Abstract

From a social constructivist point of view, the author reviews the theoretical and methodological bases to reflect upon the reading and writing (RW) teaching process at a beginning education level. The author insists on a facilitators and mediators attitude on behalf of the teacher, which allows literacy acquisition in a contextualized way (familiar to the student). Recurring specifically to two great Vygotskian concepts which are the General genetic law of cultural development and the Zone of proximal development as essential resources for the growth of the childs conscience for the sake of the metacognition of his/her RW processes. Also, using Olilla (1998) to distinguish the importance that family participation has in the learning process.

Keywords

reading and writing, beginning level education.