

# *The image text: interdisciplinary work with Portuguese Language and Geography in the 8th year*

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## **Resumo**

Neste texto, versa-se sobre um ‘protótipo didático’ elaborado como fruto de pesquisa junto ao Programa Mestrado Profissionalizante em Letras (Profletras/UEM), apoiado nos princípios da pedagogia dos multiletramentos (Rojo; Moura, 2012), na prática da leitura e análise de textos-enunciados multissemióticos na perspectiva interacionista de linguagem (Bakhtin, 2003; Bakhtin; Volochinov, 1992) e na concepção interacional de leitura (Kleiman; Dias Vianna; Bacarat De Grande, 2019; Leffa, 1999) sob o viés da interdisciplinaridade entre as disciplinas de Língua Portuguesa e Geografia, destinado a uma turma de 8º ano do Ensino Fundamental II. Objetivou-se contribuir para a construção do sujeito leitor, abrangendo a comunicação e o pensamento crítico dos estudantes desse nível de ensino enquanto Competências Gerais da BNCC (2017) aliadas à interdisciplinaridade do uso das imagens como linguagem, alçando-as a instrumento de interação social, e cooperar com a prática de professores de Língua Portuguesa do Ensino Fundamental via elaboração de material didático direcionado à leitura interacionista de imagens paisagísticas. Os resultados do estudo apontaram, entre outros, que o protótipo didático auxiliou os docentes das disciplinas envolvidas a proporcionar aos alunos uma aprendizagem mais expressiva, levando-os a adquirir os novos letramentos requeridos pela sociedade contemporânea.

**Palavras-chave:** Ensino da leitura; interacionismo sociodiscursivo; interdisciplinaridade entre Língua Portuguesa e Geografia; Profletras.

## **Abstract**

This text deals with a 'didactic prototype' created as a result of a research within the Professional Master's Program in Literature (Profletras/UEM), supported by the principles of multiliteracies pedagogy (Rojo; Moura, 2012), in the practice of reading and analyzing multisemiotic texts-utterances in the interactionist perspective of language (Bakhtin, 2003; Bakhtin; Volochinov, 1992) and in the interactional conception of reading (Kleiman; Dias Vianna; Bacarat De Grande, 2019; Leffa, 1999) under the bias of interdisciplinarity between the disciplines of Portuguese Language and Geography, from the 8th year class of a Middle School. The objective was to contribute to the construction of the reader subject, covering the communication and critical thinking of students at this level of education as General Competencies of the BNCC 2017 combined with the interdisciplinarity of using images as language, thus elevating them to an instrument of social interaction. In addition, we sought to cooperate with the practice of Portuguese Language teachers in Middle School through the development of teaching material aimed at the interactionist reading of landscape images. The results of the study showed, among others, that the didactic prototype helped teachers of the subjects involved to provide students with more expressive learning, leading them to acquire the new literacies required by contemporary society.

**Keywords:** Teaching reading; sociodiscursive interactionism; interdisciplinarity between Portuguese Language and Geography; Profletras.

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# The image text: interdisciplinary work with Portuguese Language and Geography in the 8th year <sup>1</sup>

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## INTRODUCTION

This text deals with the results of a research, of a propositional nature, developed together with the Professional Master's Degree (Profletras) at the State University of Maringá (UEM), in 2023, whose theme is the practice of reading and analyzing multisemiotic texts under the interactionist perspective of language and the interactional conception of reading. The target audience were students from an 8th year of middle school, from the public education of Paraná. A Didactic Prototype the tool applied, with an adaptable teaching proposal. According to Rojo and Moura (2012, p. 8), such teaching proposals are “flexible and hollow structures that allow modifications by those who want to use them in other contexts”.

The educational problem that we proposed to mediate with the preparation of this study/material is the need to work on reading and analyzing multisemiotic texts in the teaching and learning context of the Portuguese Language course from the Basic Education BNCC, 2017 (Brasil, 2018). It is noteworthy that today's society, marked by cultural diversity and hypermodal content on digital media, requires subjects to develop the ability to understand, analyze and interpret different types of materials, including images. According to Joly (2008), individuals consume images, and, for this reason, there is a need to understand how images communicate.

The proposal for the work was in co-participation between teachers of the Geography and Portuguese Language (PL) subjects, since interdisciplinarity is widely discussed in official documents such as the BNCC 2017, but little practiced in Brazilian schools. It should be noted that reading is a common practice in schools, in all subjects, especially Portuguese, but it is commonly restricted to verbal texts, limiting the reader's horizon of perception.

It is argued that interdisciplinary work should not just be optional: it is something inevitable for the integration of awareness and the construction of a significant and understandable expertise network for students. Therefore, extending knowledge from the language area to other areas is crucial. In this direction, Geography, as a science that studies geographic space and its interaction with society, has a lot to contribute to the proposal for reading images of landscapes, as it analyzes how spaces transform and adapt to social demands.

The objective was to contribute to the construction of the reader subject, encompassing students' communication and critical thinking as General Competencies of the National Common Curricular Base combined with the interdisciplinarity of the use of images as language, hence elevating them to an instrument of social interaction. As consequences, we sought to assist the practice of Portuguese Language teachers in Elementary School through the elaboration of a didactic prototype aimed at the interactionist reading of landscape images, in addition to promoting the development of students' reading competence via multiliteracy, in an

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<sup>1</sup> Translated by: Aline Alencar França.

interdisciplinary work with the discipline of Geography. Furthermore, we analyzed its fundamental concepts, seeking to expand the reading perception of students in the 8th year of Middle School in different multisemiotic texts.

It is believed that understanding different types of texts, images, gestures, sounds, colors, spaces, and movements provides access to a greater amount of information, that is, the necessary literacy that allows access to any given information. In this scenario, new literacies emerge to meet a new social reality, which does not require the development of practices to be used to read different types of texts in the face of globalized social activities, associated to the intense flow of information and communications, since the practices of language demand a critical positioning, and an active responsiveness in relation to what is read or heard. Applied to the classroom context, multiliteracies, which may or may not rely on the use of new technologies, must come from the students' reference cultures, allowing them to be able to circulate in different spaces that require different ways of communication.

The didactic prototype suggested in this study reveals the properties of the landscape image as a multisemiotic text and it is in accordance with the premises of the BNCC 2017, which foresees the reading axis as one that comprises language practices from the active interaction of the reader/listener/spectator with written, oral and multisemiotic texts and their interpretation (Brasil, 2018, p. 71). We sought to make the analysis of the landscape by using strategies that conceive the reading of the landscape in a complete way and consider its axiologies.

The objectives of the PL discipline are in congruence with those of Geography, as they seek to develop the student's criticality, analytical look at the world and the reality that surrounds them using various tools, including reading. The reading perspective adopted here is the interactional conception of reading, which perceives reading as an interaction between the text and the reader, which integrates the information in the text and those the reader brings to the text in the construction of meaning. A text presents information to the reader, and in the case of a multisemiotic text represented by a landscape, the information carried by the text itself can be perceived differently according to each reader, who can locate different elements based on what is more relevant to them. The construction of meaning will occur as the information that the reader has is brought to the text, so that their life history constituted in each social situation, their ideologies, beliefs, and culture will act in the production of meaning. In brief, to consider the interdisciplinarity in the light of an interactional conception of reading is understanding that each reader will construct their own meaning based on their own experiences and values, and that Geography contributes to this process because it feeds the knowledge that the reader carries in a critical way.

## **THEORETICAL FRAMEWORK**

Different moments in history and society perceived language differently, as well as the world and the subjects who are in it, which demonstrates the active character of language in the social environment it is inserted. In this sense, the way the teacher considers language and how language underpins their teaching practice define the basis of their work in the school and/or academic sphere.

The interactionist conception of language, according to Morato (2004), supports different areas of linguistics that rely on the externalist character of language, including sociolinguistics, pragmatics, psycholinguistics, enunciative semantics, conversation analysis, textual linguistics, and discourse analysis, and starts from the notion that language is constituted in the exteriority of the subject in interaction. To understand language as a form of interaction is comprehending it as a

social, collective activity, of historical and cultural nature. Language, from this perspective, is the place of social relations, in which speakers act as subjects and dialogue is “considered the one who characterizes the language” (Perfeito, 2010, p. 23).

The Bakhtin Circle conceives language as a continuous process, carried out through verbal and social interaction between interlocutors; subjects are seen as social agents, since it is by means of dialogues and interactions between individuals that the exchanges of experiences and knowledge occur. Knowledge is produced intersubjectively, mediated by collective relationships and marked by social, historical, and cultural conditions. In this way, the formation of expression depends on social conditions, thus, there is the social interference in the individual subject (Bakhtin; Volochinov, 1992).

The conception of language as a form of interaction understands the text no longer as a closed unit, finished, but rather as a discursive dimension, in its multiple situations of interlocution, as a result of exchanges between subjects, located in a determined context. The text is seen as a place of interaction because it is from the text that teacher and student interact and exchange information. In this sense, the practice of reading is understood because of the interaction between the triad reader-text-author, responsible for constructing the meanings of the text and producing meanings. The meaning of the utterance is neither in the text nor in the reader's mind, but it is made up of the interaction between them, considering the extralinguistic elements involved in the interaction process and the dialogue between the participants in the discourse. From this perspective, reading is not just a mere decoding, as it generates a responsive attitude in the interlocutor, which can be reflective, questioning, or silent. The reading product is personal, individual, determined by the sociocultural, historical, affective and ideological conditions of the reader; therefore, it is variable, “because the text presents gaps that invite the reader to fill them” (Dell'Isola, 1996, p. 73).

In a text, the meaning of one part is not autonomous, but depends on other parts with which it relates. The overall meaning of the text is not simply the union of the parts, but the combination that produces meaning. Fiorin and Savioli (2011) state that a text is an organized whole of meaning, a set made up of solidary parts, and the meaning of one part depends on the others. Therefore, the subjects that produce a text are linked to the historical moment of its production, which reflects the social situation that is represented in it. To understand the text, the knowledge of the text, the worldview and the interaction are necessary, in addition to linguistic elements, with the sharing of knowledge and the intersubjectivities of the subjects involved in the communication process as the basis of their representation.

Interdisciplinarity means mutual action between disciplines, which can represent what is learned, and which nowadays can refer to the set of rules of conduct established to maintain a certain order. It can be understood as the mutual action between disciplines that achieves quality results. In the search for interdisciplinarity as a scientific necessity, two names stand out: Jean Piaget, Swiss philosopher and pedagogue, and Ludwig von Bertalanffy, Austrian scientist, biologist, and naturalist (Coimbra, 2020). Each of the scholars offered consistent support for the use of interdisciplinarity in this study, always in consonance with different fields of knowledge.

In relation to the use of interdisciplinarity, it is understood as a necessary condition for teaching and research in the contemporary society. In this research, interdisciplinarity was not perceived as a fragmented analysis or a simple synthesis, but rather as the integration of knowledge from different areas of knowledge, in this case PP and Geography, bringing together concepts and meanings. It is important to think about interdisciplinarity and its relationship with the object of study in question, the reading, the contributions we can attribute to the desired learning, and the necessary adjustments we can include. To access different spaces, it is fundamental to master different ways of interacting and cultural and linguistic flexibility, or better yet, multiliteracies.

The different ways of perceiving and communicating with the world involve different notions,

which are integrated in an interdisciplinary way to reach the totality of thought and experience. The purpose of applying such theories in practice is to contribute to the construction of the reader subject, encompassing students' communication and critical thinking, combined with the interdisciplinarity of using images as language.

## **METHODOLOGY**

The research was applied to an 8th grade class, located in a small municipality in the state of Paraná, that has a single Middle School, which is organized by dividing students by period: those who live in rural areas attend school during the afternoon period due to dependence on school transport, while those who live in urban areas attend, for the most part, the morning period. Students who study in the afternoon do not have access to the programs that the school offers because they do not have the possibility of traveling in the afternoon, since, in some rural locations, transport only operates in the afternoon.

The didactic prototype was developed as a teaching tool due to its flexibility and adaptation characteristics. Rojo and Moura (2012) states that a prototype has a set of choices that can follow other directions according to the needs perceived by the teacher, and that the prototype works with several languages in a hollow way, which both teacher and student can modify or update. This instrument was considered appropriate, because the images and texts listed for the work must come from the students' reference cultures.

The research was developed and went through the following phases: a) bibliographical research to deepen the theories that established the work; b) elaboration of a didactic prototype: material aimed at the teacher, with the purpose of proposing reading workshops under the interdisciplinary bias of the PL and Geography disciplines from the interactionist perspective of language (Bakhtin, 2003); and c) analysis of the proposal: analytical and reflection stage on the feasibility and relevance of the instruments listed for the proposal.

The elaboration of teaching material constituted in theories that support the proposed actions allows a careful analysis of what was expected from the application of this prototype, considering the particularities of the target audience, students in the 8th year of Middle School. Most students at this stage of education are between 12 and 13 years old. The chosen class had a distinct interest in sport, most of the students practiced at least one, and among the most mentioned were football, volleyball, and karate. In addition to their sporting esteem, students also spent part of their time on activities that involved technology and interaction via social networks and online games. In general, the target audience for this study can be characterized as active and dynamic learners, whose daily activities were linked to what the small town offers.

The didactic prototype has an interdisciplinary character between the PL and Geography curricular components, with the need for joint work between teachers in these areas of knowledge. However, the directions are aimed at the Portuguese Language teacher, since the proposal of reading and analyzing multisemiotic texts, as well as the knowledge about the interactionist conception of language and the concept of speech genre is expected from this professional. The geography teacher had the important role of working on some of the fundamental concepts of this science, so that the course of the didactic prototype led students to perceive such definitions as part of themselves, based on the reading activities.

## **ANALYSIS**



The didactic prototype resulted from the research presents a flexible pedagogical proposal, capable of being adapted to different scenarios. It is mainly aimed at teachers who work with students in the 8th year of Middle School, whose purpose is to demonstrate how to articulate actions that cooperate in the development of students' reading capacity through reading images of landscapes considering the interdisciplinarity between PL and Geography. The aim was to promote the development of students' reading skills to interpret images of urban landscapes, as well as other multisemiotic texts that promote the integration of knowledge from different areas of knowledge, Languages and Human Sciences, adding concepts and meanings.

The activities were aimed at analyzing images of urban landscapes, focusing on the perception of the elements that organize them, in addition to considering the time and space in which they were created, allowing students to develop new literacies and understand the world from multisemiotic texts. The interdisciplinarity of PL and Geography is supported by the need to understand essential concepts such as landscape, place, space, as well as the study of texts-statements that can be explored in both areas. The proposal is summarized in Table 1.

**Table 1 - Ordering of actions of the didactic prototype.**

Proposed Activity	Goals	Classes
I – Involvement	To involve students in applying the interdisciplinary proposal between PL and Geography in a conscious way.	A 50 minute class.
II - Non-verbal language: reading an image of an urban landscape: 'Avenida Paulista'	To understand the reading possibilities provided by the image-text-statement, and activate different senses based on visual perception.	Two classes of 50 minutes each.
III - Image and communication: analysis of images of different Brazilian landscapes	To observe different landscapes, natural and cultural, in order to, when reading multimodal and multisemiotic texts, verify the communicative objective provided by the elements.	Two classes of 50 minutes each.
IV – Relationship between texts: reading and comparison between verbal texts.	Read verbal texts that present different landscapes to relate them to each other, as well as to the images worked on and the reality of the class.	Two classes of 50 minutes each.
V – Landscape and place: analysis of multisemiotic texts displaying photographs of the municipality.	Analyze photographs of landscapes in the municipality of Cruzeiro do Sul, PR, at different times, to compare them and establish the concept of place.	Three classes of 50 minutes each.
VI – My place: photography exhibition.	Record photographs and prepare an exhibition of landscape images.	One class.

**Source:** Organized by the author.

The steps followed in the application of the didactic prototype by the researcher are described as follows: the 8th year students were presented with the work proposal as a combination of PL and Geography subjects. It was explained that the knowledge provided in one discipline would be applied to the other and vice versa, highlighting the importance of the relationships between these areas of knowledge. Students were invited to participate in a form of interdisciplinary learning in a conscious way, to activate their perceptions about how these different disciplines acted

in the school context. The song “Comunicação”, by Jonas Sá (2007), was heard, whose lyrics, via printed material, were distributed individually; the lyrics cover the theme of ease and different ways of communicating. The class discussed the different ways of communicating, ending with images of landscapes and the communication possibilities they provide. The purpose was to raise awareness on the part of students, leading them to reflect on the variety of forms of communication. Students were asked for examples of new modes of communication and interaction, highlighting those they use most.

Activities were developed considering the theme of image text in interdisciplinary work. These activities aimed to explore the language present in image-texts-statements, which enabled students to carry out an attentive and detailed image reading, extracting the maximum amount of information that the constituent elements of the texts can provide and that go beyond visual perception. Santaella and Nöth (2008) discuss mental image as part of human cognition, constituted throughout history by the development of perception. Under this perspective, 8th year students perceived their experience when the elements, not only cognitive, but also biological, acted to constitute perception and thought, going beyond the constitution of subjects through social interaction.

Concrete poems were also used in the classes. It is a textual genre that has a literary writing style in which traditional verse is replaced by a new aesthetic that explores visual, sound, spatial, semantic resources, and the arrangement of verses, which create a geometry. This activity, in addition to seeking to explore the use of verbal language associated with non-verbal language, allows students to perceive the relationships of meaning among texts from different social spheres, such as the everyday spheres and literary sphere, and refine their perceptions regarding communication and human interaction in different texts and languages.

The landscapes were also present in the activities, which required students to understand that they serve different social functions, are heterogeneous and constantly in change. The pedagogical prism of landscape was in the sense of its proximity to the studied reality, through different languages. The questions led students to reflect on different languages and different forms of communication, in addition to leading them to identify other ways of finding meaning in images based on the analysis of the elements, such as space, clothing, expressions, colors, objects, among others. Furthermore, when working with the discursive genre of photography, it was hoped that students would become aware of the multiple languages present in their daily lives, as well as begin to reflect on the landscape, its definition, and representations. The conceptualization and definition of the term landscape were carried out in Geography classes, by the teacher of this discipline, concomitantly with the application of this didactic prototype, and aimed to provide a closer dialogue between the practices developed in each discipline, Portuguese and Geography.

It was proposed that students analyze the city and its landscapes as a constituent element of the identity of the people who live there. The interpretation questions sought to relate the students' experiences, the space in which they were inserted and the landscapes to which they were exposed. The intention was to allow the effective production of meaning through the texts, in addition to contributing to fully discuss the topic from this study and enabling subjects to respond to language practices. It is noted that the Portuguese Language Reference Matrix for the 8th year points out as one of its descriptors (D20) “To recognize different ways of treating information when comparing texts that deal with the same topic, depending on the conditions in which it was produced and those in which it will be received” (INEP, 2020, p. 07). In other words, to highlight the need to develop thematic reading practices with different texts in the school context.

In this regard, Fuza, Ohuschi and Menegassi (2011) state that interpretive response questions take the text as a reference, requiring the intervention of prior knowledge and the reader's opinion that produces a personal response, whose meanings are produced from the dialogue between the questions. As it is an interdisciplinary proposal, the texts selected for this stage were also in the



discipline of Geography, and they addressed issues specific to the practices of this curricular component, since the Geography Curricular Matrix, according to the BNCC 2017, foresees for the 8th year the study of “Regional identities and interculturalities” (Brasil, 2018, p. 391).

The students were led to analyze photographs of landscapes in the municipality where they lived, Cruzeiro do Sul, PR, and establish a comparison between the texts, as well as the perception of the transformations that occurred in the landscape and in the people who lived there in that space and time. In the Geography discipline, the concept of place was deeply studied, according to the geographic perspective. It is important to note that students should not perceive photographs from the past as an unknown place but to understand that it is the city in which they live, but in another historical period, with other habits and other culture, but which are part of the same history. It is essential that students understand that the photographs they analyzed are landscapes transformed over time, and that today they are configured in the place where they live. This criticism can be constructed from the perception that the landscape is also a human production, characterized by interconnected elements. The landscape conditions a set of beliefs, ideas, customs, and ideologies, as it consolidates historical periods in their transformation process.

The landscape and the place are associated as the students identified their own belonging, their own place in the world, in the landscape. A space in which you can act and transform and can be transformed by all the factors that communicate and interact there. Critical Geography considers the place as part of the global world, and not as something closed or isolated, thus articulating broader global relationships in order to present its individuality. For Santos (2005), more important than the awareness of the place is the awareness of the world obtained through the place. This awareness can be critical thinking, autonomy, or even the production of emancipatory perspectives for the future. The aim was to encourage students to reflect on their relationship with the landscapes of the city in they live, which presents elements they have daily contact and act directly or indirectly in their lives. The aim was to open a path for them to think about how they produce and reproduce space in everyday life through social relations, perceiving elements of the past and present in a natural and cultural way, considering the place as an individual idea that relates to the global.

To consider the landscape as part of the discursive process is to understand it as a portion of the world's image arrangement, based on the material environment perceptible through human senses, through the sociocultural characteristics of each people. The subjects of the discourse were able to provide a reason to communicate what they perceive most evidently in the landscapes. In this sense, what is read in the world and society is what one learns to see; these are articulated in the terms one knows how to use. One person's gaze perceives more details and reveals configurations that escape others.

Another activity consisted of a conscious action by the students, which was to photograph some landscapes of their city, which they considered to be their place. The photographs could be accompanied by a description or oral report explaining the choice in a moment of socialization with the class. A photography exhibition was organized for the school community, and students presented their choices, as well as their knowledge of landscape and place, as well as how these elements acted as an instrument of communication and interaction.

To read the landscape in the multisemiotic text allows us to verify the different dynamics concerning the functioning of societies. Moreover, to analyze this type of text makes it possible to understand the information it reveals or omits, in order to understand the historical, economic, political and cultural characteristics that structure the process of formation and organization of social space. To communicate is not merely to speak. Communication is an inherent process that enables interaction in different ways. Speaking through the landscape means placing the dialectic between the known and the unknown at the center of the intellectual horizon of those who are narrators, but who employ a modeling argumentation aimed at achieving a negotiated agreement with the interlocutors (Maciel, 2009).

The present state of a space is unique as it is formed by moments that have passed with time, now crystallized as current geographical objects, and constitute the elements of the present landscape. These form-objects, from the past, are also present as forms that embody an essence, given by the fragmentation of current society (Santos, 1997). Thus, the past moment has not gone away in the same way as time or space, since its objectification is always present and participates in the everyday life of contemporary social realization. These forms are revealed and communicated in the landscape, giving it the characteristic of a sign, concepts that students met in the activities of the didactic prototype.

## CONCLUSION

The idealization of this work, partially presented due to the limitations of this article, the elaboration of a didactic prototype aimed at the proposal of interdisciplinarity, and the result of research at Profletras at UEM are not only important, but necessary. Commonly, teachers in Brazilian public schools try to list methodologies that meet the needs of their students; however, we are aware of how difficult this task is, considering the plural space of public schools.

By proposing the didactic prototype aligned with the guidelines of official Brazilian guiding documents for the level of education and curricular component for which this study is intended, the purpose was to collaborate with the teaching practice of Portuguese Language teachers, in addition to encouraging the practice of interdisciplinarity with the discipline of Geography, and present a possibility that seeks to contribute to the expansion of literacy, enabling participation in social practices constituted by language. At the end of the research, it was found that this intention was achieved. The diverse and interactive activities applied promoted the development of students' reading skills, who analyzed images from an interdisciplinarity perspective, an essential resource for pedagogical practices. To reading multisemiotic texts is to integrate knowledge from different areas, such as Languages and Human Sciences, and to boost concepts and meanings.

Drawing from Bakhtin (2003), Bakhtin and Volochinov (1992), Leffa (1999), Santos (1997), and other scholars who contributed to systematizing the acts of reading multisemiotic texts of landscapes, the aim was to assist in constructing the reader subject. This involves developing students' communication and critical thinking, as outlined in the General Competencies of the National Common Curricular Base and integrate the use of images as language to elevate them to an instrument of social interaction. There was a reflection on how much an image can communicate, how much history it carries and how students are part of this history. Gradually, the prototype stages directed the students to an analysis of broader spaces, until they strengthened their personal relationship with the captured landscapes.

With the activities and the texts selected in the didactic prototype, the students' notion of landscape and world was expanded, exposing landscapes that may not be common to students, such as images of large urban centers, for example, or even the landscapes of the municipality where they live, which offered closer and more individual readings. In the prototype exercises we started from the conception of language as an interaction process (Bakhtin; Volochinov, 1992), in which the discursive expression is always oriented by and for the other, which in turn presents a responsive attitude of replicating, reflecting, or responding, in order to continue the discursive chain. In proposing readings of multisemiotic texts linked to the students' daily lives to their place of coexistence, the analysis of discourses in each text, time and space was provided and the students' actions were guided in their historical and sociocultural communicative context. The understanding of the activities occurred based on the students' clarity about the world. Therefore, the interaction constituted a global perspective of reality, reaching the subjects as active participants in the communication process.

By including different discursive genres in the didactic prototype such as music, concrete

poem, multisemiotic text, among others, students were offered a variety of forms of communication and new ways of reading. It should be noted that communication is a skill developed through exposure to language stimuli, which enables the individual to interact with others and the world. Multisemiotic texts demonstrated the potential for observation between the subjectivity of the interlocutor and the production of meaning through the elements that constitute them. The activities involving multisemiotic texts led students to understand them as a form of language that has its own meanings that go beyond visual perception, such as the perception of other senses, observing spaces, colors, expressions, objects, temperature, aromas, textures, among others.

In this sense, the results obtained with the application of the didactic prototype align with the bases of the national education guiding document, since there was the development and improvement of students' communicative skills and abilities. In addition to the reading proposals, a process of interdisciplinary perception began with the 8th year students at Middle School. Together with the discipline of Geography and its fundamental concepts, it provided a reflection on landscape, its definition, and representations. The application of the prototype in the PL discipline was carried out concomitantly with Geography classes, aimed at the study of the landscape, the focus of this study, jointly with the study of the concept of place. In this way, a closer dialogue was created among the practices developed in each curricular component, PL and Geography, which enabled students to gain global knowledge that goes beyond the boundaries of these school subjects. The results also pointed to the integration not only of contents, but of the students' search and appraisal attitude with the knowledge they obtained, in addition to merely be an interdisciplinary project, an interdisciplinary stance within the school. This means that the interdisciplinary thinking starts from the premise that no form of knowledge is exhaustive, for it dialogues with other sources of knowledge and allows itself to be irrigated by them (Fazenda, 2002).

The results achieved with the application of the didactic prototype also allowed the different realities presented in the multisemiotic texts, from the broadest to the most personal, to lead the students to analyze the city in which they live and its landscapes as constituent elements of the identity of the people who coexist there. This consideration acknowledges that the mere confrontation of the reader with the text does not guarantee the emergence of all the events that characterize the act of reading, since they will only occur when all the events that characterize the act of reading happen (Leffa, 1996). Nevertheless, by promoting the interrelationship between the resources from multisemiotic texts and the knowledge that the reader has, as well as their memory with a certain landscape, it is possible to reconstruct the meaning of the text. In this domain, the participants in the interaction process, the reader and the multisemiotic text, met within the text itself, which constitutes the space of interaction, allows a wide variety of implied meanings according to the social and cognitive context of these participants. However, the reading process based on interaction does not permit just any interpretation, as it was evident to these students. The text delineates what can be read and the meanings that can be produced in an activity that has the elements of the text, the communicative situation, the reader's prior knowledge, their social position within the group they belong to, and their ideological conceptions, which are brought to the text during the meaning-making process (Rojo, 2009).

We emphasize that reading images is far from being a practice that merely complements another or that needs another practice to achieve a full reading of the world. It is a means of understanding the most varied forms of communication and connecting society to its oldest and richest cultural and historical roots. In this direction, it was conveyed to the students that language, as a form of interaction, is a collective activity of historical and cultural nature, carried out through verbal and social interaction among interlocutors, since it is through dialogues and interactions among individuals that exchanges of experiences and knowledge occur.

This work was organized around Bakhtin's (2003) interactionist perspective of language, considering its communicative effects of interaction between multisemiotic text-utterance, reader,

world, history, and culture, as well as in Leffa's (1999) interactional conception of reading, which points to the social paradigm of reading as a form of interaction and transformation of society. In addition, it was based on Rojo and Moura's (2012) discussions of multiliteracies, who describe them as a way of thinking for the youth, as well as for the citizenship, thus forming an education that addresses a society through the diversity of languages, media, and cultures, and that such references should be thematized in school.

Finally, it is stated that the didactic prototype directed at Portuguese Language teachers, by indicating the necessary Geography concepts for applying the activities, constitutes a valid and practical example of how teachers of different subjects can work together. In this specific prototype, a varied set of texts and different ways of reading were offered. These practices achieved the proposed objectives: to contribute to the practice of Portuguese Language teachers in middle school and to analyze the fundamental concepts of Geography, to broaden the reading perception of 8<sup>th</sup> grade students. It is emphasized that this study was an opportunity to experiment with old ideas with a new proposal: to read multisemiotic texts combined with interdisciplinarity and multiliteracies. It is believed that scientific research with practical applicability is a means for the much-needed change in Brazilian public schools.

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