DEVELOPMENT OF MULTILETERED READING SKILLS IN GEOGRAPHY CLASSES: AN EXPERIENCE REPORT

Abstract

Developing activities that explore different textual genres, from the perspective of multiliteracy, has been highly valued in the school context. Today, in addition to written texts, we are obliged to extract information and knowledge from images, graphics, tables, music, animations, etc., which require different preparation from both the teacher and the students. This article aims to investigate the reading skills of multisemiotic texts that can be developed in high school students. As a specific objective, there is the application of a didactic sequence whose intention is to work with mimicry and drawing in order to develop reading skills that are necessary for the resolution of problem questions within the perspective of multiliteracy. It is noticed that in addition to engagement and dedication, students involved in the activity developed reading skills that are not restricted to the universe of written text alone.

Keywords: Multiliteracy. Geography Teaching. Pedagogical Practices.