

**UNIVERSIDADE DE CAXIAS DO SUL
ÁREA DE HUMANIDADES
CURSO DE LICENCIATURA LETRAS - INGLÊS**

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THE READING PRACTICE IN REGULAR SCHOOLS

**CAXIAS DO SUL
2019**

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Trabalho de Conclusão de Curso
apresentado como pré-requisito para
obtenção do título de Licenciatura em
Letras-Inglês à Universidade de Caxias do
Sul, Área de Humanidades.

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**CAXIAS DO SUL
2019**

ACKNOWLEDGEMENTS

Firstly, I would like to thank myself because without me, I wouldn't finish this paper, which almost drove me crazy for the past months of my life. Am I being serious? You will never know.

In truth, I would like to thank my family, especially my parents who always believed in me and supported me every time that I needed, even when you wanted me to be a dentist rather than a teacher. You are my cornerstone and will always be. Thanks for raising me to be the woman that I am now. The person that I have become is because of you.

Secondly, I have to thank the friends that I met at University. Probably, without you, I would have had given up at the very first semester. So, thanks Igor, Eduarda, Thalia, Susana, Jéssica and Marcos. You made my nights at UCS the best ones I could have these four years that I spent here. You are the best. And also, thanks for the pickled cucumbers every birthday. I loved it and I will always remember this friendly and funny gesture.

Besides, I could not forget my boyfriend, who always helped me, even to do the paperwork of the University. It is right, I never do things alone and I own some of my grades to him. You stood by my side even when I wouldn't if I were you. Thank you, babe.

In addition, I had the chance to know my students in the school that I started to work this year. They made me feel the most welcomed person when I entered there. They could make me believe that this is the profession that I want to follow even though that there are days that it feels like a challenge entering the classroom and giving my classes. Yeah, sometimes I really wish that I had chosen Design instead of English to maybe one day, sell my art in the beach.

Last but not least, I would like to thank all my teachers and professors that inspired me during all my life, since Elementary School, when I wanted to be a Portuguese teacher and High School when I decided that I would rather teach English in the future. However, I would like to thank Professor Sabrina Bonqueves Fadanelli, who was my advisor during this period of writing this project and was and is a great inspiration for who I want to be, as a person and as a teacher. Thank you

so much for all the time that you dedicated with my work and me. I will always be so grateful for this.

Never forget what you are, for surely the world will not. Make it your strength. Then it can never be your weakness. Armour yourself in it, and it will never be used to hurt you.

(George R. R. Martin)

ABSTRACT

The reading done in a the Foreign Language classroom in regular public schools may be a difficult thing to work with. Occasionally, teachers tend to focus only on grammar and translation of texts during their classes, forgetting some other abilities, such as reading, in the process. This paper aims to carry out a research about the cognitive processes involving reading in a Foreign Language, suggest some activities that can be used in the classroom and also, make connections between the theory and the suggested activities, taking into account the reading for specific tests, such as ENEM or vestibulares - tests done for students' acceptance into Universities and colleges. In order to develop this paper, the methodology done is by bibliographical review of articles, books and magazines. Some authors used to build up the project are: Brown (1994), Collie and Slater (1992), Day and Bamford (2002), Harmer (2007), Kleiman (2002), Leffa (1996), among others.

KEYWORDS: Reading; Foreign Language; Teaching Practice; Reading Activities; English Language Teaching

RESUMO

A leitura feita em uma sala de aula de Língua Estrangeira em escolas públicas de ensino regular pode ser algo difícil de se trabalhar. Ocasionalmente, os professores tendem a se concentrar apenas na gramática ou em traduções de texto durante suas aulas, esquecendo-se de outras habilidades, como a leitura, no processo. Este estudo tem como objetivo realizar uma pesquisa sobre os processos cognitivos que envolvem a leitura em uma Língua Estrangeira, sugerir algumas atividades que possam ser utilizadas em sala de aula e também estabelecer conexões entre a teoria e as atividades sugeridas, levando em consideração a leitura para provas específicas, como o ENEM ou vestibulares - testes feitos para a aceitação de alunos em universidades e faculdades. Para o desenvolvimento deste trabalho, a metodologia adotada é a revisão bibliográfica de artigos, livros e revistas. Alguns autores utilizados para a construção deste projeto são: Brown (1994), Collie e Slater (1992), Day e Bamford (2002), Harmer (2007), Kleiman (2002), Leffa (1996), entre outros.

PALAVRAS-CHAVE: Leitura em Língua Estrangeira; Prática de Ensino; Atividades de Leitura; Ensino de Língua Inglesa

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1 INTRODUCTION

Because of the lack of time available for English classes in Public High Schools, it may be difficult to a teacher create activities engaging all the abilities that should be worked in the classroom during the year. For this reason, many times, the reading ability is set aside. Not only that, but usually, in some cases, in High School, there are those students that did not have English classes while they were in the Elementary School and when they arrive in a High School, they do not have any basis of the language, so this is another factor that makes difficult the use of reading in a Foreign Language in the classroom. As a result, the teacher tends to focus of specific parts of grammar during the year, such as Verb To Be, Simple Present and so on. Despite of this, the students, in the end of High School have to take some tests to get into a university and often, those tests ask the students to answer some questions in a Foreign Language. Usually, the questions are all about interpretation of texts and for this reason, the students must have at least the basic knowledge of the language to answer them. The reading practice should be encouraged and also worked in the little time available to do so, not only for the tests that students might take in the future but also because of the knowledge that reading provides.

1.1 JUSTIFICATION

Working with reading in a Foreign Language in Regular Schools may be a challenging activity. The level of English of the students has to be taken into consideration since a teacher may have students presenting different levels of it in the same class. Many times, in Public High Schools, the students only study grammar, while other parts, such as reading, are forgotten or not developed in the class as it should be. On the other hand, when reading is worked in class, it is done without a clear purpose. It is common to see the reading being worked as translation. By this way, the students may not learn how to work with the texts or even how to interpret the readings that are being presented to them.

To work with reading in the classroom, we, as teachers, have to understand the reality of the students and also, consider what they already know about the subject that is being worked with, because “[...] the real reading is only possible when we have a previous knowledge of this world.”¹(LEFFA, 1996, p. 10, our translation).

So, to make reading easier to understand and also something pleasurable to our students, we must know them, know what they think that is important, what they like, such as music, books, movies, and by esteeming those topics, we can call their attention to what is being presented to them.

The reality between a Public School and a Language School is completely different. While in a Language School we have students in the same level and in the same class, in Brazil, in Public Schools, in the very same group, you can find a student with a high level of English and one with no knowledge of the language, because many times the student with more knowledge is the one that frequents Language Schools or searches about it on the Internet. Also, in Public Schools, we have to consider another challenging factor when thinking about the Foreign Language Teaching, the lack of time. “Usually, about one weekly lesson, of 57 minutes, is dedicated to the teaching of a Foreign Language. This represents an overall of only 40 hours of activities in a year (SILVA and VARGAS, 2018, p. 29, our translation)². Therefore, teachers have to find a way to teach reading without making it not challenging at all to those who already know the language and at the same time, doing it in a way that can facilitate the learning process to those who are not familiar with the language with the little time that teacher and students have to work on teaching and learning a Foreign Language..

I have selected this topic because since I started teaching High School students in a public school, I could notice that many of them have an erroneous idea of reading in English. Learners said that they were learning how to interpret a text, but actually, they were only doing the translation of a random text given by the previous teacher. There was only the text and the translation of it. There were not

¹ “[...] a verdadeira leitura só é possível quando se tem um conhecimento prévio desse mundo.” (LEFFA, 1996, p.10)

² Normalmente cerca de uma aula semanal, de 57 minutos, é dedicada ao ensino de LE. Isto representa um total de apenas 40 horas de atividades em um ano” (SILVA e VARGAS, 2018, p. 29).

any pre-reading questions or comments about the subject after the reading. If it happened, there were not any questions on it, or even a discussion among the students.

Thinking about that, and also about the difficulties students may have on a test, in future which requires an understanding of the text, such as ENEM (Exame Nacional do Ensino Médio) - a test used to evaluate the quality of High School in the country-, what skills, competences or activities can help learners to understand better a text and how can teachers and students work with it in different ways, not only answering questions, but also making them think about the topic, discuss and share their opinions.

1.2 RELEVANCE

As in Brazil we have what we call Exame Nacional do Ensino Médio (ENEM³), an exam that the students take when they are in High School or even when they are already in the University to get a scholarship, the students have the opportunity to choose the foreign language they want to take the test in, English or Spanish. Both languages take into account one thing: the interpretation of texts.

It is something usual to see schools working only with grammar and sometimes with vocabulary, but it is not common to see a class working only with reading. What people may call as reading is only a translation of the text that is presented to the students. They do not learn how to understand the text or how to work with it.

But when students are taking an exam like ENEM, they come across something different from what they are used to. They are asked to interpret, to understand the text that they are reading and this is something that can make some trouble when they are answering the five questions of the chosen foreign language. As a result, many of the students do not get the score needed to pass the exam.

This study may help teachers to work with reading in the classroom and with different levels of English in the very same group, so the students may be able to go

³ <<https://enem.inep.gov.br/>>. Acesso em: 14 nov. 2018

through these kind of evaluations, such as ENEM or even *vestibulares*, which require that the students understand at least the main idea of the texts that they are working with.

1.3 RESEARCH PROBLEM

Considering everything that was mentioned before, this study aims to analyze how the process of reading occurs and suggest how can the reading practice be worked and improved in the classroom of a Public High School. With that in mind, the question we attempt to answer in this final paper is:

- How can reading practices be used to improve English learning in Public High Schools?

1.4 OBJECTIVES

The role of the reading practice and how it can be worked in a Public High School classroom is analyzed in this paper, in order to make connections between the theory and the suggested activities. It is possible to present the objectives following this organization:

1.4.1 GENERAL OBJECTIVE

Comprehend how the cognitive process of reading in the English Language happens and suggest strategies to make the reading part of the class something pleasurable for students.

1.4.2 SPECIFIC OBJECTIVES

- i. Carry out research about the cognitive processes that involve reading in a Foreign Language.
- ii. Suggest activities for the best use of reading in the English as a foreign language classroom.

- iii. Analyze reading materials for regular schools.
- iv. Make a connection between the theory and the activities.

1.5 METHODOLOGY

This paper was developed through Bibliographical Review, which is defined by the Igwenagu (2016, p.4) “is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of the methods and principles associated with a branch of knowledge”. Other authors discuss that “bibliographical review involves the analysis and explanation of all the concepts, definitions, hypotheses, theoretical approaches, studies and antecedents about the chosen topic” (CAUSSA, *et al*, 2017, p. 3). This is why, the authors chosen by undergraduate students are of the great importance.

This paper aims to comprehend the cognitive processes of reading in English, suggest some activities to be worked in the classroom and also make the reading practice something pleasurable for the students. In order to do that, some researchers were used, such as Brown (1994), Collie and Slater (1992), Day and Bamford (2002), Harmer (2007), Kleiman (2002), Leffa (1996) and others.

In the first part to be discussed, the focus will be on how the reading practice impacts the today’s society and what are its usage and importance nowadays. Also, it will be emphasized the relevance of reading and learn how to interpret texts for the student’s lives.

Then, we will see some aspects of reading and its cognitive processes, how the learning process occur and what strategies are used to make the reading practice easier for students in a Foreign Language classroom. We will be able to understand some theoretical approaches of the reading practised by the students during the activities.

In the third part of the research, we will see some tips to encourage students to read and what we, as teachers, can do to make it easier for them and also, something pleasurable.

Finally, in the last part of this paper, some materials of reading will be analyzed and say some commentaries about it will be made but also, some

suggestions of how the readings can be worked in the classroom and what activities can be done when thinking about teaching and learning a Foreign Language.

2 THE READING PRACTICE

“Reading is basically a process of representation” (LEFFA, 1996, p. 10, our translation)⁴. The process of reading, according to Leffa (1996), involves the sense of vision, as reading is the same as looking at something and seeing another.

In the first place, why should students read? As teachers, we must encourage our students to read, either in their mother language or in the target language. Many students want to read for many reasons. It can be because of their jobs in the future, for study purposes or even because of the pleasure that it provides to them. Brown (1994) says that “[...] at every turn, we who are members of a **literate** society are dependent on twenty-some-odd letters and a handful of other written symbols for significant, even life-and-death, matters in our lives” (p. 283).

One of the questions to be answered is ‘What is reading?’. “Reading is a language process and communication that is the process which gives opportunity to readers to interact and communicate with different ideas” (HAMRA and SYATRIANA, 2010, p. 31). When we focus on the author of the text, reading can be described as following:

[...] understood as an activity of reception of ideas of the author, without taking into account the experiences and the knowledges of the reader, the interaction author-text-reader with constituted purposes sociocognitive-interactionally. (KOCH and ELIAS, 2014, p. 10, our translation)⁵

Reading is an activity that requires the attention of the reader, in its linearity. Koch and Elias (2014) suggest that “if, in the last concept, to the reader fits the recognition of the author’s intention, in this concept, it fits the recognition of sense of words and the structures of the text” (p. 10, our translation)⁶. Both are about the reader being characterized by realizing an activity of recognition.

⁴ “A leitura é basicamente um processo de representação.” (LEFFA, 1996, p. 10)

⁵ “[...] entendida como atividade de captação das ideias do autor, sem se levar em conta as experiências e os conhecimentos do leitor, a interação autor-texto-leitor com propósitos constituídos sociocognitivo-interacionalmente” (KOCH e ELIAS, 2014, p. 10)

⁶ “Se, na concepção anterior, ao leitor cabia o reconhecimento das intenções do autor, nesta concepção, cabe-lhe o reconhecimento do sentido das palavras e estruturas do texto” (KOCH e ELIAS, 2014, p. 10).

The reading ability is something that is not that young. This is something that has always been with us. Since the primordial times, people have tried many ways to communicate and write things. In the prehistoric period, people used to draw on the wall of caves with the intention of telling past events to future generations. After a while, humans created the alphabet, whose symbols are used to represent the letters and with these letters, create the words that we want and with these, forming sentences, building up a meaning to it. According to Zilberman (2001):

Apparently, however, the human race was not content with the potentialities of language. Mainly a user of speech, made available thanks to the existence of constitutive part of the human body, and seeking to ensure its longevity, the human race invented a way to record it - writing; what determined the search for specific codes of oral fixation - the alphabet.⁷ (p.15, our translation)

We cannot say what came first, if it was reading or writing, because “it competed to writing to register the speech, original of the social experience of the dialogue, it was born from the ability of the subject to interpret the world, reading it, therefore, and proposing signs to designate it”⁸ (ZILBERMAN, 2001, p. 15, our translation).

In agreement with Orlandi (1988) the reading is about being understood as “[...] ‘attribution of meanings’. Hence it is used indiscriminately for both writing and speaking. Faced as an example of language, of any nature, there is the possibility of reading” (p. 7. our translation)⁹.

The reading is in everything in our lives. When we are working, when we are studying or even when are relaxing just looking at our phones. Finatto *et al* (2015) say that “We read as we breathe, and the analogy is not exaggerated” (p. 6, our

⁷ “Aparentemente, porém, a raça humana não se contentou com as potencialidades da linguagem. Usuária sobretudo da fala, disponibilizada graças à existência de uma parte constitutiva do corpo humano, e procurando assegurar sua longevidade, a raça humana inventou uma forma de registrá-la - a escrita; o que determinou a busca de códigos específicos de fixação oral - o alfabeto.” (ZILBERMAN, 2001, p. 15)

⁸ “Se competiu à escrita registrar a fala, originária da experiência social do diálogo, este nasceu da capacidade de o sujeito interpretar o mundo, lendo-o, portanto, e propondo signos para designá-lo.” (ZILBERMAN, 2001, p. 15)

⁹ “[...] ‘atribuição de sentidos’. Daí ser utilizada indiferentemente tanto para a escrita como para a oralidade. Diante de um exemplo de linguagem, de qualquer natureza, tem-se a possibilidade da leitura.” (ORLANDI, 1988, p. 7)

translation)¹⁰. Reading is language, and we, as humans, are always communicating with each, being by the voice, or being through reading and writing.

Through the years, the reading practice started to fade. As said by Zilberman (2001) “[...] pessimistic diagnoses accompany the appreciation of reading, proclaiming the end of the age of the book, its replacement by more technologically developed equipment and the sovereignty of electronic forms of communication” (p. 17, our translation)¹¹. With the growth of technology during the years, the practice of reading books started to fade. Many people initiated to use electronic ways to read books or documents, not only because it is cheaper but also because it is more practical because instead of taking a lot of books with us when we need, we can only use our phones or tablets with all the necessary books in it.

Nowadays, many students do not have time to read because of their jobs and the paperwork that they have to do for the school. As a result, the only time that they have to read is when they are at school and when they are there, they only read what they are asked to. As stated in the following extract from the book *Fim do livro, fim dos leitores?* “The reverse of the book is the school, which suffocates or suppresses the imagination, establishing a routine” (ZILBERMAN, 2001, p. 46, our translation)¹².

This is the reason why many students feel demotivated to read because they are doing the act of read as a result of something forcibly done, taking away all the pleasure of reading something, so they are used to say that ‘reading is boring’ or ‘reading is useless’. Zilberman (2001) suggests that,

[...] the classroom is the closed, the gloomy, the lugubrious, from which one escapes through reading. Which, on its part, incorporates an attribute - it stimulates the imagination; and it is based on an assumption - the identification between the reader and the world represented, most commonly embodied in the character who leads the action (p. 49, our translation)¹³.

¹⁰ “Lemos como respiramos, e a analogia não é exagerada” (FINATTO *et al*, 2015, p. 6)

¹¹ “[...] diagnósticos pessimistas acompanham a valorização da leitura, proclamando-se o encerramento da era do livro, sua substituição por equipamentos mais desenvolvidos tecnologicamente e a soberania de formas de comunicação eletrônicas, capitaneadas pelo uso do computador e o fascínio exercido pela Internet.” (ZILBERMAN, 2001, p.17)

¹² “O avesso do livro é a escola, que sufoca ou suprime a imaginação, instaurando a rotina.” (ZILBERMAN, 2001, p. 49)

¹³ “[...] a sala de aula é o fechado, o sombrio, o lúgubre, de que se escapa por meio da leitura. Que, da sua parte, incorpora um atributo - incentiva a imaginação; e funda-se num pressuposto - a

Reading is the easiest way to stimulate the imagination of students. It is where they have the opportunity to know the fantasy, what each character is thinking and in addition, interpret the whole text that is in front of them. Many times, the reality faced with the readings done by the readers is different from the one faced by them. Because of this, reading provides us the opportunity to make a trip to unknown worlds.

In a work of fiction, characters, things, feelings, fear and even time appear unfinished and discontinuous, necessarily requiring the reader's intervention. He fills the gaps by the text, becoming a co-participant in the act of creation. (ZILBERMAN, 2001, p. 51, our translation)¹⁴.

Each reader can have a different interpretation from the same text. It can turn the reading practice into something unique. This can provide the readers contrasting ideas and feelings about the same work that they are reading or that they have read. Zilberman (2001) explains that:

No reader passively absorbs the text; nor does it survive without the invasion of the one who gives life to it by completing it with the strength of his/her imagination and the power of his/her experience. As these properties are, in turn, changeable, the readings vary, and the reactions to the work always change (p. 51, our translation)¹⁵.

Reading is not only about figuring out signs, but also getting the meaning that it is behind the text. "Reading must be considered in its consistent aspect, which is not merely decoding, but understanding" (ORLANDI, 1988, p.38, our translation)¹⁶. There are some elements, according to Finatto *et al* (2015, p. 7), we should consider as essentials when we think about the reading practice, such as the reader's maturity, the complexity of the text, the objective of the reading, the previous

identificação entre o leitor e o mundo representado, mais comumente corporificado na personagem que lidera o andamento da ação." (ZILBERMAN, 2001, p. 49)

¹⁴ "Numa obra de ficção, personagens, coisas, sentimentos, espaço e até o tempo aparecem de forma inacabada e descontínua, exigindo necessariamente a intervenção do leitor. Ele completa as lacunas pelo texto, tornando-se co-participante do ato de criação." (ZILBERMAN, 2001, p.51)

¹⁵ "Nenhum leitor absorve passivamente um texto; nem este subsiste sem a invasão daquele, que lhe confere vida, ao completá-lo com a força de sua imaginação e o poder de sua experiência. Como essas propriedades são, por sua vez, mutáveis, as leituras variam, e as reações perante as obras sempre se alteram." (ZILBERMAN, 2001, p. 51)

¹⁶ "[...] a leitura deve ser considerada no seu aspecto mais consequente, que não é o de mera decodificação, mas o da compreensão." (ORLANDI, 1988, p. 38)

knowledge about the subject being approached, the text genre and also, the individual style of the reader.

By this way, we would have the individuality of each reader as an important point to be taken into consideration to understand what we do when we are reading. [...], this individuality tends to be a complicating in the attempt of systematize the phenomenons that occur during the complex and fascinating act of reading. (FINATTO, *et al*, 2015, p. 7, our translation)¹⁷

More than that, the reading practice has the advantage of helping students with the development of citizenship. “Reading and citizenship have everything to do” (WERTHEIN, 2008, p. 43, our translation)¹⁸. When we think about the time when Brazil was a Portugal’s colony, a small part of the society was allowed to have education and only this part was considered as citizens of the society by that time. In agreement with Werthein (2008), the purpose of this was not to form citizens, which it was only admitted for those who had money to pay for it, the elite.

The democratic country, which opens space for opposites to coexist in peace within the same political space, needs to offer more and more opportunities for everyone to learn, know, read and, through this path, become citizens in fact and in law. (WERTHEIN, 2008, p. 43, our translation)¹⁹.

Finally, “reading is useful for language acquisition” (HARMER, 2007, p. 99). When students read, they have the opportunity to learn new words and phrases while doing that. The more the students read, the more they will get better on doing that. Also, Harmer (2007) explains that “reading [...] has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing” (p. 99). When students read texts in English they can have a good model of the language during the process. “[...] good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons” (HARMER, 2007, p. 99).

¹⁷ “Assim, teríamos a individualidade do leitor como um ponto importante a levar em conta para entendermos o que fazemos quando lemos. [...], essa individualidade tende a ser um complicador na tentativa de sistematizarmos os fenômenos que ocorrem durante o complexo e fascinante ato da leitura”. (FINATTO, *et al*, 2015, p. 7)

¹⁸ “Leitura e cidadania têm tudo a ver” (WERTHEIN, 2008, p. 43).

¹⁹ “O País democrático, que abre espaço para que os contrários convivam em paz dentro do mesmo espaço político, precisa oferecer mais e mais oportunidades a todos para aprender, conhecer, ler e, por intermédio desse caminho, se transformar em cidadãos de fato e de direito” (WERTHEIN, 2008, p. 43).

3 THE COGNITIVE PROCESSES INVOLVING READING

As teachers we should know how to present the reading experience to our students, but taking into consideration the reality faced in many institutions, this is something that might cause some difficulty.

When you are working in a regular school, specially in Brazil, you can see some peculiarities between the students of the same class and also of the same age. A student can be very different from another that is sitting next to him/her. Their likes and dislikes, their interests and their reality are completely distinct. Because of these distinctions among the students, there might be some contrasts in their understanding of the text.

[...], the meaning that one reader gets from a text may be different from that of other readers reading the same text. These variations occur because of influences of the reader by family, community, and cultural environment, and because of individual differences in motivation, aptitude, and other personal characteristics. (AEBERSOLD and FIELD, 1998, p. 15).

For this reason, we should know our target public, their interests, and the environment our students are inserted, and more important, we have to give them a reason to read, so that they can feel that they are doing this because they like it and not because they are being obliged to, and doing so they will be able to understand better what the text is about.

Hamra and Syatriana (2010) mention that “the goal of reading is to comprehend meaning. Comprehension depends on the ability to get individual word meanings. Good readers have to learn to interpret word meanings according to the context” (p.30) Consequently, to understand a text we do not need to know every word which is in every phrase, we can understand it only by reading and get the meaning by the whole, based on the context which is given by the text.

Thinking about the comprehension of the text, Liu (2014) says that “[...] from readers’ perspective, the factors that influence comprehension include affect, background metalinguistic intuition, goal, and language aptitude” (p. 1088). These variables will decide how we will understand the text. This is why, sometimes, people can have contrasting ideas of the same work.

A good way to work with reading in the classroom is to work with different types of textual genres, such as comics, articles, news, poeries, literary works, among others. Collie and Slater (1992) argue that “literature offers a bountiful and extremely varied body of written material which is ‘important’ in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral.” (p. 3) as well as, “a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history.” (p. 3). For this reason, it is important to work with different genres in the classroom, such as news, novels, poems, etc.

Thus, working with literature in the classroom is something that not only will improve students’ proficiency but also, they will be able to know other cultures and the history of other places, besides their own country. “It is true of course that the ‘world’ of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted.” and “This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society.” (COLLIE and SLATER, 1992, p. 4).

In addition, there is some language enrichment when a student is reading a literary work, because:

Reading a substantial and contextualised body of text, students gain familiarity with many features of the written language - the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas - which broaden and enrich their own writing skills (COLLIE and SLATER, 1992, p. 5).

3.1 MODELS OF READING

There are seven types of models of reading, according to Finatto *et al* (2015). The first one is the **Structuralist model**, which is “[...] an instantaneous of decodification of letters into sounds and a post relation with meaning” (p. 6, our translation)²⁰. This is basically the reading that we do when we look for a better comprehension of what was already read.

²⁰ “[...] um ato instantâneo de decodificação de letras em sons e posterior relação com o significado” (FINATTO *et al*, 2015, p. 6)

The second one is the **Data processing model**. “In this model, the reader does his/her route sentence by sentence, letter by letter, word by word, until reach the meaning” (FINNATO *et al*, 2015, p. 6, our translation)²¹. The reading process is done by parts, then the reader can get to the meaning of it as whole.

The third one is about the **Reading model without sound mediation**, which is basically the reading done silently, without making any sounds. Finatto *et al* (2015) say that “He [the reader] passes to consider the context without the necessity of sonorously recoding each word to comprehend the meaning of what is written” (p. 7, our translation)²².

Then, we have the **Synthesis analysis model**, by which the reading comprehends a series of processes, the formation of hypotheses, data synthesis and confirmation or disconfirmation.

The **Multiple hypotheses model** is considered, according to Finatto *et al* (2015), as a set of the processes mentioned before, elaborating alternative hypotheses and being, only some of them, selected as valid by the reader.

After that, we have the **Constructivist model**, which is connected with the vision that the reader has of the world, being cognitively structured in the form of schemes. These schemes are activated in the interpretation of a text.

The last one is **Reconstructive model**, that, in the words of Finatto *et al* (2015), “[...] is an interaction between the reader and the author. Soon, according to this perspective, as reading a text, it starts to arise in the mind of the reader the image of its author” (p. 7, our translation)²³.

3.2 TYPES OF READING

According to Harmer (2007), there are two types of reading, the extensive and intensive reading. About extensive reading he says:

²¹ “Neste modelo ou etapa, o leitor faz seu percurso frase a frase, letra por letra, palavra por palavra, até chegar aos seu significado” (FINATTO *et al*, 2015, p. 6).

²² “Ele [o leitor] passa a considerar o contexto sem a necessidade de recodificar sonoramente cada palavra para compreender o significado do que está escrito” (FINATTO *et al*, 2015, p. 7).

²³ “[...] é um interação entre leitor e autor. Logo, segundo essa perspectiva, à medida que vai lendo um texto, começa a surgir na mente do leitor a figura de seu autor” (FINATTO *et al*, 2015, p. 7).

Where possible, extensive reading should involve **reading for pleasure** [...]. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students are equally keen on this kind of reading, we can say that the ones who read most progress fastest (p. 99).

Also, Harmer (2007) discusses that “one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand” (p. 210). If students are having problems to read something, they can hardly be reading for pleasure. Aebersold and Field (1998) say that “although it is the teacher in the L2/FL classroom who usually establishes the purpose for reading, it can be beneficial for readers to establish their own purposes, especially in a class using an extensive approach” (p. 67). Brown (1994), talking about English classes mentions that “Extensive reading is carried out to achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can (and should) also be extensive” (p. 298).

Furthermore, Harmer (2007) discusses:

The term *intensive reading*, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, Internet websites, novels, newspapers, plays and a wide range of other text **genres** [...] (p.100).

In other words, intensive reading are those texts that we give to our students to read to achieve a purpose later. Brown (1994) also says that, in the classroom, the intensive reading “calls students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like” (p. 297). When we tell to our students to read something, we need to give them a purpose to do so and give instructions about how they can achieve it (HARMER, 2007, p. 213).

3.3 READING PROCESS

In this following section, we will get acquainted with some cognitive process presented when we are talking about reading. The first one is about the bottom-up processing, which refers to:

[...] process of decoding meaning from the printed page. Readers must first recognize a multiplicity of linguistic signals [...] and use their linguistic data processing mechanisms to impose some sort of order on these signals. [...] Then, the reader selects from among all this information those data that make some sense, that cohere, that ‘mean’ (BROWN, 1994, p. 284).

In other words, in the bottom-up processing “the reader or listener focuses on such things as individual words, phrases or cohesive devices and achieves understanding by stringing these detailed elements together to build up a whole” (HARMER, 2007, p. 270).

Then, we have the top-down process, which “brings a whole host of background information into the arena of making decisions about what something ‘means’” (BROWN, 1994, p. 284). The top-down process takes into consideration the knowledge of the reader about the subject. “[...] the reader (or listener) gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This greatly helped if their schemata allow them to have appropriate expectations of what they are going to come across” (HARMER, 2007, p. 270).

3.4 READING STRATEGIES

It is important to approach some strategies to make the reading easier. “When we talk about READING STRATEGIES, we are talking about regular operations to approach the text.” (KLEIMAN, 2002, p. 49, our translation)²⁴.

The first strategy is about identifying the purpose of reading. In agreement with Brown (1994):

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you’re looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something. (p.292).

The students need to be able to use the scanning strategy as well. “The purpose of scanning is to extract certain specific information without reading through the whole text” (BROWN, 1994, p. 293).

²⁴ “Quando falamos de ESTRATÉGIAS DE LEITURA, estamos falando de operações regulares para abordar o texto.” (KLEIMAN, 2002, p. 49).

Scanning the text means “they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully” (HARMER, 2007, p. 100). Scanning can also be described, in the words of Brown (1994), a quick search for some particular piece or pieces of information in a text (p. 293).

Another strategy used is skimming the text. Brown (1994) states that it “consists of quickly running one’s eyes across a whole text [...] to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage” (p.293). In other words, it is when we get the general idea of a text without reading it. Harmer agrees (2007) that:

Students also need to be able to **skim** a text - as if they were casting their eyes over its surface - to get a general idea of what it is about. [...] Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics. (p.101)

However, some students might find some hardship with skimming and scanning.

The students whose style has always been to translate every word in a text will have a difficult time adjusting to skimming and scanning exercises. This same student may have a low tolerance dealing with ambiguity in the meaning of a text. Whereas some may read through a passage and try to construct a meaning for it, the student with low tolerance for uncertainty will need to stop, look up words, ask questions, or get help. (AEBERSOLD and FIELD, 1998, p. 25).

When the students are reading, they set some different schemes. “One of the clues that is normally used by readers to set the adequate schemes is the information obtained by the title.” (LEFFA, 1996, p. 39). Not only that, but we, as teachers, can ask our students what they think about what the text is going to work with and also discuss their opinion about the subject because every time they are reading, they tend to remember all the things they already know about the topic which is being worked and this is something that will help them to understand better what the text is about and also to make them think critically. “Whenever a new topic or concept is introduced, attempt to anchor it in students’ existing knowledge and background so that it gets associated with something they already know. (BROWN, 1994, p. 18)

As teachers we must try to make the reading activity easier for those who have difficulties with it. In the following section, we will see some different techniques that students can use while they are reading.

3.5 READING TECHNIQUES

There are some different silent reading techniques for rapid comprehension. The first one is, in agreement with Brown (1994), “you don’t need to ‘pronounce’ each word to yourself” (p.292). To understand a text, it is not necessary to say to yourself every word you read in the text.

The technique number two, is to try to visualize the sentence as whole. You do not have to pay attention to only one word in a phrase, but you can do it entirely. The last one, is about being able to skip words that you do not understand and try to infer the meaning of these words through the context.

Another important thing is to know our students, as it was said before. We have to make a connection with them. Beginning a dialogue is not something that difficult and it is the best way that we get to know the people around us, you can get to know your students just by asking what they like to do in their free time or even creating questionnaires in which they have to answer with their personal resolutions. It is relevant not only because we will know the interests our students have but also, because by this way we will be able to select what kind of texts they will work with, what will be the topic, taking into account what will call their attention and make them feel that they are reading because they like it not as something obliged. Motta-Roth (1998) observes that,

To proceed the selection of the texts and the preparation of the activities, it is necessary take into account both what the student has of individual and the role he represents in relation to the group. It is extremely important analyze what interests, preferences and the competences (such as knowledge of the foreign language or metacognitive skills) we can assume to this learner and what extent we enable our student to search autonomy in his learning. (p. 10, our translation)²⁵.

²⁵ “Para que se proceda à seleção dos textos e à preparação das atividades, é necessário levar em conta tanto o que o aluno tem de individual, quanto o papel que ele representa em relação ao grupo. É de extrema importância analisarmos também que interesses, preferências e competências (como o conhecimento de língua estrangeira ou as habilidades metacognitivas) podemos pressupor para esse aprendiz e em que medida possibilitamos a nosso aluno buscar autonomia em sua aprendizagem.” (MOTTA-ROTH, 1998, p. 10)

3.6 FACTORS THAT ENCOURAGE STUDENTS TO READ

Finally, to end this chapter, we need to encourage our students to read for pleasure. There are some factors that are able to contribute successfully to the extensive reading, about which we talked at the beginning of the chapter.

The first one is that the extensive reading needs to be something easy.

For the extensive reading to be something possible and for it to have the desired results, texts must be *well within* the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding (DAY and BAMFORD, 2002, p. 197).

The second factor is the library. "Students need to have access to a collection of readers, both at their own level and above and below it. [...] The library should have a range of different genres (factual, novels, adaptations of films, etc)." (HARMER, 2007, p. 110). The library is the place where they will find the kind of reading which most attracts them. "Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons [...] and, consequently, in different ways (DAY and BAMFORD, 2002, p. 137). In Brazil, in many schools, we do not have access to a library with many kinds of books and even less to foreign language books, so why not encourage them to read in their own language and after bring some different genres in the foreign language to the class so they can work with both languages? Because if the student does not like to read in his own language, it is unlikely he will like doing it in a Foreign Language.

Another factor is the choice. Day and Bamford (2002) agree that "the principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they are expected to understand, to enjoy or to learn from (p. 137). "A major aspect of joyful reading is that students should be able to choose what they read - both in terms of genre but also, crucially, level. They are much more likely to read with enthusiasm if they have made the decision about what they want to read." (HARMER, 2007, p.110). When we give our students the freedom to choose what they want to read, they will feel more comfortable to do it,

and they will not feel that this is something that they are doing for obligation and they will do it with joy.

Also, we have the fourth factor, which is the feedback.

Students should have an opportunity to give feedback on what they have read, either verbally or in written form. This does not mean formal reports, however, since that might take the pleasure away from reading. Instead, there might be a quick comment form on the inside cover of a book, or a folder with different forms for different titles (HARMER, 2007, p. 110).

In order not to take away the pleasure of reading, we may ask our students to talk about the books that they have read. We can just ask them to talk or even do just a folder to put inside the book. Another idea is to put them in circle and make them discuss about their books, so students will be encouraged to read what the other students have already read.

And last but not least, we have the fourth factor, which is the time. "We need to give students time for reading in addition to those occasions when they read on their own. It is a good idea to leave ten-minute reading period at various times during a course just to get students comfortable with the activity." (HARMER, 2007, p.10).

Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies (in traditional approaches) translated or read aloud . It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for (DAY and BAMFORD, 2002, p. 139).

Also, Harmer (2007, p. 110) argues that the teachers need to read too while the students are doing the reading activity. They will feel motivated to do it, and in addition, we need to understand that not all readers are the same, while some will feel enthusiastic when they are reading, others will be different, they won't feel the same hunger and we cannot push them to do it, but we do our best to encourage them to do so. As reported by Day and Bamford (2002):

When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word (p. 140).

In addition, teachers can explain to students that reading extensively can lead them to gain reading proficiency and also gain in language learning.

Guidance throughout the extensive reading experience is also needed, in light of the independence and choice of extensive reading allows learners. [...], teachers can encourage students to read as widely as possible and, as

their language ability, reading ability and confidence increase, to read at progressively higher levels of difficulty (DAY and BAMFORD, 2002, p. 139).

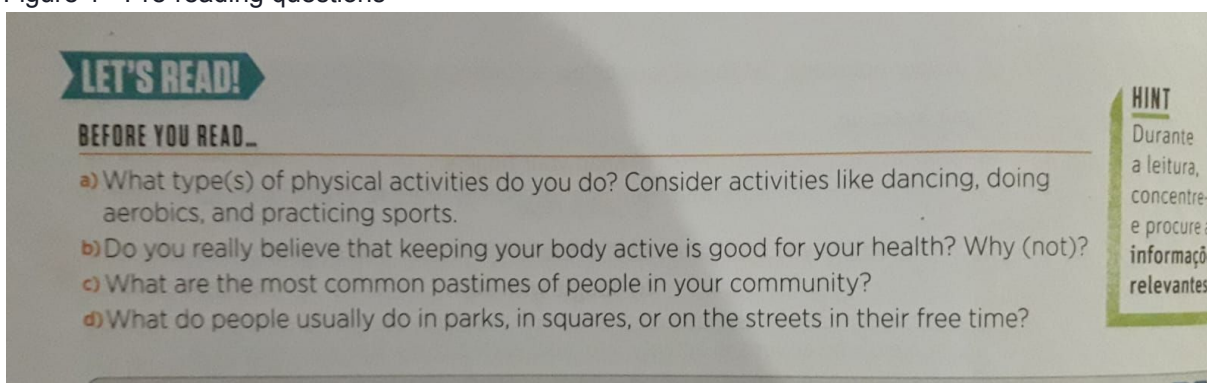
4 ANALYSING READING MATERIALS

As part of this research, the analyses of some reading materials will be done, reflecting about students of the first year of High School. Starting the High School can be something really difficult for many first-year students considering that some of them come from a different school and in rare cases, they have never had English classes before in the Elementary School.

Thinking about that issue, which is the lack of English in primary teaching, as teachers, we need to find a way to teach reading to students that are not used with the language and also give some sort of challenge to those who already know something about the target language. As reported by Harmer (2007), "we need to find out whether there are any generalizations which will help us to encourage habits in students which will help *all* of them" (p. 16). For beginner students, we ought to find things that expose them to simple grammar and vocabulary which they can recognize.

The following activity (Figure 1) was taken from the Didactic book *Alive High* by Menezes, Braga, *et al* (2016, p. 46), used by students of the first year in a public High School in the city of Caxias do Sul. The activity starts with some pre-reading questions as it can be seen below. Didactic book as stated by Kleiman (2004) "[...] is a fundamental instrument of the teacher, probably the one that most influences in the planning of the didactic activities" (p. 16, our translation)²⁶.

Figure 1 - Pre-reading questions



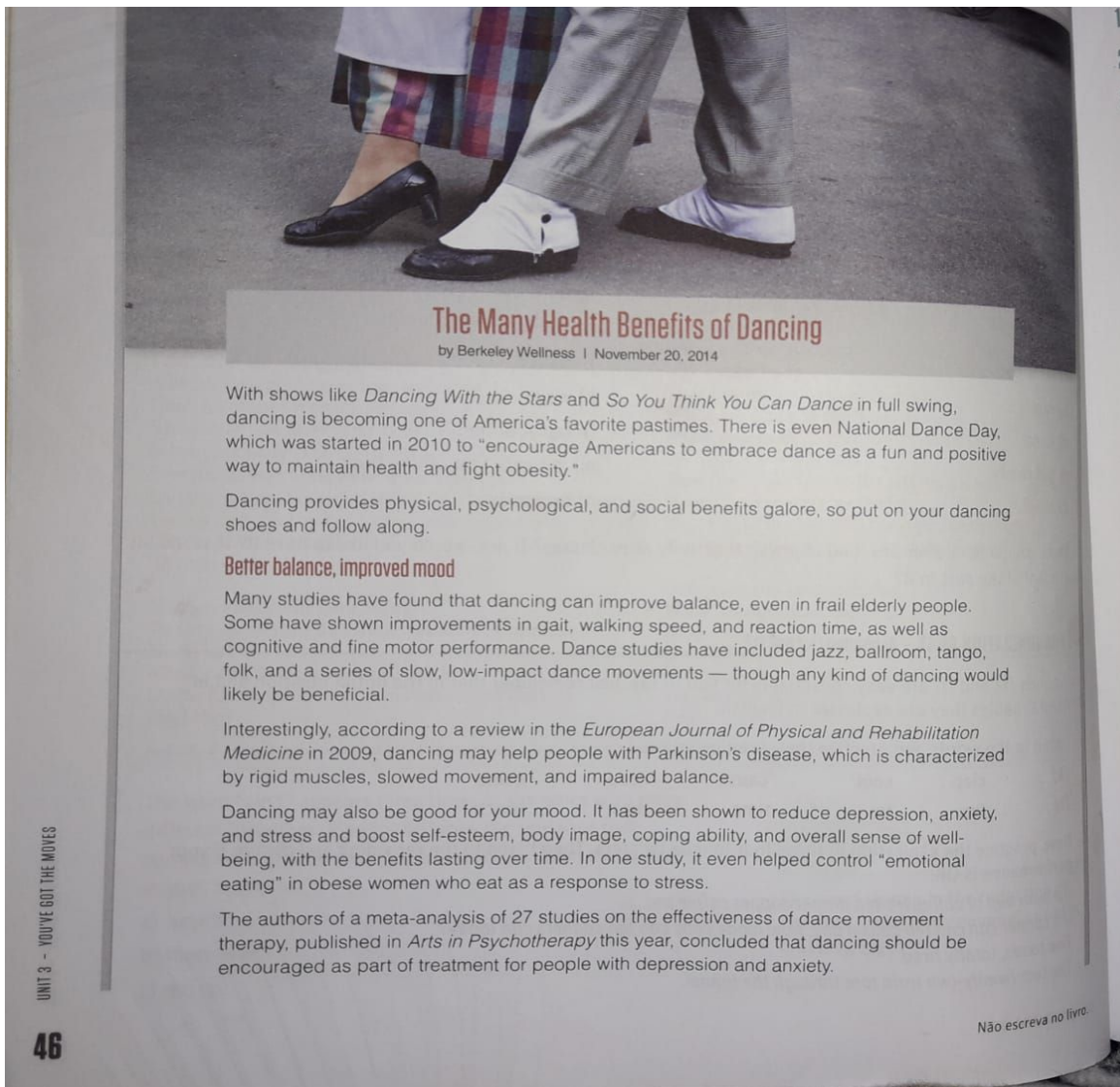
Source: **Alive High: Inglês 1** (MENEZES *et al*, 2016, p. 46)

²⁶ "[...] é instrumento fundamental do professor, provavelmente o que mais influi no planejamento de suas atividades didáticas" (KLEIMAN, 2004, p. 16).

By observing the four questions above, we can see that these questions require the minimum knowledge of the target language. They need to understand the questions and also being able to know some vocabulary to try to answer to these questions. As result of these requirements, those students that did not have English classes in the Elementary School or those who are not familiar with the language will find more difficulties trying to understand what the book offers while the others that already know some grammar and vocabulary may find it easy to get the meaning of the questions and to answer them.

The next attachment (Figure 2) is the text that the last questions were introducing. It is about the benefits that dancing brings to our lives. The students are supposed to read it and then answer some questions that follow the text.

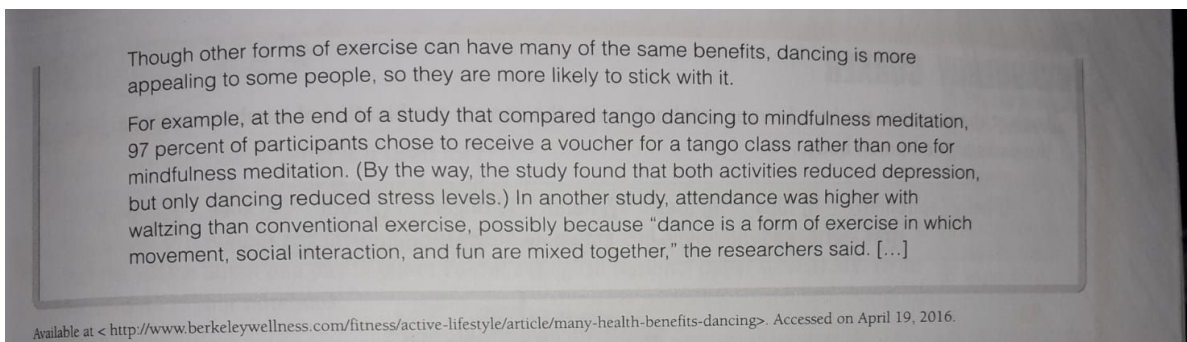
Figure 2 - The many health benefits of dancing



Source: **Alive High: Inglês 1** (MENEZES *et al*, 2016, p. 46)

And the text continues (Figure 3) in the following page:

Figure 3 - The many health benefits of dancing



Source: **Alive High: Inglês 1** (MENEZES *et al*, 2016, p. 47)

As it is possible to notice, the text has some words and expressions that beginner students may not know, such as *galore*, *sense of well-being* and so on. It can be an easy text but, for those who are not used to read and interpret it can be a hard task and even dull considering that, though it is not a long text, it is not short, either.

The consecutive part of the activity is the interpretation questions (Figure 4), which the students need to answer to see what they understood about the text, in the following page.

Figure 4 - Interpretation questions

Available at <http://www...> <...benefits-dancing>. Accessed on April 19, 2016.

1. Read the title. What do you think the benefits of dancing are? Read the text quickly and check your answer.
2. Where was this text originally published? How do you know?
3. Now read the text again to answer the following questions in your notebook.
 - a) Who are the tips in the text probably addressed to?
 - b) What are the physical benefits of dancing, according to studies cited in the text?
 - c) What are the emotional benefits of dancing, according to studies cited in the text?
 - d) What dance styles are mentioned in the text?
 - e) What is the explanation given by the researcher for the fact that people prefer to do dancing instead of meditation or exercise?
 - f) What physical and emotional benefits can dancing bring to people your age?
4. Can you find in the text words with the same meaning of the words below? Answer in your notebook.
 - a) physically weak
 - b) manner of walking
 - c) promote
 - d) pleasing
 - e) consciousness
 - f) the act of being present at a place
5. Look at the pictures and write the correct combination of numbers–letters to match them to the dancing style they represent. Use your notebook.

I Folk II waltz III Tango

PHOTOS/SHUTTERSTOCK.COM/DBR

PHOTOS/SHUTTERSTOCK.COM/DBR

PHOTOS/SHUTTERSTOCK.COM/DBR

Germany, 2015

Argentina, 2015

Russia, 2016.

PART 2 - MOVE YOUR BODY

Source: **Alive High: Inglês 1** (MENEZES *et al*, 2016, p. 47)

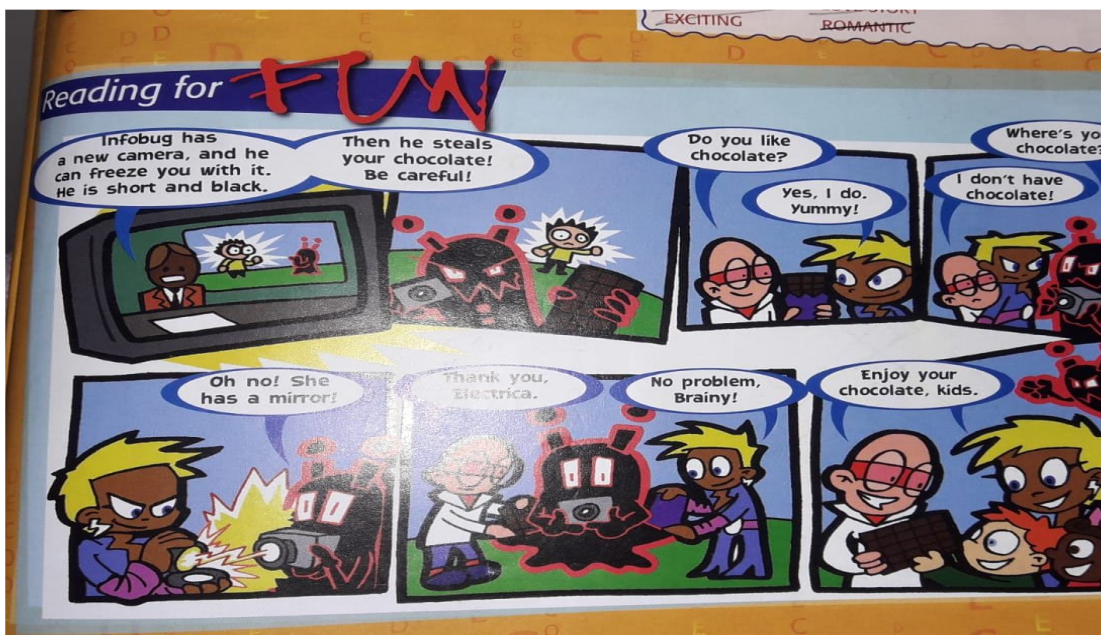
The activity starts with some questions about the main idea of the text and after these activities the students work with some questions about specific topics in the text. By this way, the students can work with both reading strategies skimming – to get the general idea of the text – and scanning, which means to look for specific information in the text.

At first, it looks like a good text to work in the classroom, but considering that there are many students that do not know the basic of the language, it may be regarded as a little complex. For this reason, the activity could be reorganized as simple as possible so all students can understand it and also do the exercises. It can

be done with the help of a glossary or even with the students reading the text together and solving their doubts while they are doing the reading. To finish the class, they could write a paragraph about a kind of dance that they would like to do if they had the chance or what dance they already do and why they find it pleasurable.

The following extracts (Figures 5 and 6) were taken from the coursebook *Engage* by Manin and Artusi (2006, p. 99) and they bring some comics and also curiosities in the reading, as it can be seen in the pictures below.

Figure 5 - Reading for fun 1



Source: *Engage* (MANIN and ARTUSI, 2006, p. 99)

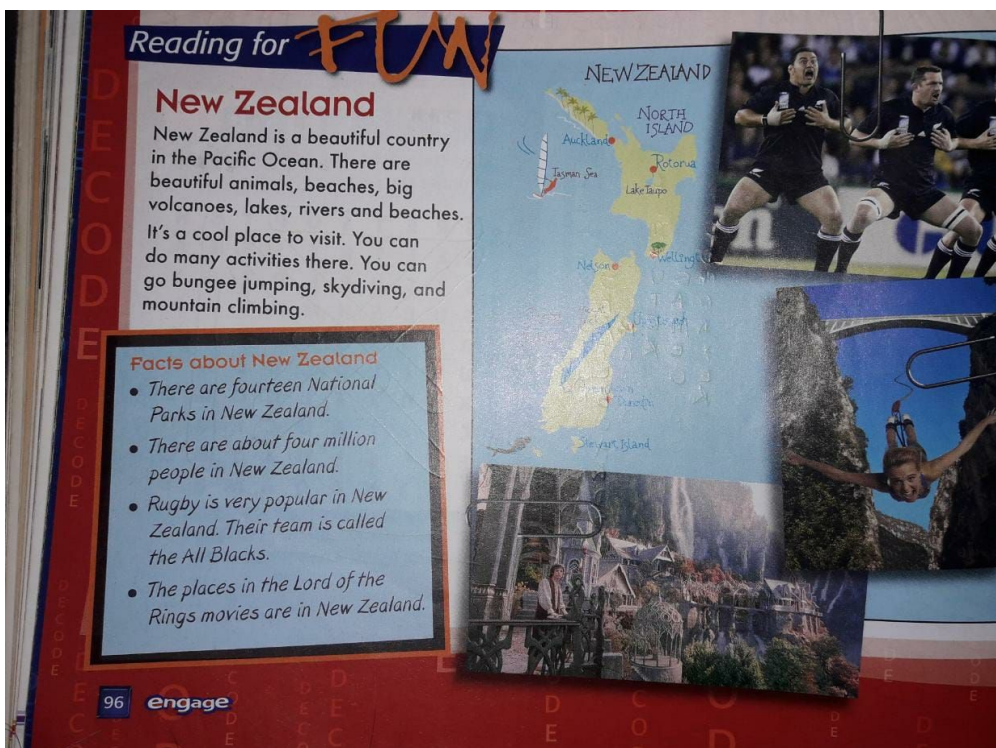
This first extract (Figure 5) is just a part of the book in which the students read just for fun, without having to do any exercises. The aim of this kind of reading is to read for pleasure, because students want to do it, which is a nice incentive to them, who, most of the times, are used to read just because they are obliged to in the school environment.

To complement this activity of reading, the students can be asked to create a superhero, writing a brief description of what they have thought about their superheroes. Then, they could construct a comic involving the hero that they had

done. By this way, they can be creative and also train their writing while they are doing that.

This second extract (Figure 6) is similar as the first one. It is also about reading for pleasure, the activity encourages students to read without answering specific questions about it. This one is about curiosities of New Zealand and what can be done there when someone visits the country.

Figure 6 - Reading for fun 2



Source: **Engage** (MANIN and ARTUSI, 2006, p. 96)

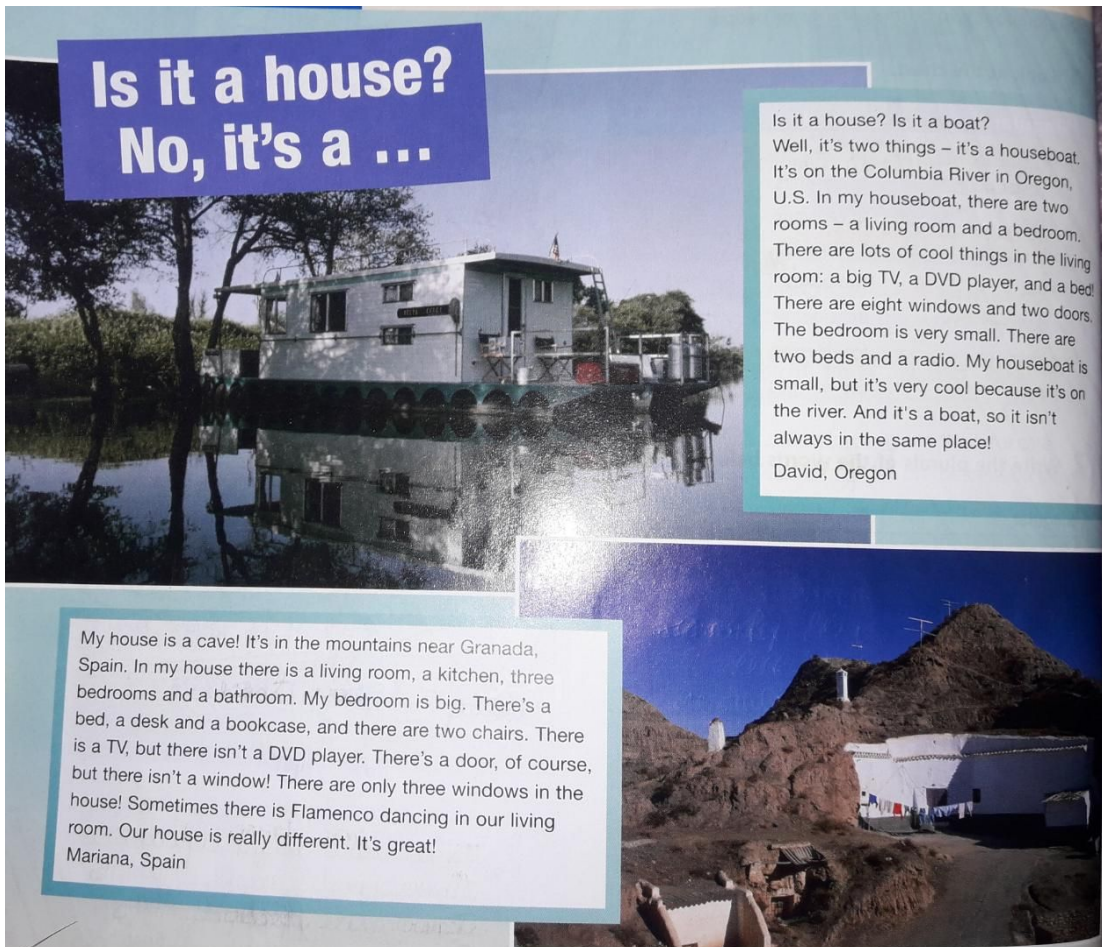
After reading, the students can say what is the most interesting thing that they found about New Zealand in the text. Also, to integrate the lesson, the students can do a brief research about a country that they like. Later, they can create a text with the searched information, following the example of the text read. If the teacher wants to, they can make a presentation about their selected countries.

This kind of reading exercises are simple and they can help students with difficulties in the language to understand it better. Also, to connect with the texts, the

teacher can create some activities involving what they read, so they will have a purpose to do it and using the creativity, it can turn into something fun.

The following text (Figure 7) was taken from the same book (p. 40) as the last two and it is a closure activity for a unit.

Figure 7 - Is it a house? No, it's a...

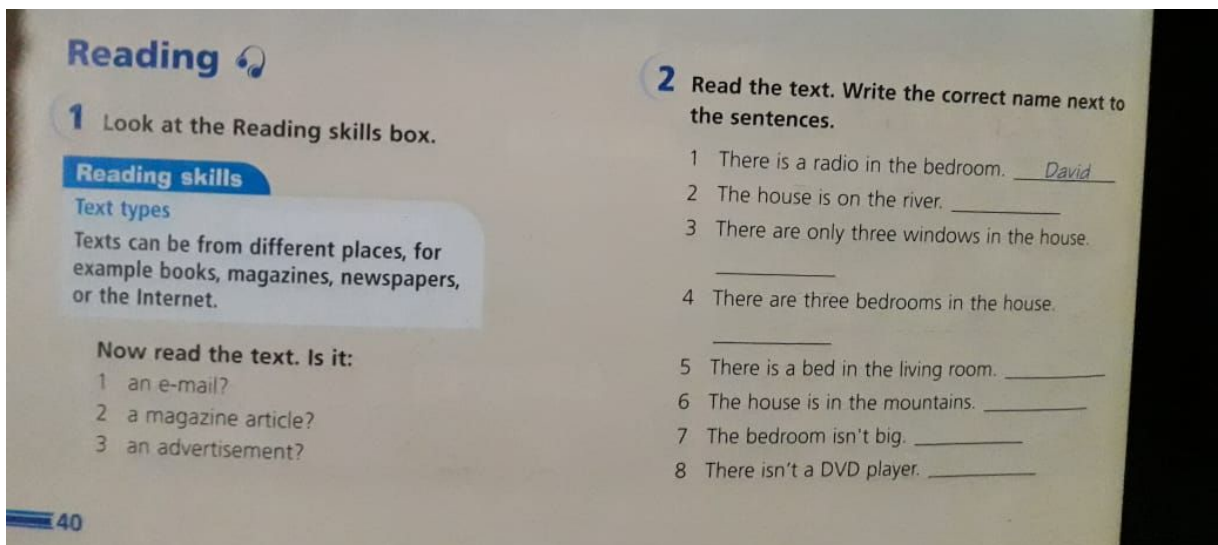


Source: **Engage** (MANIN and ARTUSI, 2006, p. 40)

This reading text (Figure 7) talks about two types of houses and it describes the things that the people that live in this kind of house have inside of it. Though they are not short texts, they are really easy to understand, even if the students are starting to learn the language now. This reading is not regarding reading for pleasure only. There are some questions involving it as it is possible to see in the next attachment. This text can be worked with students when they are studying parts of the house.

Firstly, the teacher could make some pre-reading questions, such as ‘what would be your dream house?’ or ‘where would you live if you could choose?’. After reading, students are asked to identify what kind of text is the one that they have read (Figure 8) . So, they need to be able to know the difference between the options given by the book. After that, they need to identify who own each house and what are their peculiarities.

Figure 8 - Reading Questions



Source: **Engage** (MANIN and ARTUSI, 2006, p. 40)

As a closing activity, the teacher can ask students to write down what would be their dream house. After that, they can draw the house that they have described, pointing out each part of the residence. This exercise can stimulate their imagination and also be something fun rather than just do a writing about the descriptions of what they would want in their houses.

The following text (Figure 9) and exercises were taken from the book *American English File 1* by Oxenden and Latham-Koenig (2008, p. 51). It is about how the cooking skills of teenagers and adults are nowadays. Similar activities go in the end of each unit. It starts with a simple question about what the author thinks, so to answer it, the students need to read the text and get its main idea. After that, the

students are asked to underline three specific things from the text, so it works with skimming and scanning.

Figure 9 - What I think...

What can you do?

CAN YOU UNDERSTAND THIS TEXT?

a Read the article and answer the questions.

1 What does the writer think?

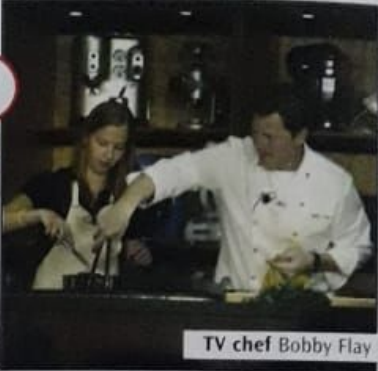
a Many young people today can't cook, and this is a bad thing.

b Many young people today can't cook, but this isn't a problem.

2 Underline three reasons why young people can't cook.

What I think ...

This week, journalist **Andrea Wu** gives her opinion about cooking.



TV chef Bobby Flay

Cooking in the US is now a spectator sport. We love watching famous chefs cook on TV, and we buy their books. But do we use them?

Many young Americans can't even **boil** an egg and many never or hardly ever cook. One **teenager** said "I can't cook – but **it doesn't matter**. You just go to the supermarket and buy a pizza and put it in the microwave. Cooking is a **waste of time**." A lot of adults think the same, and don't cook. They buy pre-cooked meals from the supermarket or get **take-out food**. And if parents hate cooking, they don't teach their children to cook. Many schools don't teach cooking – they prefer to teach computer skills and foreign languages.

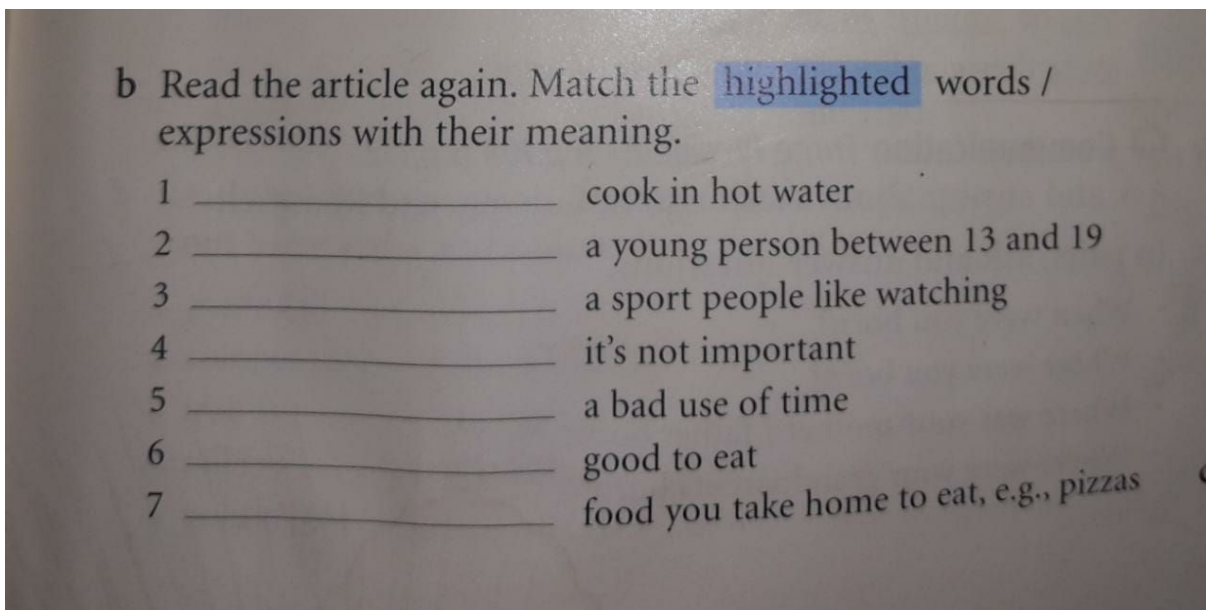
I think all this is very sad. For me, cooking is a very important skill. Everybody loves having a **delicious** meal, but restaurants are expensive. People who can cook well always have a lot of friends. Men love women who can cook – and women love men who can cook. Who would you prefer as a husband or wife? Somebody who can use a computer or a good cook?

Source: **American English File 1** (OXENDEN and LATHAM-KOENIG, 2008, p. 51)

The text (Figure 9), in comparison with the last three, is a little longer and more complex. There are some words that students might not know, but it does not change the fact that it can be understood. When we read a text from other languages, we do not need to know every single word in a sentence to get the meaning of it. We can get it by the context.

The following extract (Figure 10) is from the exercises of the previous text.

Figure 10 - Looking for the highlighted words



Source: **American English File 1** (OXENDEN and LATHAM-KOENIG, 2008, p. 51)

The students will have to look for the highlighted words and expressions in the text and then they will have to match the word to its meaning. So, instead of just giving them the translation of the words, they will have to think about what they could mean and try to complete the blanks of the exercise.

This can be a good way for students to get used to reading, with the language and some expressions of it. Also, to have a complete lesson, they can use the text to learn a specific grammar point, such as Simple Present, which is present in the reading activity or even write their own article expressing their ideas about something.

To finish this part of the analysis, some activities that can be found in the internet will be observed. The next activity is from the website British Council²⁷, a platform that helps people to learn English. In the website you can find specific exercises to kids and adults at the same level of English with different approaches.

²⁷ <<https://learnenglish.britishcouncil.org/skills/reading/beginner-a1/a-restaurant-menu>>. Accessed in: 14 out. 2019.

The activity starts with exercises of preparation (Figure 11) as it can be seen in the following picture.

Figure 11 - Pre-reading questions

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

Vocabulary

1. dressing
2. served with
3. homemade
4. of the day
5. roast
6. vegetarian

Definitions

- a. cooked in the oven
- b. a sauce to put on salad
- c. without meat
- d. not from a shop
- e. comes with
- f. changes every day

Source: **A restaurant menu** (BRITISH COUNCIL)

This activity can help students when they start to read the text because they will have a previous knowledge about what the text is about and also some vocabulary that they may have difficulty about during the reading.

Followed by the preparation task (Figure 11), there is a menu of a restaurant (Figure 12). The students are supposed to read it then answer some questions after that.

Figure 12 - A restaurant menu

Reading text: A restaurant menu

Tony's Kitchen

★★★★☆ 231 reviews

Chicken, Pizzas, Vegetarian

17 Broad Street

Opening at 11:30

Meat and fish

Grilled fish of the day £8.00

Steak with chips or salad £12.00

Sausage and roast tomato pasta £7.00

Chicken salad with garlic yoghurt dressing £7.00

Vegetarian

Cheese and tomato pizza £7.00

Mushroom omelette £7.00

Vegetable chilli £7.00

Soup of the day with brown and white bread £4.00

Something sweet

Homemade carrot cake £3.50

Homemade banana cake £3.50

Chocolate ice cream with chocolate sauce £3.50

Fresh fruit salad with grapes, mango, melon and apple, served with cream or ice cream £3.50

Drinks

Cup of coffee £2.00

Cup of tea £1.50

Glass of wine, white or red £3.00

Beer £3.00

Water, still or sparkling £1.00

Orange juice £2.00

Source: **A restaurant menu** (BRITISH COUNCIL)

In this menu (Figure 12), there are some kinds of foods and drinks and also their prices. It is really easy to understand and to get the meaning of it, as it something prepared to beginner students.

Right after the menu, is the first task (Figure 13). There is a table that students need to complete using the words given and putting them in the correct place as categories.

Figure 13 - Task 1

Task 1

Write the words in the correct group.

grilled	sausage	red wine	chicken	homemade
roast	coffee	steak	juice	

meat	drinks	ways to prepare food

Source: **A restaurant menu** (BRITISH COUNCIL)

Then, we have the Task 2 (Figure 14), in which there is an exercise of true or false as it can be seen in the following extract.

Figure 14 - Task 2

Task 2

Are the sentences true or false?

	Answer	
1. The fish is the same every day.	True	False
2. You can choose what comes with the steak.	True	False
3. The pizza has meat on it.	True	False
4. Soup is served with bread.	True	False
5. They make the ice cream themselves.	True	False
6. The cheapest drink is coffee.	True	False

Source: **A restaurant menu** (BRITISH COUNCIL)

To do both exercises (Figure 13 and 14), students need to comprehend the menu and what is each thing. It is not something hard, but can be a little confusing for those that did not pay attention.

To end the lesson, there is a discussion (Figure 15) to be done with the students, in which they talk about what meal they would like to have.

Figure 15 - Discussion

Discussion

What would you like to have?

Source: **A restaurant menu** (BRITISH COUNCIL)

Also, to complement the activity the teacher can ask the students to create their own restaurant and their menu. After that, they can do a role-play activity in which there is a client and a waiter. They can simulate a conversation that may happen in a restaurant situation to fix what they have learnt with the reading activity.

5 CONCLUSION

The main objective of this paper is to comprehend how the cognitive process of reading in the English Language happens and suggest strategies to make the reading in a Foreign Language part of the class into something pleasurable for students. With the analyses, it was possible to understand how the reading ability can be developed during the classes and how important it is specially when we think about the improvement of the target language and more importantly, the progress in the citizenship of students that frequent Public High Schools.

In the first chapter, we had the chance of have a look into some perspectives of reading in the past, nowadays and what are the expectations for the future with the growth of technology. Then, in the next chapter, we could see some process of reading, how it happens and what strategies we can use to turn it into something easier and pleasurable for students. Finally, in the last chapter, we could analyse some reading activities, the ones used in didactic books around the country, the ones in coursebooks, those used in sites that have the aim of teaching English and providing activities to teachers. Also, some suggestions were made to improve the reading activities analyzed.

More than everything, teachers need to encourage students to read, specially because of its importance on learning English. It enriches students vocabulary and also, serves as a guide that they can follow to their own writing. In addition to that, teachers can play as a model to students. Once they feel inspired by the teacher, they will start to read more and maybe they can have discussions about their own readings with the teacher during classes.

After the study, I could notice that some points could be better searched and analyzed. One of them, is the possibility of taking a further look to the history of reading practice in Brazil and how were teaching and learning developed through the years.

Also, I would like to put into practice some of the readings analyzed while I am working with High Schools students in a Public school. This can be a great opportunity to see how the activities are effective, how they are not and how they can

be improved to encourage students to read extensively, specially if they feel motivated to do it in English.

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