In Broca's area, the expression occurs (COSENZA, 2011). Language expressed in speech plays a central role in cognitive development, enabling conscious or deliberate mental activity for planning actions to solve cognitive tasks. Interactions, therefore, are indispensable conditions for language acquisition. (VYGOTSKY, 2000).

Verbal and written language is coated with emotional aspects with reactivation of various memory modalities, such as visual, auditory and olfactory and depends on the integrity of countless other brain functions, primitive and phylogenetically more evolved. According to the phonological, morphological, syntactic, semantic and pragmatic parameters, language can be evaluated. When evaluating it, Damásio (2000) considers three functional systems:

1. Operative or instrumental, which corresponds to the region around the Sylvian fissure in the dominant hemisphere and where phonological processing takes place.

2. Semantic, which includes extensive cortical areas of both hemispheres and governs the meaning of words.

3. Mediation, which encompasses frontal, temporal and parietal areas that surround the operating system and in which the lexicon is organized in a modular way.

In reading, visuospatial regions are activated that play a role in temporarily

maintaining the letters of the alphabet and other symbols in the cognitive system. Furthermore, an episodic loop plays a role in linguistic processes especially in the semantic component (BADDELEY, 2007). Reading ultimately floods the whole brain with activity and also reinforces social skills and empathy. Recent neuroimaging studies have demonstrated brain activity related to the impact of reading on brain areas related to emotions. In addition, reading, in addition to improving empathy and understanding others, is one of the best exercises for concentration, attention, focus, memory and learning.

Oatley (2016) investigated that engagement with literary fiction leads to improvements in empathy and theory of mind that derive both from practice in processes such as inference that occur during literary reading, and from the content of fiction, which is usually about characters. humans and their interactions in the social world. For the author, understanding stories shares areas of brain activation with empathy processing. Therefore, literary reading is an engagement process that includes making inferences and engaging emotionally, and in part with the content of fiction, which includes complex characters and circumstances that we may not encounter in everyday life. Thus, fiction can be thought of as a form of awareness of self and others that can be passed from an author to a reader or viewer, and can be internalized to enhance everyday cognition.

RESULTS AND DISCUSSION

The construction of this study was based on a qualitative research approach. The semi-structured interview made it possible to list main questions that could be complemented by other questions that emerged and that helped to better understand the voice of the research subject, since there is no standard answer or closed alternatives for the questions in this type of interview (MANZINI, 1990). The field diary is essential to record what was observed during the interview. Furthermore, it makes it possible to enter in an assisted way into the investigated space, literally describe the events, comments and reflections obtained in the field (VÍCTORA, 2000).

For Ibiapina (2008, p.90):

> [...] Collaborative observation is a procedure that articulates teaching and research, theory and practice, as well as allowing teachers in training to think about pedagogical practice in the classroom context. [...] starts by observing classes in school contexts, this procedure builds reflective moments that allow the formation and development of a more autonomous pedagogical practice [...]. (IBIAPINA, 2008, p. 90).

As Bakhtin (2011, p. 341) says, "[...] being means being for the other and, through him, for oneself. Man does not have a sovereign interior territory, he is all on the border, looking inside himself, looking at the other in the eyes or with the eyes of the other". Vygotsky (2009) and Bakhtin (2014) agree that language is a process of constitution of the human being, of the elaboration of concepts and, for this, the role of the mediator is fundamental. In Bakhtin's (1993) conception, each form of language, dialogue, discourse is marked by the subjectivity of those who take a position in relation to other discourses.

> [...] To be in a unique and unrepeatable way: I occupy a place in the unique and unrepeatable Being, a place that cannot be taken by anyone else and that is impenetrable to anyone. At the given single point where I am now, no one has ever been in the single time and single space of the single Being. And it is around this unique point that every unique Being arranges itself in a unique and unrepeatable way. What can be done by me can never be done by anyone else. The uniqueness or uniqueness of the present Being is forcibly obligatory. (BAKHTIN, 1993, p. 58).

The semi-structured interviews with those involved show dialogues between the subjects, who recognize themselves in the interaction with the other that contributes to the construction of their otherness, meeting the reflection on language according to the author cited in the subsequent paragraph. From Bakhtin's perspective (2006, p.117):

> [...] every word serves as an expression to the one in relation to the other. Through the word, I define myself in relation to the other, ultimately, in relation to the collectivity. The word is a kind of bridge launched between me and the others [...] The word is the common territory of the speaker and the interlocutor. (BAKHTIN, 2006, p. 117).

According to Flick (2004), the data can be only qualitative or also qualitative with quantitative, such as interviews, questionnaires, documents, field diary, which provides greater evidence, since there is more than one source of information, thus allowing, validate certain data. Bakhtin (2010) suggests that every discourse is permeated by other people's voices, carrying with it other discourses and lived experiences. In addition, the elaboration of a new discourse takes place in a unique space-time by historical subjects within a determined context, which cannot be experienced at another time. Thus, the discourse is always for the other. Therefore, the speech given will always echo something in the other, full of experiences and voices that constitute us as participants in this great space and time.

Thinking of the workshops as a moment of encounter makes it possible to re-signify this space as an opportunity for students to be protagonists in the dynamics of the school context. The mediation workshops are to conceive that researcher and research participants are learners in this investigative context and have co-authorship in the construction and production of knowledge. Therefore, the workshops correspond to a privileged place that allows the understanding of the forms of production and discursive functioning, according to the perspective of dialogism, since in this space several languages circulate. Moreover, in them, the dialogic is supported by the responsive character of the discourse between the subjects. Bakhtin states (2003, p. 271),

> [...] to perceive and understanding the (linguistic) meaning of the discourse, simultaneously occupies an active responsive position in relation to it: agrees or disagrees with it (fully or partially), completes it, applies it, prepares to use it, etc. [...] All understanding of living speech, of living utterance is of an actively responsive nature (although the degree of this activism is quite diverse); every understanding is pregnant with a response, and in this or that form necessarily generates it: the listener becomes the speaker. (BAKHTIN, 2003, p. 271).

According to Liberali (2012, p. 102):

> [...] the participants take turns taking positions, sometimes as listeners, sometimes as speakers, in the dialogical flow of language. It is this dialectical movement of listener-speaker, that the utterance, in the (con)text of production of the investigation, gains new forms of expression and new collective constructions. (LIBERALI, 2012, p. 102).

In this sense, the workshops provide participants with a greater articulation between theory and practice, based on the tripod feel-think-act, from the proposition and experience of practical activities.

According to the aforementioned author:

> [...] participants analyze, refute, reflect and argue to weave and spin everyday actions and understand the interests that underlie their pedagogical practices. In addition, in this collaborative process, the negotiations developed by researchers and professionals from these institutions through the device of argumentation have been respected. (LIBERALI, 2012, p. 108).

The observations produced at the beginning

of the research are also part of this moment, since, previously, there was not yet a closer and more reliable relationship between the collaborators and the researcher to propose any dialogue on the subject. For Amorim (2004, p. 258-259):

> [...] I, as a researcher, listen to the other based on my problems, my research object; when I relate or simply reflect on what he tells me, I am not just repeating what he said to me. In a word: I'm not him. On his part, he is not me either: in that he tells me that what he is doing is not just illustrating my theory or answering my question. He assigns me a place and inscribes me in his point of view. (AMORIM, 2004, p. 258-259).

Collaborative workshops aimed at establishing a dialogue to understand the students' perspective on literary mediations. Continuing the work in the workshops, the researcher used slides, texts, films to help students understand and appropriate knowledge about literary reading. This way, through dialogue with the theoretical framework, it was possible to cross-reference the data produced. Bakhtin (2014) claims to be fundamental in the constitution of consciousness permeated by verbal interactions and ideology to understand the relationships produced in mediation workshops. In view of the aforementioned considerations, the experiences during the research period, permeated by dialogue, enabled the perception that we are beings in a dialogical relationship of reciprocity.

FINAL CONSIDERATIONS

The relationships produced and experienced in the context of the workshops raise possibilities for transforming practices and re-signification, as well as the constitution of the mediator through the bias of building a work of literary reading with the students.

In this study, it was possible to think about the specificities in the school context to enable the improvement of practices and, consequently, of the teaching-learning process. Thus, the research provided a significant contribution from the researcher in the mediation of literary reading in the construction of knowledge, as well as in valuing the student as a protagonist in this process.

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