Reading in digital environment: contributions of the application "Bamboleio" in remote context[1]

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ABSTRACT

It is certain that we are inserted in a multiple and connected society. Thus, cyberculture provides the opportunity to digitally letter ourselves through hypertext, as well as interactive games and various other tools. Therefore, this research aims to describe the digital recursions of the application "Bamboleio", in order to reflect on the contributions in the process of reading comprehension of the child in a context of remote teaching. Thus, this research is mainly based on Lévy (1999), Santaella (2004) and Soares (2002) using a descriptive research methodology, with a qualitative approach. In addition, this research prioritized as a result the efficiency of digital literacy in the process of presentation of literary reading to children, parents, teachers and mediators in a remote context through an application that offers works of children's literature in a digital way.

KEYWORDS: Digital Application; Literary Reading; Children's Literature.

Leitura em ambiente digital: contribuições do aplicativo "Bamboleio" em contexto remoto

RESUMO

É certo que estamos inseridos em uma sociedade múltipla e conectada. Sendo assim, a cibercultura propicia a oportunidade de nos letrarmos digitalmente por meio do hipertexto, bem como de jogos interativos e de diversas outras ferramentas. Diante disso, esta

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pesquisa tem por objetivo descrever os recuros digitais do aplicativo "Bamboleio", de modo a refletir sobre as contribuições no processo de compreensão leitora da criança em contexto de ensino remoto. Desse modo, esta pesquisa se fundamenta principalmente em Lévy (1999), Santaella (2004) e Soares (2002) tendo por metodologia uma pesquisa descritiva, de abordagem qualitativa. Em suma, esta pesquisa priorizou como resultado a eficiência do letramento digital no processo de apresentação da leitura literária as crianças, pais, professores e mediadores em contexto remoto por meio de um aplicativo que oferta obras de literatura infantil de forma digital.

PALAVRAS-CHAVE: Aplicativo Digital. Leitura Literária. Literatura Infantil.

Lectura en entorno digital: contribuciones de la aplicación "Bamboleio" en contexto remoto

RESUMEN

Es cierto que estamos insertos en una sociedad múltiple y conectada. Por lo tanto, la cibercultura brinda la oportunidad de escribirnos digitalmente a través del hipertexto, así como juegos interactivos y varias otras herramientas. Por ello, esta investigación pretende describir las recursiones digitales de la aplicación "Bamboleio", con el fin de reflexionar sobre las aportaciones en el proceso de comprensión lectora del niño en un contexto de enseñanza a distancia. Así, esta investigación se basa principalmente en Lévy (1999), Santaella (2004) y Soares (2002) utilizando una metodología de investigación descriptiva, con un enfoque cualitativo. Además, esta investigación priorizó como resultado la eficiencia de la alfabetización digital en el proceso de presentación de la lectura literaria a niños, padres, maestros y mediadores en un contexto remoto a través de una aplicación que ofrece obras de literatura infantil de manera digital.

PALABRAS CLAVE: Aplicación digital. Lectura literaria. Literatura infantil.

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Introduction

When we consider that technologies are intrinsic in contemporary society, that we are immersed in social contexts of cyberculture (LÉVY, 1999), basic education schools receive students who live together, use and produce a digital culture, since, in the information society, data is shared through the world network of computers World Web Wide, there is no physical or temporal limitation for the sharing of information in real time. Lévy (1999) shows that cyberculture is characterized by the development of new practices, techniques, attitudes, modes of thought and values that develop in the virtual environment provided by the World Web Wide, or Internet. Cyberculture develops in cyberspace, which can be defined as "the space of interaction between the writer and the reader that materializes through the screen" (ARAÚJO, 2008, p. 04). In this new space, the relationships between reader and text have undergone transformations. According to Araújo (2008, p. 04), "this support for interaction, opened as a new writing space, alters the processes of text production and reading strategies triggering another level in the literacy process".

Thus, the reader-browser develops reading strategies in digital environments, specific ways of interacting with the media that change the way of reading (CHARTIER, 1999). From this, we are faced with situations in which digital literacy becomes a requirement to integrate with computerized society, which refers not only to having digital devices, but to knowing how to use them. In this perspective, in view of social transformations, the school institution has the challenge of working the TDICs according to the reality of its students and giving security to parents and teachers who, in addition to mere users/spectators, can use them to work pedagogically, understanding that this social context is experienced by the students we receive for the

learning of written language. Thus, teachers faced the need to create and use technological resources in order to present innovative and thought-provoking practices to children.

In this bias, during the year 2020, we experienced a pandemic moment flowed by COVID-19, when for health issues, the Ministry of Education, Ordinance No. 343, of March 17, 2020, decreed a situation of social isolation, with the suspension of face-to-face classes, instituting remote education as a viability of continuity of educational practices in basic education. From this situation it was necessary to trigger the TDICs for the remote study presented also to children in the process of acquiring written language. In this context, several activities were provided through digital applications, which helped teachers to enhance their [4]*practices and create actions in their teaching praxis* that actually leverage the teaching and learning process. In this atypical context, the applications of virtual libraries of Children's Literature could often be explored by teachers and mediators of reading, whether in the classroom or in out-of-school spaces, enabling children, in addition to receiving other stimuli for the understanding of written language, to also broaden their reading comprehension.

Therefore, this study is characterized by a descriptive research, with a qualitative approach, which sought to describe the digital recursions of the application "Bamboleio", with the purpose of reflecting on the contributions in the process of reading comprehension of the child in a context of remote teaching. For this, we used as theoretical basis, primarily, the studies of Lévy (1999), Santaella (2004) and Soares (2002).

For better organization of the discussion, this text is divided into three sections. In the first section we present a reflection on the concepts related to digital literacy; in the second we bring a discussion about the insertion of technology in the school space and, in the third, we reflect on

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[4] Cf. Ordinance No. 343, of March 17, 2020, provides for the replacement of classroom classes by classes in digital media for the duration of the pandemic situation of the New Coronavirus - COVID-19.

literary reading in a remote context in which, in this study, we cover the uses and constructions of the digital application "Bamboleio".

Digital literacy: some notes

The insertion of the subject in the literate society requires certain skills and abilities of reading and writing activities. In this sense, the discussion about literacy emerges, understood as a condition of social use of the practices of reading and writing by the subjects. Soares (2002) asserts that literacy reflects the understanding of actions, beyond the process of acquisition of written language, since it goes beyond the dimension of the mechanics of the actions of reading and writing, being characterized as a state or condition, because it implies the active participation of the subject in the processes involving writing (SOARES, 2002).

Thus, the simple acquisition of written language is not a guarantee of literacy, as there are differences between them. Despite not working with the perspective of literacy, Ferreiro (1985, p. 88) argues that "written language should be understood as a system of representation of language", and literacy as "the conceptual learning that takes place through the interaction between the object of knowledge (the written language) and the cognoscent subject (who wants to know)", that is, literacy presupposes the understanding of the use of written code for the representation of oral language.

In this perspective, in recent years, technological changes have significantly impacted the educational process, which has directed studies to the process of literacy and literacy in the midst of experiences in a digital culture. Therefore, Frade (2014) states that the contact with these digital environments provides that the child (re)knows beyond the social functions of writing, as well as can reflect on this process in order to analyze the various systems of representation beyond the traditional technical instruments – sheet of paper, pencil and eraser – thus

knowing "the letters, graphic signs, icons, colors, sounds, still and moving images" (FRADE, 2014, p. 25).

> Some research undertaken by Emília Ferreiro show that the computer does not interfere with the concept of representation of alphabetic writing. However, its use influences the learner on several issues: the notion of spacing and decisions about the arrangement of the text on page; in the experimentation of shapes, colors and size of letters; in the perception of marks and automatic spelling corrections. Considering that multimodality is greatly enhanced in the digital environment, the interrelationship between sound, verbal and visual signs may require greater articulation between ideographic and alphabetic systems. With new sounding features it is possible for the child to explore the concurrency relationships between what key and/or speech and the written product he sees. This may, in the future, interfere even more in the learning of the writing system (FRADE, 2014, p. 26).

In this sense, discussions about literacy direct looks beyond the uses of writing to paper support, expanding the actions of reading and writing on screens, to the context of Digital Information and Communication Technologies – TDICs, through digital literacy:

> This concept is a view that identifies literacy in different spaces of writing – transposing the surface of paper to the virtual environment – which generate different modalities of social practices of reading and writing in which the subject, in addition to interpreting, has the possibility of also interacting (SOARES, 2002, p. 02).

Thus Dudeney, Hockly and Pegrum (2016, p. 17) conceptualize digital literacy as "individual and social skills necessary to interpret,

manage, share and create meaning effectively in the growing scope of digital communication channels". Thus, with the advent of *web* 2.0 in 2003, many researchers began to question traditional printed literacy and began to develop research and studies on the migration of text to digital platforms, since,

> Language and literacy are strongly agglutinated in each other: on the one hand, because the true notion of literacy is based on language; on the other hand, because all literacies connect with the communication of meaning, either through language or by other often complementary channels (DUDENEY; HOCKLY; PEGRUM, 2016, p. 18).

Also according to Signorini (2001), to letter a subject is to teach him to read and write according to the particularities of a language, besides perceiving the cultural and ideological aspects in society as a form of learning. Thus, according to Rojo (2001) we can define that literacy practices constitute the combination of school spaces with out-of-school spaces, as well as digital literacy that has been widely disseminated with technological advances and broad access to digital communication devices. [5]

The insertion of technologies in the school space

At the beginning of the 21st century, schools maintained as a differentiated teaching proposal the "computer or computer room", in which students moved to this space, to use computers as a way of access to broadband internet. [6]Moreover, even with the presence of computers

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[5] Cf. Digital devices according to Ribeiro (2014b, p. 317), bring together the computers, notebooks, tablets and smathphones that offer children contact from an early age that "allow them to internalize the procedures necessary to use them, employ various languages (using texts, images, capturing sounds and others) and insert themselves into a digital culture".
[6] Cf. National Educational Technology Program (ProInfo), whose goal is to serve all urban public schools by 2010. Available in: http://portal.mec.gov.br/component/tags/tag/32086-proinfo. Access on: 05 Apr. 2021.

in school institutions, many were the challenges to use them, especially the lack of continuing training for teachers to work with technologies. Although it was slow in school institutions, its social expansion was, and still remains in evidence, so as to be effectively brought by students into the school space, now with the need to improve the way of dealing with information and social relations.

In this bias, from the years 2010, with the facilitation of access and purchase of digital devices, the students began to bring their own equipment to the classrooms, because they already used it at home. Projectors or multimedia devices are other examples used on a large scale, whether in primary education schools or in higher education for the teaching of lectures, including videos, graphics, images, among other resources necessary for the student to understand the content addressed.

In this context, the teacher is understood as a mediator of learning, thus providing the student with a better opportunity for understanding and developing reading and writing with technologies. To this end, schools should train their teachers to be well instructed to these delegated functions and in fact focus the student in the teaching and learning process in order to know the benefits that technologies can provide them for their training as integral subjects requested by CF/88 and LDB/96, enabling the expansion of the numerous forms of learning.

Although challenging, the use of technological means can create other learning possibilities. In addition, the integration of digital devices in the classroom triggers other knowledge, arousing curiosity, triggering new knowledge, since, as Moran (2013) approaches, the traditional classroom is asphyxiating for everyone, including younger students, because children are often dissatisfied, stressed, which requires the creation of differentiated pedagogical projects. Thus, some schools are already investing in new educational paths, in disciplinary models focused on learning with problems, games, activities, relevant challenges and group projects. But for this

change to be effective, it is necessary to develop and organize innovative educational practices and participants.

Therefore, the school environment needs to be redesigned within a more active and student-centered conception, involving problem activities along with "constructionism", which according to Papert (1994) is primarily interested in studying the conversation between the learning process and artifacts – pedagogical and technological activity. Thus, a trend can be classes mediated through digital technologies, which makes it possible to create differentiated and interactive learning processes, mainly through "active methodologies" – these are nothing more than demonstration of the focus that the student should have in the teaching and learning method, seeking to observe reality, its key points, its theorization, the hypotheses of solution and its application to reality, being influenced by some well-known theoretical currents, such as Vygotsky's interactionism, learning through Dewey's experience and Paulo Freire's philosophical current, which breaks with traditional conteudist education, called banking education.

For interactionism, the student should be provided with an affective school environment in which his voice could be heard and disseminated in order to seek a socialization with the other classmates of his class. For Vygotsky (1989, p. 56) "the individual's superior mental processes originate in social processes." According to Dewey (1978) there is no separation between life and education. For this, the active methodologies seek a combination of lived experiences by the students, as a form of learning within the classroom, since the two things can complement each other and form a learning that makes sense for the child.

Meanwhile, according to Freire (2015), the teacher should value the student's previous knowledge and autonomy, because he believes that conteudist teaching removes from the child his critical and conscious sense of formulating opinions on the most diverse subjects and makes him/her influenceand manipulated. Therefore, it is understood

that the teaching and learning process should provide an exchange between the teacher and the student (FREIRE, 2015).

In this sense, by using active methodologies, students are no longer only receptive to the learning process, thus becoming active in it, since they also have experiences to be shared for the construction of their knowledge. Thus, it should be noted that the methodologies seek to resignify the teaching/student process, making the student the center of the teaching process, spreading the autonomy of the same, problematizing their reality and reflection, thus enabling teamwork and innovating in the reality of the teacher in being a mediator of this process.

With this, we can emphasize that digital literacy brings autonomy to educational practices for parents, teachers, students and other agents of the educational process. This proposal had been widely disseminated by Papert (1994), which led to self-directed learning, creating a gateway to children's interests and abilities to achieve the goals of each teaching and learning process.

Therefore, when we experience a remote teaching context damnated by the COVID-19 pandemic in 2020, we began to routinely witness the use of TDICs and active methodologies in basic education and in out-of-school contexts, which reverted to various practices to achieve the objectives of the teaching and learning process. Thus, in the field of reading and acquisition of written language were not different.

Literary reading in digital literacy contexts

The act of reading is widely disseminated in our society, due to the graphocentric model of it in which the child enters the school environment already having contact with the most diverse stimuli exposed in the environment to which they integrate. With this, reading is valued and its learning generates a great apprehension in both students and families. In this regard, we can highlight that teaching

with regard to reading, at first, generates a degree of fear in the little ones, because the pressure performed, mostly by guardians and teachers, is too much, generating tensions. With regard to family members, they consider literacy a great advance for students and create several expectations about this moment, in which, many times, they anticipate actions seen by the importance destined to this field by all citizens of the community (SOARES, 1999).

Thus, reading, according to Martins (2010), is not only the decoding of writing, but involves a symbolic dimension of sounds, gestures, expressions and even objects that surround us. We understand that in addition to coding and decoding, the act of reading encompasses a purpose, that is, why we read and what are the functionalities of the social uses of reading and writing, since, according to Freire (1981, p. 13), "reading the world always precedes the reading of the word and the reading of it implies the continuity of the reading of that". In this bias, the importance of reading goes beyond communicating, expressing and thinking about a given situation, including the understanding of the world, the expansion of creativity and critical sense, as well as the improvement of psychomotor aspects – physical, emotional, cognitive and motor – providing according to Martins (2010), the global formation of the individual.

Therefore, Paulino (2014) points out that literary reading is an indispensable tool for child development that must be opportunistic from an early age through books and several other diffusers of it because these artifacts allow the child to design what he reads, his experiences, references, desires, fears and is in reading, feel part of it or identify with history, with the rapporteur, thus causing an approximation of the reader with reading and, contributes to the development of children, allowing them to become creative, critical, with good memory, curious, in which it provides an affection between those who read and listen, besides creating an ability to better deal with their feelings or certain situations experienced in daily life. Moreover, it collaborates in the

process of acquiring writing and language, as well as in the apprehension of textual genres in the early years of elementary school.

In this sense, reading is seen and discussed by Solé (1998) as a process of interaction and construction of meanings, in which the learner uses his previous knowledge and social context to apprehend and understand when he develops the act of reading. Thus, read assumes that the child knows the social uses and functionalities of the language and does not merely code and decode the codes presented in the text.

In this bias, the text according to Solé (1998) becomes a meeting place, since reading involves a social, historical and ideological context, mobilizing a series of knowledges: a) of the world, such as previous knowledge and experiences; b) linguistic, referring to the knowledge of the language, its system and meaning of words; c) socio-interactional, which refers to knowledge related to the organization of our society and how social relations occur in our environment.

In this perspective, we have the hunch of the term active reader, being this one that mobilizes his previous knowledge when reading, which has objectives and intentions of reading with a view to constructing the meaning of the text so that at the end of it, understand and learn what he read, thus allowing the reading comprehension of the child. Moreover, the act of reading must make sense and be motivating, seeking a meaningful learning, since the relationship between the knowledge understood and the previous knowledge creates a new knowledge, that is, meaningful learning (SOLÉ, 1998).

Thus, the active reader understands and appropriates other ways of reading, included by digital literacy. Para Soares (2002), writing technologies organize the condition of literacy, being divided into "typographic technologies" – which designate the processes of writing on paper – and "digital technologies" – that designate the processes of writing on canvas. The screen as a new reading and writing space provides new forms of access to information, causing other ways of

reading and writing. While in the "typographic technologies", in which paper is the support, the text is linear and structured, in the "digital technologies", where one of the media is computer screen, the text is presented without predefined order, being multilinear and multisequential. If before in printed reading the mastery of written language was an essential condition for the apprehension of its content, with the use of digital technologies another type of language is present for the understanding of the message. We understand that the mastery of written code is not a primary condition for the reader's understanding of the message, evidencing that there was a transformation in the reading processes (SOARES, 2002).

From this perspective, we can say that the activities of stimulating reading, whether from printed works or in digital contexts, contribute to the literacy of the child. Therefore, we currently experience new tools that can help in this process. Digital literacy is about the dynamic dimension of appropriation of the uses of such digital devices, so that subjects are always in the process of learning and interacting with new creative and flashy ways of having contact with a digital text, whether to change places, space, have a multiplicity of screens and be able to choose their own reading style.

To this end, the understanding of the functions of hypertext is part of the digital literacy in which technological media are the focus, bringing images, videos, audios, etc. The interactivity with the texts is configured from dynamic links that develop the ability to read and write from the student in a differentiated, nonlinear and playful way, which can and should be mediated by the teacher (RIBEIRO, 2014a). In this sense, the differences between the text of paper and the text on screen of a mobile phone, computer or tablet is in the ease of its access with a few clicks and also of the way the texts are organized. On paper we have a standardized hierarchy – the text follows from top to bottom, from left to right, having enumerated pages in which we can identify a beginning, middle and end.

In the on-screen text of a media the reader can define its own reading mode without a linear and temporal order. Thus, digital literacy provides the child with the expansion of the reader's perspective, in which the reading path can vary, reduce or expand, as well as their creativity, which impacts the ways of reading and writing. For this, mediating the access of students to hypertexts can help in this new social interaction of digital literacy, promoting the child to construct reading strategies from different contexts. Considering that digital technologies impact on the modes of interaction between the reader and the text, between the reader and the way of acquiring new knowledge, much has been discussed about the concept of multimodality, in which, according to Street (2014),

> In this new perspective, which is opposed to more traditional Western educational approaches, one should consider linguistic modes of communication – writing and orality – visual – images, photographs – or gestural – pointing the finger, shaking the head negatively or affirmatively, for example. This diversity of modes of communication was incorporated both by the more traditional media, such as books and newspapers, as well as by the more modern ones, such as computers, mobile phones, television, among others. Thus, teachers currently need to be concerned with teaching not only the technical skills necessary to handle the different media, but also the metaknowledge that is necessary to understand, in an integrated and meaningful way, the different media and their functioning (STREET, 2014, p. 229).

In this sense, the multimodal texts, according to Rojo (2001), are defined as those that employ both compositions, being verbal and nonverbal language – images, sounds, videos, etc. – with the objective of providing a better insertion of the reader, given that the language used

in these texts is a unit of collective and social verbal production that conveys a message presented in the society that integrates the reader subjects. Thus, the practice of reading the written message with the practice of decoding images and other visual resources, is that it will facilitate the understanding of the user, thus understanding the social functions of the language through digital literacy.

In this bias, when we read a text, whether printed or digital, we are exposed to a large amount of sensory and visual stimuli, to which we add to our reading objectives and the reading strategies that we employ during the act of reading, given that we read the texts differently, because the motivations that lead us to this practice are different.

In this way, we create expectations directly related to the type of text that will be read, in which we expect to find a range of multimodal resources that help us advance in our reading understanding. To this end, considering that the practices of communication and social interaction are inherent to the educational process, teaching lives a revolutionary moment that permeates the Pedagogy-Technology binomial and its reflections on the act of acquiring written language, since, what was previously done mechanically through decoding and coding, was re-signified by the mediation of digital tools in the use of language, thus exceeding the material and printed superficiality of the texts, providing a non-linear, playful and autonomous reading (ROJO, 2001).

From this perspective, the boundaries of digital literacy permeate the classroom and should be used to benefit the teaching and learning process of students. In this bias, the BNCC (BRASIL, 2018) predicts that the language as a form of interaction, in which the conception of language is seen as a cultural and social phenomenon, as well as a historical phenomenon that changes according to its contexts of use, and is responsible for the construction of identities. With regard to the text, it is considered as a unit of work, in which the production contexts and the significant use of language are validated. Moreover, it is important

to show that in the context of the BNCC, reading is conceived in a broader sense, referring not only to the written text, but also to static images (drawing and painting), sound (music) and in motion, such as videos and photos, thus constituting children's access to multimodal texts (BRASIL, 2018).

Faced with this question, the research of Santaella (2004) presents us with three types of readers, being: contemplative/meditative reader – this reader reads and maintains an intimate relationship with the printed book and with the fixed images arranged in the work; moving/fragmented reader – this reader is characterized by its move and dynamism and arises with the birth of the newspaper in which it defines itself as, "[...] a reader of fragments, reader of newspaper strips and slices of reality" (SANTAELLA, 2004, p. 29); immersive/virtual reader – this reader reads and explores hypermedia, in which he has a free and non-linear reading style, provoked by his choices between links and us.

> [...] a reader in a state of readiness, connecting between knot and nexus, in a multilinear, multisequence and labyrinthine script that he himself helped to build by interacting with the nodes between words, images, documentation, music, video, etc. (SANTAELLA, 2004, p. 33).

In view of the above, this study sought to describe the digital recursions of the application "Bamboleio", in order to reflect on the contributions in the process of reading comprehension of the child in a context of remote teaching, from a descriptive research, of qualitative approach. The choice of the digital application "Bamboleio" was for offering easy-to-handle features and by having a virtual library, as well as providing teachers, parents and other agents of the educational process tips on your Blog for the mediation of literary reading effectively and satisfactorily with children, specifically in the period of remote context.

The bamboleio app

The Bamboleio application was implemented in the year 2020, in a literacy class of a private school in the South of Minas Gerais and is available for download on Android and IOS platforms, with a collection of digital books of various themes, authors, graphic projects and reading mediation tips for parents, responsible and/or teachers explained through a Blog available online on the Application's website. With regard to access to the works in the application, they are available for 30 days free of charge and after this period the contents are available through monthly subscription with the affordable cost, and this value is used to keep the collection with the publishers and, concomitantly, the access of the works by readers.

As mentioned above, the application was indicated to parents and teachers of a class of the 1st year of elementary school, in a remote context of literacy, located in a private educational institution in the South of Minas Gerais. It should be reiterated that it had positive effects for the acquisition of reading comprehension and written language by children and was used as a way to present literary reading to the little ones, in order to provoke not only the delight and acquisition of the written language process, but a critical and creative formation.

It should also be noted that all those involved had conditions to maintain the monthly subscription of the application and thus ensure access to the works by the little ones. In addition, the institution widely disseminated the mediation tips available on *the online blog* to foster the affective and satisfactory contact of children with their families and teachers during the act of reading.

FIGURE 1: Presentation screen of the Bamboleio application.

Source: Bamboleio Application (2021).

It is worth reiterating here, that the collection available in Bamboleio seeks to respect the precepts of "Bibliodiversity": Radical biblio coming from the *Greek Bíblion,* which has the meaning of book, is always used relative to these and the spaces that congregate them. The word diversity derives from *the Latin diversutas* and, according to the Dictionary of Portuguese Online (2020), means "reunion of what contains several distinct aspects, characteristics or types; plurality."

> Bibliodiversity is a large number of cultural expressions and different cultural expressions, visions and ways of expressing themselves that exist between societies [...] Access to many titles, from comic books to beautiful illustrated books are essential factors that arouse interest in reading, and eliminate from the imaginary of children and young people that reading is a must, because reading goes beyond books (SCHROEDER, 2009, p. 10).

Thus, the Bamboleio application has Bibliodiversity in its collection, since it presents works that enable a diversity of graphic and

typographic projects so that children and adults at the same time feel provoked by the multiple addresses of the books. Moreover, the application because it contains a varied collection, corroborates with the right to literature presented by Cândido (2011), because, during the remote period, access to different works, also enabled access to culture, an indispensable good, as well as the right to life, housing, food and literature that is seen as a basic and fundamental right to the little ones. In addition, the bamboleio application site *offers a Blog* with reading mediation tips for adults who present literary reading to children – the themes can be chosen in advance by mediators.

> For the child, it is even more beautiful when the entrance into the magical world of children's literature takes place in the company of an adult. It is necessary that adult and child cultivate unpretentious moments together, moments when they only coexist in play and love. And reading is certainly a way - of the most powerful and incredible - of adults and children to meet in their childhoods (BAMBOLEIO, 2021, p. 01).

Thus, *the Blog seems* to defend a perspective in which the relationship between the child and reading takes place through the company of an "adult", that is, a reading action permeated by affective relationships, given that, according to Reyes (2014, p. 213) "reading mediators are those people who extend bridges between books and readers, that is, that they create the conditions to make it possible for a book and a reader to meet."

In this perspective, the understanding of the action of reading mediators becomes a differential, because the relationship between the child and the object of knowledge, in this case a literary work, is not only given directly through stimulus and response, as in the conception advocated by Behaviorism, but by mediated interaction (VYGOTSKY, 1989). Thus, when contacting reading, mediations are fundamental for small readers to

expand their superior psychological functions and gradually understand the uses and functions of literature in the society in which they integrate.

FIGURE 2: Main screen of the Bamboleio application.
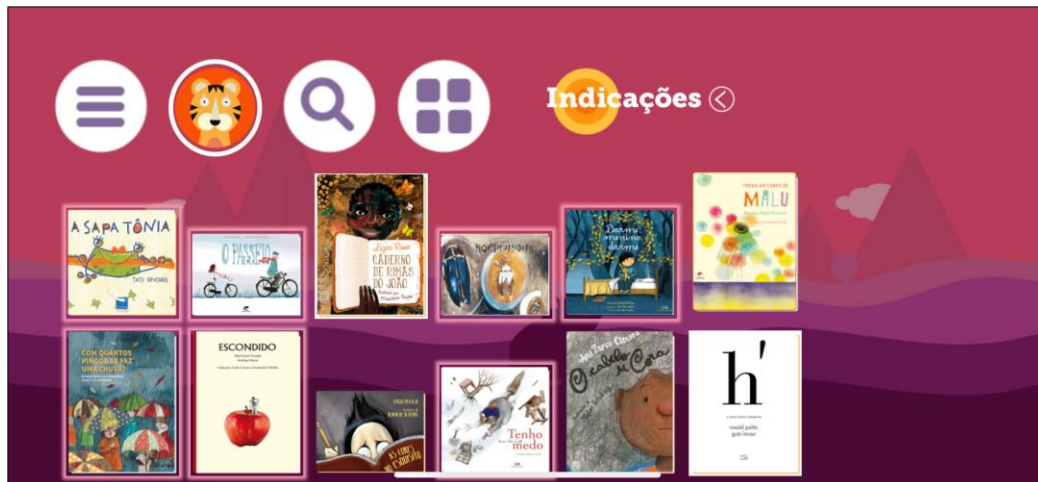
Fonte: Aplicativo Bamboleio (2021).

We believe that, the application presents icons of orientation to the actions that the reader can perform, with commands easy to understand and use. When starting, the application requests that an email and password registration be made. After this first moment, the profile for the adult who will mediate the reading with the child can be registered and, consequently, the insertion of the children who will use it and its age group, so that the books, as well as the stories are personalized by age. After the inclusion of the reading mediator and the respective children who will receive this mediation, the application offers the possibility to select the subjects to search for works that best fit their readers and, by showing them offers the possibility of after reading the digital book, acquire them physically through the website of stores and partner publishers.

In addition, the Bamboleio application offers digital features, which for access to books and their information, leads through clicks to the icons available on the screen, as noted in Figure 2 we have: the list

with three strokes to the right – it provides opportunities for the adult mediator to access the application settings; the following icon with the image of a "little lion" indicates the profile of the child who is currently reading; the magnifying glass allows you to search for works to which readers have interests; the four-icon table allows the mediator to choose the subjects he/she wishes to present to the children; finally in the center of the image we have a range of works according to the subjects determined by the registered adult-mediator. In addition, when choosing a book the child has autonomy to slide with the cursor on their pages and over the images of each work.

Thus, these resources allowed the mediation of children's literature, both in the classroom by the teacher and in the family environment by the mediating adults, given that this action enabled, in addition to moments of delight, the critical formation of small readers, since, "reading is entering other possible worlds. It is to ask reality to understand it better, is to distance yourself from the text and assume a critical posture in the face of what is said and what is meant, is to draw your letter of citizenship in the world of written culture..." (LERNER, 2002, p. 73).

In short, during remote teaching, the digital application allows either access to works and the experience of a digital culture, in which the small reader can define his own way of reading, without a linear and temporal order. There is a view that digital literacy provides the child with the expansion of the reader's perspective, in which the reading path may vary, reduce or expand, as well as his creativity, which contributes to the ways of reading and writing. For this, in the use of the Bamboleio application it was necessary that parents and guardians also assume the function of mediating the access of students to hypertexts, which helped in this new social interaction of digital literacy, promoting the child to build reading strategies from different contexts (RIBEIRO, 2014a).

Final considerations

It is certain that digital literacy and practices opportunistic through children's literature are essential for the process of reading comprehension, given that, during the atypical moment experienced in 2020, due to the COVID-19 pandemic, relationships through digital media intensified and children's literature, as well as literary reading, suffered lags in remote learning, in which the children encountered lack of interaction with their peers, with mechanized and destimulating activities.

In this sense, the digital application Bamboleio proved to be a possibility to spread literary reading in literacy classes, since it offered arange of books with characteristics of Bibliodiversity and that opportunistized the measurement of reading, thus reinforcing the ties of the love triangle proposed by Reyes (2012) between adult, child and book. Thus, the performance of reading mediators can happen in different ways, places and media, whether printed or digital, encouraging small-readers to explore the work during reading in the application, which is fundamental for reading comprehension, as well as for children's autonomy thus contributing to digital literacy.

In short, monitoring the evolutions of the printed text to the text on screen are essential to receive the students who enter the current basic education, since they emerge from a society immersed in the context of cyberculture. Moreover, this was a challenge for teachers, especially in the remote period caused by the COVID-19 pandemic, in which the use of digital resources during classes in remote context increased consubstantially. Thus, the use of the Bamboleio application offered situations of reading mediation, stimulating the reading comprehension of children in the early years of elementary school, thus guaranteeing the learning rights protected by BNCC (BRASIL, 2018).

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