



Aprender el Sistema de Escritura: Un Estudio de las Modalidades de Intervención de los Adultos en Situaciones de Alfabetización Familiar en Poblaciones Urbano - Marginadas de Argentina [

Universidad Santo Tomás (Chile),
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Analítica

The paper reports a qualitative analysis of literacy situations generated by a family literacy program- that took place in the homes of children from poor urban population of Argentina. The analysis is centred in adult interventions during activities focused in different abilities required to use the writing system -sound games and writing activities. Results showed that the activities adopt an asymmetric format similar to the sequence initiation-response-feedback observed in the classroom. It was also observed that adults frequently autorepair the directives and questions they make to the children. In the writing activities adults and older children model, dictate the name of the letters and help the little children to analyse the sounds of the words. The children have the opportunity to recognize and write letters, pay attention to the sounds of the words and establish phoneme-grapheme correspondences

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