



"The Wizard of Oz": práticas sociais de leitura e de oralidade em inglês na voz de estudantes do ensino fundamental [

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text (article)

Analítica

This article presents an understanding of social reading and speaking practices in English developed from the literary work *The Wizard of Oz* in the voice of 5th grade students of a Public Elementary School located in Blumenau / SC. Such a qualitative approach is based on Historical-Cultural Theory and Studies of Literacies. As a tool for data generation, a collection of drawings produced collectively by a total of 16 students enrolled in a class of the 5th year of elementary school, aged between 9 and 10 years old, was used. The data analysis points to the observation that the practices reading and orality of these subjects provided not only the appropriation of scientific knowledge developed from this didactic sequence involving music, film and the work *The Wizard of Oz*, but also the expansion of the cultural and linguistic repertoire of students in the context of interaction with the English language. It is considered, therefore, important that language classes in Basic Education focus on linguistic concepts for the interaction in different practices in different social spheres in which these subjects circulate, as well as being oriented to the reflection on the cultural repertoire and the dimension intercultural understanding of the different uses of language

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