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**WRITTEN COMPREHENSION ABILITY: A DIDACTIC PROPOSAL WITH FOR
9º GRADE STUDENTS FROM VISEU-PA**

BRAGANÇA – PA

2022

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This monograph was presented as a final paper (TCC) required for an English Language Degree Course of Federal University of Pará - Campus of Bragança, to obtain the title of undergraduate.

Guided by Prof. Karina Gaya.

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First of all, I want to thank God for allowing me to realize this big dream. It was not easy to get here, but with him all things are possible when we believe.

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Firstly, I want to thank God for allowing me to realize this big dream. It was not easy to get here, however, I am grateful for him leading me and sustaining me with the gift of life until this moment.

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LISTA DE SIGLAS

FL – Foreign language

BNCC – National Common Curriculum Base

PCN – LE – National Curriculum Parameters (English Language)

PISA - International Student Assessment Program

*‘I can do all things through Christ
which strengtheneth me.’
(Philippians 4:13)*

ABSTRACT

The main objective of this work is to present a didactic proposal for the practice of reading skills in the teaching of the English language for students of the 9th grade of public schools in the municipality of Viseu, in Pará. The work has theoretical and practical relevance bringing this reflection and proposing reading strategies that can be applied in the classroom. The research was based on theoretical concepts discussed by Wallace (1993), Grellet (1981), Kleiman (2000 and 2002), Widdowson (1984), Silva (1992), Nuttall (2003), Kato (1999) and Brown (2001), which address that theme. The present study was developed through bibliographic research through readings related to the theme. Through those theoretical reflections, a pedagogical proposal was proposed through a lesson plan exploring reading strategies and their stages (pre Reading, Reading and post reading). A lesson plan with a text on a folder and six questions make up the pedagogical proposal, being an empirical plan. The research is divided into 6 chapters, the introductory, the theoretical framework explaining the main concepts of the research, and the methodological procedures are addressed. In chapter 5, there is a presentation of the pedagogical proposal and finally the final considerations of the work. Although the lesson plan was not applied, it is proposed that it be applied in practice in a 9th grade classroom in the future.

Keywords: Reading ability; Reading strategies; Public school; English language.

RESUMO

O presente trabalho tem como objetivo principal apresentar uma proposta didática para a prática da habilidade de leitura no ensino da Língua Inglesa para alunos do 9º ano de escolas públicas no município de Viseu, no Pará. O trabalho tem relevância teórico e prática trazendo uma reflexão e propondo estratégias de leitura que podem ser aplicadas em sala de aula. A pesquisa apoiou-se em conceitos teóricos discutidos por Wallace (1993), Grellet (1981), Kleiman (2000 e 2002), Widdowson (1984), Silva (1992), Nuttall (2003), Kato (1999) e Brown (2001), que tratam dessa temática. O presente estudo foi desenvolvido por meio de pesquisa bibliográfica por meio de leituras relacionadas ao tema. Por meio dessas reflexões teóricas, foi proposta uma proposta pedagógica por meio de um plano de aula explorando as estratégias de leitura e suas etapas (pré-leitura, leitura e pós-leitura). Um plano de aula com um texto em um folder e 6 questões compõem a proposta pedagógica, sendo um plano empírico e ainda não aplicado. A pesquisa divide-se em 6 capítulos, o introdutório, o referencial teórico explicando os princípios da pesquisa, os procedimentos metodológicos são também abordados. No capítulo 5 há uma apresentação da proposta pedagógica e por fim as considerações finais. Embora o plano de aula não tenha sido aplicado, propõem-se que futuramente seja aplicado em prática numa sala de aula do 9º ano.

Palavras-chave: Habilidade de leitura; Estratégias de leitura; Escola pública; Língua inglesa.

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1 INTRODUCTION

The English language is a recognized and used language worldwide. There are about 400 million native speakers around the world (Crystal, 2001). That author also says that according to estimates of speakers in general (first and second language) or modern communication vehicle there are about one and a half billion speakers of this language worldwide, the equivalent of a quarter of the world's population. In addition, according to data presented by Schütz (2003), it is estimated that 75% of all written international communication, 80% of the information stored in all computers in the world and 90% of internet content are in English.

In this perspective, it is necessary to take into account the importance of reading in English, as Silva (1992) states that writing and reading in English helps in the dissemination of different areas of knowledge. However, globalization and the emergence of new technologies and the need to exchange information, whether cultural or scientific, make the ability to read imperative. However, what is observed is a considerable deficiency in our country in relation to the teaching and learning of this skill. According to a survey carried out in 2000 by PISA¹, Brazil occupied the thirty-seventh position on a scale of levels of reading comprehension in a contingent of forty-one countries around the world.

For Grellet (1981), there are two reasons for reading: for pleasure and to obtain information. Silva (1992) adds that reading provides access to individuals to the most diverse sources of information and knowledge, constituting a basic element of their education. With regard to the teaching of a foreign language, the National Curriculum Parameters (PCN-LE, 1998)² emphasize the teaching of reading, according to the curricular framework, is the most relevant skill in the immediate social context of students and that best meets your formal education needs. The PCN-LE (1998) also points out the fact that a foreign language, and consequently reading in that language, contributes to the student's literacy and makes them increase their self-perception as human beings and citizens.

PISA¹ International Student Assessment Program

PCN-LE² National Curriculum Parameters (English Language)

By understanding the other through learning a foreign language, he (the student) learns more about himself and about a plural world, marked by different cultural values and different ways of political and social organization. (PCN-LE: 1998). In this regard, Silva (1992) also says:

"Reading is, ultimately, not only a bridge to awareness, but also a way of existing in which the individual understands and interprets the expression recorded by writing and starts to understand himself in the world." (SILVA, 1992, p. 45) ¹

Reading in a foreign language is important, as it allows contact with new cultures and new knowledge that enables the student to learn and provides the opportunity to know other realities, expanding their worldview. With regard to the research process of reading development, according to Alderson (1984), it is important to make less proficient readers aware of the existence of strategies that more proficient readers use, and that those strategies can help them to develop that skill. Goodman (apud Alderson, 1984) states that reading is a universal hypothesis, that is, its process is basically the same for all languages, in both English and Portuguese.

Reading is a relevant skill to be worked on in the classroom. However, according to the authors, it is still a skill that needs to be worked on and considered. Through reading strategies, this process can be facilitated and profitable. Faced with such statements, this study is justified by proposing an analysis of the practice of reading skills in the teaching of the English language in public schools in Viseu-PA. In this perspective, if difficulties were detected on the part of teachers in working on that skill, pedagogical activities would be proposed that would help teachers to improve their teaching practice, identifying the possibilities and difficulties of students in the learning process and developing strategies for reading with their students.

Therefore, in the quest to help students develop their reading skills and at the same time offer teachers a pedagogical resource; we have brought a proposal based on the main reading strategies, considering the importance of the pre-reading, reading and post-reading stage, in order to develop students' reading competence in English.

¹ Nossa tradução para o original: " Ler é, em última instância, não só uma ponte para tomada de consciência, mas também um modo de existir no qual o indivíduo compreende e interpreta a expressão registrada pela escrita e passa a compreender-se no mundo." (SILVA, 1992, p. 45)

The present work has as general and main objective to bring a reflection about the development of text comprehension through reading strategies of 9th grade students of public schools in Viseu-PA. This reflection focuses on raising awareness about the importance of reading and the new guidelines of the BNCC, identifying students' difficulties in terms of reading skills, and finally creating a teaching proposal exploring different modes of reading such as reading to get an idea text, search for specific information, or understand details of the text.

The present study was developed through bibliographic research through readings related to the theme. Through these theoretical reflections, a pedagogical proposal was proposed through a lesson plan exploring reading strategies and their stages (pre Reading, Reading and post reading). A lesson plan with a text on a folder and 6 questions make up the pedagogical proposal, being an empirical plan and not applied. The lesson plan was designed for a 9th grade shift at a public school in Viseu.

This work is structured in 6 chapters. It begins with an introductory chapter bringing a general apparatus and contextualizing the reader in the theme, then the theoretical framework where we will address the theoretical bases that structure the research. The concept of language and language is presented, explained on foreign language BNCC (National Common Curriculum Base). Also presented is Teaching English in Public Schools, Reading Skills, and the Strategies and Stages of Reading (Pre Reading, Reading, and Post Reading). In chapter 4 the research methodology is addressed, in chapter 5 there is a presentation of the pedagogical proposal and finally the final considerations of the work.

2. THEORETICAL BACKGROUND

In this section, the theoretical bases and concepts that underlie the present work will be presented. First, the concept of language and language, foreign language BNCC (National Common Curriculum Base). Then, it will be explained about Teaching English in public schools, Reading skills and strategies. The stages of the reading process will also be explained in three different topics, namely pre-reading, reading and post-reading.

2.1 CONCEPT OF LANGUAGE AND LANGUAGE

When we think about language teaching, it is necessary to consider the language perspectives that are part of the dialogical understanding of the relationships between subjects.

Based on that perspective, some ways of considering language teaching are proposed. Language concepts in the FL teaching and learning process are associated with three important aspects: *language, culture and identity*. Some theorists evaluate and define the use of language as a central object in the study of linguistic science in a given society.

At the beginning of the 20th century, Saussure presented Structural Linguistics, which became known by many authors as an innovative study in linguistics which started in the first half of the 20th century. That study on linguistics became known with the posthumous publication of Ferdinand Saussure's book – *Linguistics GERAL Course* , which came to address an important aspect about the definition of language as an object of study in linguistics. According to him, language has two divisions: *language and speech*. Taking into account that language is considered essential and speech secondary.

The study of language comprises, therefore, two parts: one, essential, has language as its object, which is social in its essence and independent of the individual; this study is purely psychic; another, secondary, has the individual part of language as its object, that is, speech, including phonation and is psychophysical (SAUSSURE, 2000, p. 27).

According to Saussure, language is a homogeneous system of values that is inserted in the mind of each speaker as a social product in a given community. For him, language is seen as an independent code of use, since language does not change over time, becoming a stable, immutable, closed system, subject to linguistic norms for study from internal relationships. That perspective, also called “monological”, discusses the univocal and abstract character of language and presents a normative and stable factor that emphasizes elements that are reified and replace the dynamics of communication.

On the other hand, as previously mentioned, we have the dialogic perspective, which in turn presents a historical character that values the enunciation, thus the meaning of the word is determined by its context, and the language is understood as a concrete reality. In this way, as we said earlier, language teaching is based on the perspectives of language and is organized to allow students to work in a certain way to conceive the language.

2.2 FOREIGN LANGUAGE BNCC (NATIONAL COMMON CURRICULUM BASE)

Before dealing specifically with the guidelines of the National Common Curricular Base (BNCC) for teaching English nowadays, it is necessary to go back a little and reflect how

the English language was treated in the official documents prior to the base and what changes were presented in the current document, that is, the BNCC.

For the teaching of a foreign language, the National Curricular Parameters (PCN-LE, 1998) emphasized the teaching of reading, since, according to the document created in 1998, this skill was the most relevant in the immediate social context of the students and that best meets your formal education needs. In this sense, the PCN-LE (1998) also points out the fact that a foreign language, and consequently reading in that language, contributes to the literacy of the student and makes him increase his self-perception as a human being and citizen.

By understanding the other and his otherness[2], by learning a foreign language, he (the student) learns more about himself and about a plural world, marked by different cultural values and different ways of political and social organization. (PCN-LE: 1998, p.19).

In the PCNs, it has been approaching several relevant aspects in the teaching of a Foreign Language (FL) that contribute to the education of students. Those contributions are cited as: expansion of communicative skills and cultural expansion, understanding of different forms of communication and dialectal variability, linguistic adequacy according to the environment in which it is inserted.

In this sense, the PCNs (BRASIL, 2006, p. 91) point out that:

[...] the subject of Foreign Languages at school aims to teach a foreign language and, at the same time, fulfill other commitments with students, such as, for example, contributing to the formation of individuals as part of their educational concerns. (BRASIL, 2006, p. 91).

According to BRAZIL (2006), the foreign language learners come to understand their position in the society they live in, feeling like a social subject, knowing how to express themselves and understand as a citizen their importance and contribution to society. However, researching the reading process, according to Alderson (1984), is important in order to make less proficient readers aware of the existence of strategies that more proficient readers use, and that those strategies can help them to develop this skill. Goodman (apud ALDERSON, 1984) states that reading is a universal hypothesis, that is, its process is basically the same for all languages.

For Jolly (apud ALDERSON, 1984) the success in reading in a foreign language corresponds essentially to the ability to read in the mother tongue and not to the level of knowledge of English of the student. He also states that reading in a foreign language requires the transfer of skills, not the learning of new skills. In the view of Kato (1999), in this regard, he says that the researchers' finding is that many of the learners' difficulties are not due to lack of knowledge of the foreign language, but mainly to their inability to interact with the text written in their mother tongue. . However, according to the author, it leads researchers to have as part of their objectives the development of reading skills, regardless of the language of the text.

According to the various theorists consulted, as well as Wallace (1993), Grellet (1981), Kleiman (2000 and 2002), Widdowson (1984), Silva (1992), Nuttall (2003), Kato (1999), Brown (2001), Aebersold and Field (1997), the importance of the reader/text relationship is the key to obtaining the meaning of the material reading. Kleiman (2002, p. 20) says, “The activity of reading, in the good sense of the word, is that in which we reframe the word based on our previous experience”. Grellet (1981) adds that the information that the reader brings to the text is often more important than that found in it.

For the author, she states that reading is an active process, as it requires constant discovery, prediction, verification and self-questioning by the reader, since understanding a written text means extracting the desired information in the most efficient way possible.

As we can see in the official documents prior to the National Common Curricular Base (BNCC) the focus was mainly on reading and writing, however with the approval of the BNCC of elementary education in 2017. That brought some changes in the way on how to work the English language in classroom, if in the previous documents the emphasis was on reading and writing practices, in this new configuration this position is considered and expanded, by treating the language in a discursive way.

Language learning was mainly related to the integral development of the student's literacy, which is, learning to read texts written in another language. Currently in this new configuration, the basis puts emphasis on the character formative process of the student, in a perspective of conscious and critical language education, in addition to the multiliteracy vision of the student. In addition, the BNCC defines the essential learning that must be taught to students in all stages of basic education, as well as favoring the English language, which

currently has the status of global language, becoming mandatory from the 6th year of elementary school.

Those essential learnings, as described in the base “should contribute to ensuring students the development of ten general skills, which substantiate, in the pedagogical scope, the rights of learning and development” (BRASIL, 2017). The BNCC is organized into areas of knowledge. In the present work I want to highlight just one specifically, language area, in which the English language is inserted, the area related to our work.

The pedagogical foundations adopted by the BNCC direct the focus to the development of competences and integral education. Whose objective is to contemplate all dimensions of human development such as intellectual, physical, social, emotional and cultural of students in the construction of a fair, democratic and inclusive society, The BNCC defines competence as the mobilization of knowledge, values and attitudes that the student needs to develop throughout their school life, aiming at a better preparation for life in order to solve the complex demands of everyday life, the full exercise of citizenship and the world of work (BRAZIL, 2017).

The concept of competence, as well as ability, are recurrent themes in foreign language teaching, as mentioned by Carvalho and Gomes (2014), is characterized as the way in which the individual uses knowledge in real communication. According to them, talking about skills in the context of language teaching/learning implies thinking about the four basic skills that are: reading, speaking, writing and listening. Brown (2007), as mentioned by the authors above, assigns the status of productive performance for speaking and writing skills and the status of receptive performance for reading and listening skills.

According to the BNCC, these four language skills must be worked on in an integrated and progressive way in English classes. However, for this, schools and teachers needed to adapt their curricula and practices to these new rules. At the BNCC, the English language is organized into axes that are: orality, reading, writing, linguistic knowledge and intercultural dimension. In addition, we have thematic units, objects of knowledge and skills, which, despite being highlighted in the base, should not be worked on in isolation, as they are intrinsically linked to the social practices of using the English language.

The reading axis at the BNCC directs the focus to the construction of meanings through the reader's dialogue with the written text, based on the

understanding and interpretation of genres written in the English language, which circulate in the various fields and spheres of society in which they are produced (BRASIL, 2017, p. 243).

According to the base, reading practices in English enable both the development of different strategies such as textual recognition as well as the processes of meaning and critical reflexive reflection of the themes addressed. The BNCC also highlights the importance of working with different types of verbal genres and hybrids of different digital media that are part of the students' reality so that reading gains more meaning, as highlighted in this text.

Working with verbal and hybrid genres, enhanced mainly by digital media, makes it possible to experience, in a meaningful and situated way, different modes of reading (reading to get a general idea of the text, looking for specific information, understanding details, etc.), as well as different reading objectives (reading to research, to review one's own writing, aloud to expose ideas and arguments, to act in the world, taking a critical position, among others). In addition, reading practices in English comprise varied possibilities of language use contexts for research and expansion of knowledge of significant themes for students, with works of an interdisciplinary nature or aesthetic fruition of genres such as poems, plays, etc. (BRASIL, 2017, p. 244)

Another important point addressed by the BNCC is that the old technical view of teaching English focused on linguistic structures no longer fits, in this new context the language approach seeks to provide students with a more real exposure to the language via varied texts and authentic multimedia through varied genres of texts that bring real language use practices closer to the classroom.

The BNCC also ratifies the importance of presenting reading situations organized in pre-reading, reading and post-reading that should be seen as enhancing learning in a contextualized and meaningful way for students so that there is a redirection of existing reading practices especially in the mother tongue. (BRASIL, 2017, p. 244).

In this sense, the English language today is focused on communication, whether in spoken mode or through a written text, and must be conceived in an integrated and progressive way.

3. TEACHING ENGLISH IN PUBLIC SCHOOL

As mentioned earlier, the English language is a mandatory curricular component from the 6th year of elementary school onwards in all public and private schools. It is considered that the teaching of the English language is a great challenge for public schools throughout Brazil. Faced with this problem, **a survey launched in 2015**, the Education Challenges program received Nina Coutinho, English language director of the *British Council*, and Maurício Prado, director of the Research Institute Plan CDE.

According to the survey, at the time only a third of students had some certificate in English. As a result, teachers complained about the didactic material used and not having access to some fundamental tools, such as the internet and music in the classroom. *“Most teachers took their equipment from home”*, stated Prado (2015). *“The Internet, for example, was only accessible [in schools] to 24% of teachers”*, commented Coutinho (2015).

The researcher Nina Coutinho (2015) reports that, according to the survey, a large majority of Brazilians went to public school and took English classes, but when it is necessary to self-declare knowledge, more than 70% say that they are at a basic English level or know nothing about the language. Just under 5% declare themselves English proficient speakers and less than 1% consider themselves fluent in the language. *“There is this paradox, everyone is studying English, but nobody thinks they know how to speak it”*, commented Coutinho (2015).

“What really became clear is the lack of confidence that the English teacher has, in the sense that he himself does not have the opportunity to practice the language. [...] They do not have support and do not have continuing education programs in the area”, explained Coutinho (2015).

However, the research pointed out that only 47% of the English language teachers had access to didactic material for the discipline. *“The teacher also makes it clear that the textbooks that are available to teach English are very advanced for the level of the students”*. The survey also points out that 42% of public school teachers strictly follow what is in the planning suggested by the local education department, while another 37% completely create their own classroom planning.

It is understood that the improvement of English teaching could be thought of in two ways, according to Prado (2015) it is a social problem all over Brazil and that teaching is not the same in terms of opportunities. The other issue would be economic: according to the researcher, there is already a large investment by the federal government, but it would be

necessary to unify the curriculum, timetable, and provide more pedagogical support in planning classes and in training FL teachers, with the aim of standardize their proficiency in the language.

Years later, in 2020, came the pandemic, known worldwide as COVID 19, and what was already difficult became even worse, face-to-face classes were suspended for months and teachers once again had to adapt so as not to harm students even more. Therefore, many challenges still need to be overcome; paradigms need to be broken and negative beliefs such as that English in public schools does not work. Thus, for an effective implementation of the guidelines indicated in the Common Base, not only teachers and students have to propose solutions and actions, but mainly the government, through public policies aimed at improving education.

3.1. READING SKILL

Kleiman (2002) says that reading is an active process, as it requires constant guessing, prediction, verification and self-questioning by the reader, as understanding a written text means extracting the desired information from the text. Most efficient way possible. Offering a more complete view, he states that:

"Merely skimming the line is not reading, as reading implies a search activity on the part of the reader, in his past, for memories and knowledge, of those that are relevant to the understanding of a text that provides clues and suggests paths, but which certainly does not explain everything that it is possible to explain". (KLEIMAN, 2000, p. 27).

Wallace (1993), as well as Widdowson (1984), understand that reading is like a social process and emphasize the reader's role in the creation of meaning, through the reader's recurrence to his knowledge of schemes and the input offered by the text. Widdowson (1984), Royer, Bates and Konold (1984) and Fransson (1984) point out, however, that the reading product will vary from reader to reader and will depend on a series of factors closely related to the purpose of reading, motivation and the prior knowledge that the reader brings to the text.

In the view of Nuttall (2003), in this regard, he says that, due to the fact that readers contribute to the meaning they obtain from the text, there is always a possibility that the student sees situations differently from his teacher, whether due to ignorance and carelessness either for their reasons to read. According to the author, the role of the teacher, in this case, is to

eliminate the first and not the last: one should help the student to see what the writer intended, but not expect everyone to agree with it, since good readers do not allow themselves to be manipulated by the writers.

According to Scholes (apud Wallace, 1993) he defends the teaching of reading in a critical way, because, according to this author, the worst that the teacher can do is to promote in his students an attitude of reverence in front of a text. Supporting this idea, Silva (1992) defends a reading model that will facilitate the emergence of reflection and position taking. This author conceives reflection as “*the appropriation of the act of existing, through a critique applied to written works*” (p. 96).

When we refer to reading in a foreign language, this situation seems to get worse. Wallace's (1993) conception, readers feel intimidated by texts as a result of lack of linguistic knowledge and schemes. Silva (1992, p. 33) also adds, regarding the teaching of reading in the Brazilian educational context, that many teachers “seem to act through trial and error when approaching written materials with their students”.

3.2 READING STRATEGIES

According to Oxford (1990, p. 8), learning strategies are specific actions by the learner to make learning easier, more pleasurable, self-directed, effective and transferable to new situations”. In a foreign language, the development of reading strategies takes place through resources that facilitate the understanding of texts in English or any other language.

The method used for learning to read in a foreign language has been developed since the 18th century. The Grammar translation method was the pioneer used in the classroom. That method was not very effective because it required the student a lot of time to memorize vocabulary and grammar rules. Speaking and textual comprehension were not very emphasized. There was no student-student interaction, only teacher-student.

Reading strategies are fundamental in the interpretation and comprehension of the text, because they allow the student to explore the text, organize it and thus understand it (Grabe, 2002).

According to Nuttall (2003) and Aebbersold and Field (1997), there are two complementary types of information processes used in text reading: the top-down (or top-

down) process and the bottom-up (or bottom-up) process. According to Nuttall (2003), these processes are normally unconscious, but can be adopted as conscious strategies by a reader when approaching a difficult text.

The author points out that in the act of reading, sometimes one or the other predominates, but that both are necessary for written comprehension. Aebersold and Field (1997) mention that readers use both the bottom-up and the top-down processes to understand a text, the combination of which is called an interactive process.

The top-down process, according to Nuttall (2003), occurs when we focus on our experience of the world, on the predictions we make based on our knowledge of schemas, relating the text to our own knowledge and experience. This, according to the author, allows the reader to predict the author's purpose, the probable tendency of the arguments and so on, thereby interpreting difficult parts of the text. This form of process gives the reader the perspective of bringing to the text everything he has, such as prior knowledge, common sense, among others, which are sometimes not considered in classroom practice.

This author compares the descending process with the vision of an eagle flying over a certain region, having a comprehensive view of the whole, although without the observation of small details. Aebersold and Field (1997) add that the top-down process, as well as discursive level strategies, help the reader to perceive how an isolated sentence or a group of sentences contribute to the broader construction of meaning. They further claim that efficient readers employ both bottom-up and top-down processes while reading, switching from one to the other in an interactive reading model, as mentioned earlier.

On the other hand, in the bottom-up process, Aebersold and Field (1997) state that meaning is built linearly or sentence by sentence. Nuttall (2003) compares it to a person who observes a certain region with a magnifying glass, focusing on small details. According to that author, this process occurs from what is contained on the page, such as letters, words and sentence structure, and states that the understanding of the text will only occur if this process is used in combination with the vision of the whole, offered by the process.

3.2.1. Pre Reading

For Aebersold and Field (1997), the pre-reading activity offers students the possibility of establishing their own expectations about the information that will be found in the text and

how it will be organized. In addition, the pre-reading activity presents various aspects of the text, helping the reader to predict what will be read and to make sense of the text. The authors also say that some characteristics of the text are particularly useful in pre-reading: the title, author, font, subtitles, drawings, photographs, graphics, tables, spacing, shape and size of letters, among others.

For Stein (apud AEBERSOLD and FIELD, 1997), when the purpose of reading is a deeper understanding and a good memory of text information, the anticipation activity facilitates the process because it familiarizes the reader with the basic content and with the organization of the text. Text and helps activate your prior knowledge. Aebersold and Field (1997), say that there are three main factors in a pre-reading activity: 1) establish a purpose for reading; 2) activate previous knowledge about the topic to extract more from the material read and 3) establish real expectations about what is in the text so that reading is more effective.

Regarding the first factor – establishing a purpose for reading – Aebersold and Field (1997) point out that there are at least three considerations to be observed: 1) the content of the text and the reader's familiarity with this content; 2) the teacher's purpose in asking a student to read the text and 3) the student's establishment of reasons for reading the text.

When the student's prior knowledge is activated, he begins to think about the topic and has an increased interest in reading, in addition to the fact that the information he already has can help him in the construction of meaning. They also say that when the activity is introduced in a foreign language, there will be a review or presentation of the relevant vocabulary for that topic (AEBERSOLD and FIELD, 1997).

3.2.2. Reading

According to Aebersold and Field (1997), it is important for students to be aware of how they read and what they can do to improve their understanding, thus developing their level of metacognitive awareness. Also according to the authors, given the importance of using bottom-up and top-down processes, teachers should be able to explore them in the classroom while students read. These authors claim that if the student is reading a text that is beyond their proficiency limit, language issues should help. If you are reading at your proficiency level, these questions will not be as helpful and may annoy them. In these situations, discourse-level strategies will be more challenging and more rewarding. The authors mentioned above also add

that the student must understand how the ideas were organized to express the author's point of view.

3.2.3 Post Reading

In post-reading, it is necessary to analyze the text completely so that knowledge can be finalized. The post-reading, in turn, should lead the student to think about the text, critically evaluate the ideas that the author wants to convey in the text. In this way, the student, when using this strategy, is able to connect with what is done in the classroom and with the world outside the school, thus facilitating better knowledge with the community in which the student is inserted and the places where the foreign language is used.

For the student, it is important that he has moments of pre-reading, because it is through the practice of this strategy that the student activates the knowledge he has, or not, about a certain topic to be worked on in a text. From this practice, the student is able to attribute fundamental ideas located in a text and begins to create textual expectations. During the post-reading, the student begins to make a distinction between what he already knew and what he learned and critically analyzes the author's ideas, resulting, therefore, not only in the interaction between the text and the student's reality, but with questioning of both. According to the PCN:

Therefore, reading meets, on the one hand, the needs of formal education, and, on the other hand, it is a skill that the student can use in his immediate social context. In addition, learning to read in a foreign language can help the integral development of the student's literacy. Reading plays a key role in school and learning to read in another language can help students perform as readers in their mother tongue (BRASIL, 1998 p. 20).

Therefore, it is necessary to include a post-reading strategy in our readings, where it is first necessary to understand and absolve the idea that reading is not a passive activity, in which the student only receives information from a distant writer. It allows interaction between the reader's prior knowledge and the message of the text. A critical reflection on the text takes place during and after reading, thus intending to develop practice in the formation of the reader. In order to reach the stage of proficiency and be able to master the basic processing of reading.

4. METHODOLOGY

The present study was developed through bibliographic research. Marconi and Lakatos (2003) say that this type of research is based on making a deep and bibliographical study of the theme, in the theoretical sense of empowering the writer to produce the work. That study is limited to the analysis and reflection of materials related to the theme.

The methodological procedures used in the work were a bibliographical research where information on the proposed theme was collected through a literary review, reflection on the authors' speech in papers and books. Through those reflections, a pedagogical proposal is proposed through a lesson plan containing reading activities and strategies to possibly be used in a classroom within the students' reality. The context in which the pedagogical proposal would be applied can be in a public school in the city of Viseu, in the Northeast of Pará. The target audience would be Students of an English Class in 9th grade of Elementary School.

5. AN EDUCATIONAL PROPOSAL

In this activity, students will learn how to use reading strategies to gain better understanding of the text. Initially, they will receive the text in the form of a folder, simple, with images and short text. The folder is very intuitive and helps a lot when pre-reading. The teacher asks the students to observe the title of the text and the images beside it, and then asks them to answer what the text is about, thus arousing the students' curiosity in this first contact with the material.

Then in question two where some cognate words are presented that will help students in the task, as it will facilitate understanding. Students should mark words that they think relate to travel. After these introductory tasks, the teacher will explore the text with the students. At this point, students will already have a sense of the subject that will be addressed in the text.

During reading, the teacher should ask students to use the two most known reading strategies: skimming and scanning. In skimming (or top-down processing), students skim through the text and look for key information such as topic and background information. In scanning (or bottom-up processing), the search is for details and specific information. As we can see in questions 3 and 4, where specific answers and commands are requested. In the 3rd to answer 6 questions with specific information and in the 4th where the students will underline all the cognates of the text. Students will be exposed to travel vocabulary that will be useful later in the last activity.

In the last Reading activity (5th) students should practice textual comprehension by filling in the blanks with 4 cognate words (to make it easier). Students should observe the context in order to fit the most appropriate words.

In the post-reading, the teacher will ask the students to produce their travel folder as well. He will give a model to the students, which they will complete with their own information; they can use the previous text and the learned vocabulary as a base to complete the activity. At this point, students have already received the necessary knowledge to produce a basic paragraph in English. One suggestion could be for students to read their text to their colleagues in pairs or groups.

Atividade 1

1. Observe as imagens, o título, e responda sobre o que o texto está falando?

2. Marque as palavras que estão relacionadas a viagem:

Passport	plane	money	guitar	notebook	mountain	beach
		Ticket	London	backpack		
		Elevator	glue	carpet		



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3. Responda as questões abaixo:

A- Sobre quem o texto está falando?

B- Quantos anos ela tem?

C- Para onde ela Viajou?

D- O que Ana gosta de fazer?

E- O que ela fez para viajar?

F- Ana dá a sugestão de alguns lugares para visitar, quais são? Qual deles você gostaria de visitar e por que?

4. Cognatos são palavras em inglês que são muito parecidas com o português, como por exemplo: *information* - informação, *computer* - computador, *doctor* - doutor, etc. Circule os cognatos no texto:

5. Utilizando os 4 cognatos a seguir complete o parágrafo a seguir:

Television	Restaurant	Family	visit
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John wants to _____ Italy because there are a lot of nice _____. The food is delicious! He is always travelling. When he is not travelling, he likes to play games with his _____ and sits in front of the _____ to watch a movie.

6. Agora é a sua vez! Vamos viajar? Pense em um lugar em sua cidade ou um lugar que gostaria de visitar. Complete os espaços em branco com suas próprias informações.



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6. FINAL CONSIDERATIONS

As presented throughout this study, reading constitutes a very important element for the formation of the individuals, providing them access to the most different forms of culture and knowledge. Silva (1992) also asserts the fact that it is a way of stimulating the discovery and elaboration of knowledge, making it accessible to other people. In the educational field, the importance given by the PCN-LE (1998) to this ability is highlighted, recommending its teaching in a critical and reflective way, aiming at the formation of a conscious, mature participant and active reader. Throughout the presented theoretical framework, the importance

of the reader/text relationship was emphasized. The activation of prior knowledge and the use of ascending and descending processes in the reading process were highlighted.

The theoretical postulations presented, such as those of Kleiman (2000; 2002), Bransford, Stein and Shelton (1984) and Grellet (1981) ensured the importance of activating the student's prior knowledge for his formation as a competent reader. Kato (1999) also pointed out the fact that a “mature reader” uses the descending and ascending processes in a complementary way, a position that is also supported by Nuttall (2003) and Aebersold and Field (1997).

In conclusion and according to the theories and strategies explained, elementary school teachers can systematize their work in relation to the reading skill in the classroom. Students can use various strategies to understand English through reading and it can be accessible, interesting and useful. The presented lesson plan has not been applied yet. It is a model with steps that can be applied in the classroom, encompassing different reading strategies. The educator can rethink his practice and seek new alternatives to work with reading effectively in the classroom. He can identify possibilities and difficulties of students, aiming at a more effective, productive and conscious teaching of reading.

Given this perspective, this study brought a reflection about working on the reading skill in the classroom, showing a possible way to work with it and thus promote a more effective implementation of this skill in the classroom. With well-prepared and targeted activities for students, they can also have a positive view about texts in English. It can demonstrate that is not so complicated or that the texts can be interesting. Correct materials can arouse the student's interest, thus facilitating their learning, even in a public school context, where resources are a little more limited.

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