
Thesis Summary:
Axiological concepts mobilized in interactionist and dialogic reading activities by basic education teachers

Resumo de Tese:
Conceitos axiológicos mobilizados em atividades de leitura interacionista e dialógica por professores da educação básica

Resumen de Tesis:
Conceptos axiológicos movilizados en actividades de lectura interaccionistas y dialógicas por maestros de educación básica.

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Abstract: This thesis examines reading and language teaching from an interactionist and dialogic perspective, within the context of continuing professional development for ninth-grade teachers in the municipal education system of Mãe do Rio, Pará state. The central question of the study is: How do ninth-grade teachers in this municipal school system in northeastern Pará understand different levels of axiological perception, based on the dialogic relationships established during their teacher training programs focused on reading practice? The overarching objective is to understand how axiological concepts emerge in value-based reading activities as a social manifestation of the complex world of language, thereby enhancing teachers' socio-historical and ideological awareness within the context of continuing professional development. Within the field of Applied Linguistics, we frame this research as a qualitative-interpretivist study with an ethnographic and collaborative approach. For theoretical support, we draw on the principles of Bakhtin's Circle Dialogism, as well as interactionist theories and Textual Linguistics scholarship. The generated data primarily stemmed from the training program structured around practical experiences in Valued Reading, as participants were engaged in theoretical and methodological reflections aimed at designing reading activities and contemplating the social meanings and values inherent in this language practice. During the analytical phase of the first training cycle, educators delved into the foundational principles of the studied theories; in the second and third cycles, they analyzed various reading activities proposals from both textual and discursive perspectives, subsequently collaborating to develop concrete reading activities. As the data were generated, we deliberated on organizing the set of findings to meet the objective sought, followed the analytical cuttings, and, through the activities produced, characterized the axiological understandings present in

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the activities produced. The results demonstrate the teachers' methodological commitment to implementing dialogic approaches in reading instruction. During the first course cycle, despite challenges in theoretical comprehension, the teachers actively participated and recognized the potential of dialogue-based activities—particularly the need to enhance reading skills for analyzing expressive elements interconnected with their extralinguistic context. During the second phase, while collaboratively developing the activities, we observed that axiological concepts manifest themselves through the value-based interpretation of concrete statements, integrating linguistic and non-verbal elements to foster broader understandings of the expressive process inherent in reading discourse genres within educational contexts. Therefore, we advocate for the thesis that an interactive and dialogic approach to reading practice enables teachers in the Final Years (EF) to achieve value-based interpretations at the textual-discursive level, enhances their socio-historical and ideological awareness, and guides reflective theoretical and methodological choices in teaching practice.

Keywords: Reading instruction. Value systems. Teacher training. Dialogism. Interactionism.

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