

Reader training: experiences of reading, pleasures and discoveries that enhance written production

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Abstract

In a country bonded statistically by non-readers, this study aimed to reflect on the process of training of readers. For this purpose, the research published in Portraits of Reading in Brazil (2008) was used as theoretical reference. The research showed that the methodological practices adopted with 4th grade classes in Portuguese Language classes at the Federal Institute of Sergipe (IFS), Campus Aracaju, consider the conception of polytechnic and omnilateral education (FRIGOTTO, 2001; SILVA, 2000) of that educational institution. The action research revealed the possibility of forming a culture of reading, in addition to provoking a repertoire for the acquisition of the *habitus* of reading.

Keywords: Training of Readers; Portuguese Language; IFS.

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Formação de leitor: experiências de leituras, prazeres e descobertas que alicerçam a produção escrita

Resumo

Em um país marcado estatisticamente por não leitores, este estudo objetivou refletir acerca do processo de formação de leitores. Para tal, utilizou-se como referencial teórico as pesquisas publicadas em Retratos de Leitura no Brasil (2008). A investigação denotou que as práticas metodológicas adotadas, com turmas de 4º ano, em aulas de Língua Portuguesa no Instituto Federal de Sergipe (IFS), Campus Aracaju, consideram a concepção de politecnia e de educação omnilateral (FRIGOTTO, 2001; SILVA, 2000) como pressupostos na formação acadêmica da referida instituição de ensino. A pesquisa ação revelou a possibilidade de se formar uma cultura da leitura, além de provocar um repertório para a aquisição do *habitus* de ler.

Palavras-chave: Formação de leitor; Língua Portuguesa; IFS.

Formación de lector: experiencias de lecturas, placeres y descubiertas que alicierzan la producción escrita

Resumen

En un país marcado estadísticamente por no lectores, este estudio objetivó reflexionar acerca del proceso de formación de lectores. Para eso, se utilizó como referencial teórico las investigaciones publicadas en Retratos de Lectura en Brasil (2008). La investigación denotó que las prácticas metodológicas adoptadas, con grupos del 4º año, en clases de Lengua Portuguesa en el Instituto Federal de Sergipe (IFS), Campus Aracaju, consideran la concepción de politecnia y de educación omnilateral (FRIGOTTO, 2001; SILVA, 2000) como presupuestos en la formación académica de la dicha institución de enseñanza. La investigación acción reveló la posibilidad de crear una cultura de la lectura, además de provocar un repertorio para la adquisición del *habitus* de leer.

Palabras clave: Formación de Lector; Lengua Portuguesa; IFS.



1. *To begin with, a small chat*

It has been said that young people do not read and if they read, they do it with many difficulties, because they misread their readings and misinterpret them. Also, the frequency with which they read is discontinuous. This could be attributed to teachers who constantly require students to read, accompany them in exercises that require reading and understanding of texts, graphics and various equations. But the observation of scarce reading goes beyond the sayings of teachers and common sense of adults.

Brazil reads very little and reading is the fundamental competence for the human being to develop themselves in different abilities. This finding may be associated with several reasons, such as: the lack of incentives within the family, the absence of policies that make reading accessible to the majority of the population - to emphasize it here, reading as a way to raise new readers, since, mostly, the reading and textual production practices do not make sense to the students because they are associated with purely quantitative activities, not favoring the existence of an “environment for the literacy” - denomination created by Foucambert (1994) - that promotes the development, access and stimulation of reading.

In this perspective, the young people practically only read in school time and when they are asked to do it. That is what many researchers say and what is found in statistics by national and international bodies. In 2011, Brazilian readers represented 50% of the population, in 2015 they are 56%. The reading index indicates that the Brazilian reads only 4.96 books per year - of these, 0.94 are indicated by the school and 2.88 read by their own will. Of the total books read, 2.43 were finished and 2.53 read in parts (PRO LIVRO INSTITUTE, 2008). Add to that the fact that the book most read by Brazilians is by far the bible, a book that hardly meets the scientific, technological or work requirements of the world.

Another worrying issue concerns the understanding of what is read. Considering elementary education, according to Brazil (MEC/INEP, 2013), the percentage of students with the lowest level of proficiency in Portuguese was 22.2% in the fifth years and 39.30 in the ninth year. This means that students who are in the ninth grade can not identify the subject in a literary text, for example.

Considering secondary education, according to PISA (2015), the average performance of Brazilian students in the reading assessment was 407 points, a figure significantly lower than the average of students in OECD countries: 493. The average performance in the state schools was 402 points, while in the municipal ones it was observed an average performance of 325. Federal education students had the best reading performance (528 points) and exceeded the national average. In Sergipe, the average was 379 in reading, while the highest average was 441 in Espírito Santo and the national average was 407.

PISA defines “literacy in reading” as the ability of students to understand and use written texts, as well as reflecting and developing knowledge from contact with written text, as well as participating in society. The Pisa test assesses students’ mastery of three aspects of reading: Find and retrieve information, integrate and interpret, and reflect and analyze. In PISA 2015, 50.99% of students were below proficiency level 2.



Contrary to these data and precisely in order to solve the problems pointed out is that this article results from an action research (THIOLENT, 2011) that intended to insert itself in the process of training readers among the students of the Federal Institute of Sergipe. When they were enrolled in the fourth year, they were considered readers. But what books were appreciated? Were they able to produce a writing or a speech about the readings made? Allowing them a free choice of books, what do they usually choose?

Their answers, their readings will be dealt with here in this paper. The study aims to: a) reflect how professional and technological education can contribute to the training of readers without losing sight of the conception of polytechnics; b) To present ways of reading that can reconcile taste, interest and criticality in the training of a young reader without losing sight of the diversity of textual genres more present in the academic life of a student; c) Attending to the detachment that teachers must have in the conflictive/harmonious relationship as a pedagogical exercise of the classroom.

It is important to note, in this study, the consideration of the school environment in the process of training of readers, considering that, according to Silva (2007), there are, in school, rituals adverse to the creation of the *habitus*¹ of reading. In this perspective, many of the practices relate to the “false or artificial character of teaching, that is, students are forced to leave their life experiences in society outside classroom space,” turning reading into a meaningless activity, tiring; “Poverty of the school context in relation to books and reading situations”, In other words, it is common to have “library, librarians, books in abundance” at school in order to create, at school, an appropriate environment for the development of reading; “Unprepared teachers for the orientation of reading and the readers in the process of training”.

According to the author, this fact is perhaps the most serious, “because often the student who has the potential and who wants to learn to read is faced with a professional who is himself a non-reader, without a history of reading, without a repertoire of books visited throughout his existence”.

Then it can be understood that there are thus a number of factors unfavorable to the process of training of readers; for this reason, it is common for students to complete basic education, and often to higher education, without having developed reading and textual production skills, presenting difficulties in interpreting, understanding the text and appropriating for their life the *habitus* of reading.

The article will direct the reader to follow the adventure of the course of the research leading, after this introduction, to a theoretical reference on what is being considered as being a reader and data on reading in Brazil. Subsequently, the reader will be placed in the universe of professional and technological education, whose purpose is understood as omnilateral education, such as the Federal Institute of Sergipe (IFS), whose students are. Finally, the reader will know how was the school year in which the reading process was developed, how the choices of the texts were made, how they were read and their reading repercussions.

1 *Habitus* is understood in this study from Bourdieu (2005) as the “system of socially constituted dispositions which, as structured and structuring structures, constitute the generating and unifying principle of the set of practices and ideologies characteristic of a group of agents” (BOURDIEU, 2005, p. 191. Our translation).



2. Brazil, its readers and readings

In this research, it was taken as reader the definition attributed by the Portraits of Reading in Brazil research. It is the reader who has read at least parts of a book - paper, digital or electronic and audio books, Braille books and schoolbooks, excluding manuals, catalogs, brochures, magazines, comics and newspapers - in the last three months.

There is a precarious training of readers in Brazil (PRO LIVRO INSTITUTE, 2008. Our translation). This is reflected not only in poor reading but also in the meager results that Brazilian students obtain in educational assessments. The performances, revealed both by the National Assessment System of Basic Education (Saeb) and by the International Student Assessment Program (Pisa), “show a dramatic reality in terms of reading practice in Brazil. And from the cultural point of view, even worse than the educational one” (ASSUMÇÃO, 2008, p.91. Our translation).

Families are locus of great incentive for reading, however, little can be counted on in Brazil, after all, few Brazilian families have the habitus to read. Therefore, it is the responsibility of schools, universities and institutes to train readers. Much has been achieved, since we must consider that today we read much more than before.

The largest number of readers is in the age group that includes the school time.

The results show that 55% of the Brazilian population are considered as readers by the survey, 54% are students and 70% have a school education: Elementary School (28%), High School (27%) and Higher Education (15%). Another factor indicative of the centrality of the school in the process of formation of readers is the information that 3.4 books read, out of a total of 4.7, are indicated by the school. Only 1.3 book read is not part of the school universe. This means that the school facilitates access to the book more than any other cultural equipment, including libraries, and it asserts itself in Brazil as the privileged location for the training of readers (MARQUES NETO, 2008, p. 136. Our translation).

After the school time, however, that number drops. It can be seen a conflictuous situation: if it is in the school time when they read the most, it is also there that more is read by obligation. In schools, little is read for pleasure, for self-interest without being tied to an evaluative demand. Thus, what would serve to train readers ends up scaring them off, because as soon as they leave school, they will stop reading. Hence a new problem sets in: “captivate them (children) to be readers for pleasure and after they are no longer students” (FAILLA, 2008, p. 105. Our translation).

Teaching reading is supposed to allow the student to be able not only to decode the verbal code, but to make him understand the world around him, contextualizing with his life experiences. The act of reading is not limited to the recognition of graphic and linguistic symbols, because between the signifier and the meaning is the reader’s world knowledge, which will reflect in the read text, widening the possibility of interpretations. In this sense, reading is not synonymous with decoding and the lack of knowledge of this reality contributes to the training of literate individuals, who can not understand what they read.

Kleiman (2007, p. 65), notes that “the proficient reader is able to reconstruct complex frames involving characters, events, actions, intentions to get to the comprehension of



the text, using many operations that are not a focus of conscious reflection,” since reading is a bigger process, a dialogue between the reader and the text. In it, words gain meanings, values that vary according to the experiences, finally, the whole cultural universe of the readers. Since reading and text are the production of meanings, they can operate as a basic condition with the text itself that offers itself to reading, to production, to interlocution, whose clues trigger what is external to it.

There are alternatives, some begin to take effect but there is still much left. Basically, there must be books available. The library in the school must be accessible “to the student so that he can use, manipulate the collection, know the space, take ownership of it, feel comfortable to explore it in the way that it best suits him.” (SILVA, 2015, p. 493. Our translation).

Given this, it is fundamental that the habitus of reading can be stimulated in the academic field, enabling students to think, modify attitudes and points of view, create new interests, transform ways of being/existing socially.

Schools need to understand that the process of reader training not only fits them, but above all they must see the student as an active subject, that is, teachers are not always the ones who determine, who directs, who knows the writers. Teachers can be mediators of this process of reader training. As mediators it is incumbent upon them to be generous “with the one who begins this journey, supporting him, encouraging him to choose his own readings without criticizing him and, at the same time, offering him possibilities to find new texts” (SILVA, 2015, p. 502. Our translation).

3. *Professional and technological education train worker or reader*

According to Assunção (2008), there are five fundamental factors for the formation of readers, namely: three qualitative “1. The book should occupy a prominence in the national imaginary. 2. There must be families of readers. 3. There should be schools that know how to train readers “(p.92) and two quantitative ones “: 1. Access to the book (enough libraries and bookstores, among other things). 2. The price of the book. “(93). In Brazil, according to the author, these factors have an insufficient presence, so it has not become a country of readers yet.

In the case of the campus Aracaju (IFS), the quantitative factors are guaranteed. There is a library and there is easy access to the Internet. As for qualitative factors, it is more complex, since they do not depend exclusively on the institution. But there is an effort in this research to meet two of them: to create in the collective imagination the importance and pleasure of reading and the concern to train readers.

The IFS inserts itself into a teaching network that is generally well on the evaluative tests:

Table 1

Averages in reading	Score
Countries from OCDE	493
Brasil	407
Federal Schools of Brasil	528
Private Schools of Brasil	493
State Schools of Brasil	402
Municipal Schools of Brasil	325

Elaborated from the PISA data (2015)



In Sciences, the Federal Schools reached 517 points, well above the average of 401 reached by Brazil - which adds the scores obtained by students of the Federal ones, State and Private Schools -, which would put it in 11th position in the world scenario, ahead of countries such as South Korea, United States and Germany. In Reading, the score (528) would be sufficient to reach the second place among the 71 countries and territories analyzed, being behind only Singapore. In Maths, the score of the Schools was 488, higher than the general average of Brazil, which was 377 points (CONIF, 2016. Our translation).

The good results in PISA (2015) are due to several factors: physical and pedagogical structure, more educated teachers, selection tests for students' entry, more stimulated professionals, or wages that are usually better than those observed in other schools, both by the stimulus received and the training in masters and doctorates. Of course, all these factors distinguish federal schools from those maintained by the state or by the municipality. However, it is necessary to consider that some principles that govern the constitution of the Institutes contribute assertively to the formation of readers. In its pedagogical project the pedagogical exercise is made around an integrated curriculum in which education is considered as omnilateral.

4. Omnilateral Education

The Federal Professional Education network comprises education as omnilateral, that is, an education that opposes the unilateral formation provoked by alienated work, by reification (SOUZA JUNIOR, 2009). Therefore, the readings become indispensable in whatever the curricular matrices are.

The project of professional education comprises three plans, according to Frigotto (2001): a) corporate plan, a model that guides the solidarity and equality between human beings; b) educational plan, comprises a public, secular, free and universal education; c) historical plan, an emancipatory education, thus a professional technical education articulated to a "sustainable" development project, but never separated from basic education and the political ethical dimension of the formation of autonomous subjects and builders of radically democratic and equalitarian.

The choices of books, magazines, films, newspapers, among others, should be guided by the desire to make sense of the student's life or the life of the worker - "It seems necessary actions to promote reading that truly connect with life and make reading materials closer to students" (CUNHA, 2008, p. 56. Our translation) -. One does not want an alienated worker, who mechanically exercises his work, what is wanted is an omnilateral person, that is, one who understands work as a free human manifestation. It is through literature, a free and critical reading that can reflect on this training of worker.

The concept of omnilateral education approaches the concept of polytechnics. This postulates that "the process of work develops, in an indissoluble unity, the manual and intellectual aspects. One assumption of this view is that there is no pure manual labor and no pure intellectual work" (SAVIANI, 1989, p. 138. Our translation). Thus, in its pedagogical postulates, the Federal Institutions of Professional Education understand that not only the reading of technical and/or didactic books, but mainly the readings that



explain the world, that tell the history of the human being with his dramas, his successes and losses is what matters for the formation of a human being. This is not always easy, it does not always come true, but it is always the goal to be achieved..

What matters is that this training extends through life. Thus, if an educational institution is to prepare young people for the world of work, all those involved in the process of education, therefore, also involved in the process of training readers should understand that it is not only the work that dignifies man, such as work there are other things that dignify the human being, for instance: art and literature in its diversity of styles.

This pedagogical stance makes a difference in the students' results.

5. The research, the readings, the results

The Federal Institute of Sergipe constitutes of ten campuses. Among them, the Aracaju campus will be highlighted here. This is the largest in number of students enrolled and offering courses. In the modality of high school are offered six integrated courses - Food, Buildings, Electronics, Electrotechnical, Informatics and Chemistry, and two “proeja” - Design in Civil Construction and Lodging - besides the subsequent ones that are ten - Food, Buildings, Electronics, Electrotechnology, Tourism Guide, Lodging, Oil and Gas, Computer Network and Work Safety. In higher education are two degrees - Mathematics and Chemistry; two technologists - Management in Tourism and Environmental Sanitation; a baccalaureate - Civil Engineering and in postgraduation there are two professional masters, Professional and Technological Education (offered in network) and Tourism (IFS, 2017).

In the academic year of 2016, when teaching Portuguese Language classes in the fourth year of Electro technique in the IFS Campus Aracaju, it was decided to execute a reading proposal. The content of this curricular component basically consisted of textual production, prioritizing the production of the official technical writing and the dissertation. When thinking about how to structure the course for a year, the starting point was a basic assumption: one only writes about what one knows and to know one has to read. As the teacher assigned to the 4th year of Integrated Electrotechnology she did not know the class, she only intended to work with readings, so she organized that she would work with biographies, films, journalistic texts and fiction. The sequence of the readings and the selection of the texts were only made in the classroom.

The group of Eletro technique counted on 18 male students and two female students. Not everyone saw themselves as readers, because according to a part of them used to read only what the teachers determined to read with the presumption of content scheduled for the bimonthly evaluation. As the course load was intense, teachers usually did not exactly request novels, but short stories or chronic, shorter genres. In addition, in the tests they used to have journalistic and scientific texts to start from them answer the questions of text interpretation. It was unanimous to say that they read what they said or what was asked.

This was the pretext used to trace two criteria in the construction of the reader training process: avoiding the “evaluation day” and avoid, as far as possible, the mandatory indication of the title or author.



In reviewing textual genres, it was chosen to read biographies in the first two months. Why? It is a genre that has been in evidence for 2000 years, which does not mean that the school has a habit of inserting in its curricula the analysis or textual understanding of biographical production. For example, so far, 4th year students had not read any biography. Another reason for choosing is that:

Through biographies - portraits more or less faithful to men in the concreteness of their lives - it will perhaps be possible to answer the crucial question that defines this specialized field of philosophical inquiry: What is man? However, more specifically, from the educational point of view, it is interesting to take them as reflections of the "images of man". And what does education mean in its teleological nature, but the creation of model images on the basis of which educational activity will pursue the kinds of men one wishes to forge? (CORINO, 2009, p. 157. Our translation).

All the students were in the last year, on the verge of taking a university entrance exam, to finish the high school day. As if this unique moment in their life was not enough, 15 of them, besides studying at the IFS, were in the internship, four were taking an English course and writing course, that is, the choice for biographies was initially to show them that the students could be as heroes as the ones on the biographies.

Biography is the text genre that tells the life story of someone important in a given society or at the very least of someone whose life should be a witness. Telling about lives is an educational tool because, not infrequently, the life of the biographies is in line with what is meant by transformative education. In addition, when choosing a biography, it gives the opportunity to show students the interpenetration of textual modalities, since the biography is a junction of journalism, history and literature (even nonfiction biographies). Finally, it justifies the choice because the biography usually deals with an original individual: "The mystery of the singular is also very strong as a constituent element of the cultural imaginary of any society or even civilization" (CORINO, 2009, p. 154. Our translation).

Considering the specificities of the Electrotechnical course, a heavy workload for Mathematics and Physics, a series of biographies of scientists - series "In 90 Minutes" published by Jorge Zahar Editor - was presented to them. But they were left free to present other biographies in a next class (see table 2).

What was done? They were asked to read and after reading there were two rounds of conversation about the fascinating and obscure points of life of the biographies. They gave a summary of the biography, the genre summary.

6. *What stood out?*

As for the choice of scientists: eight scientists were objects of study selected by ten students. Among those choices, two of them read a scientist - Marie Curie -. One read about Alan Turing motivated by the movie "The Imitation game from 2014". Even though it was easy to obtain the book, ten preferred to seek biographies of non-scientists: singers (Michael Jackson, Amy Winehouse and Renato Russo); a warrior (Joan of Arc); An entrepreneur and presenter of television programs (Silvio Santos); a writer (Monteiro Lobato). Everyone talked about the chosen subjects and listened with excitement.



In the following two months, the choice was for films. The room was divided into three teams. Each team watched a movie. Subsequently, they planned an oral production - Lecture. They chose whether, from the films, themes of a social, scientific and artistic nature and, thus, presented in the form of a lecture the topics listed. In “Theory of Everything”: love, science, disease. In “The second mother”: art, college entrance examination, new migrants, political awareness. And, finally, in “Nise”: Pioneering women’s - discrimination, - disease - madness -, science - psychiatry and psychology.

Table 2

Student	Biography	Book Title and Author	Motivation
Student 1	Galileu Galilei	Galileu and the Sollar System/ Paul Strathern	Physics
Student 2	Galileu Galilei	Galileu and the Sollar System/Paul Strathern	Physics
Student 3	Michael Jackson	The Moon Walk/Michael Jackson	Phenomenon
Student 4	Michael Jackson	The Moon Walk/Michael Jackson	Phenomenon
Student 5	Silvio Santos	The Fantastic World of Silvio Santos/Arlindo Silva	Phenomenon
Student 6	Alan Turing	Turing and the Computer in 90 minutes/Paul Strathern	Film
Student 7	Alan Turing	Turing and the Computer in 90 minutes/Paul Strathern	Film
Student 1	Amy Winehouse	Amy Winehouse - Biography - Chas Newkey-burden	Defiance
Student 8	Amy Winehouse	Amy Winehouse - Biography - Chas Newkey-burden	Defiance
Student 1	Charles Darwin	Darwin and the Evolution/ Paul Strathern	Evolutionism
Student 9	Monteiro Lobato	Monteiro Lobato – A tailored Brazilian - Marisa Lajolo	Sítio do Picapau Amarelo
Student 10	Oppenheimer	/ Paul Strathern	Atomic Bomb
Student 11	Joana D` Arc	Joana D` Arc and her battles/Phil Robins	History
Student 13	Charles Darwin	Darwin and the Evolution/Paul Strathern	Evolutionism
Student 14	Marie Curie	Curie and the Radioactivity/ Paul Strathern	Radiation
Student 2	Joana D` Arc	Joana D` Arc and her Battles/Phil Robins	History
Student 15	Marie Curie	Curie and the Radioactivity/ Paul Strathern	Radiation
Student 16	Renato Russo	The Revolution Child/Carlos Marcelo	Defiance
Student 17	Monteiro Lobato	Monteiro Lobato – A tailored Brazilian - Marisa Lajolo	Sítio do Picapau Amarelo
Student 18	Oppenheimer	Oppenheimer and the Atomic Bomb/ Paul Strathern	Atomic Bomb

Prepared from the research

In the following two months, the choice was for films. The room was divided into three teams. Each team watched a movie. Subsequently, they planned an oral production - Lecture. They chose whether, from the films, themes of a social, scientific and artistic nature and, thus, presented in the form of a lecture the topics listed. In “Theory of Everything”: love, science, disease. In “The second mother”: art, college entrance examination, new migrants, political awareness. And, finally, in “Nise”: Pioneering women’s - discrimination, - disease - madness -, science - psychiatry and psychology.

Table 3

Teams	Movie and Director	Motivation
1	E Theory of Everything/ <i>James Marsh</i> , 2015.	Physics, Mathematics
2	He Second Mother/ <i>Anna Muylaert</i> , 2015.	Nacional
3	Nise – The Heart of Madness/ <i>Roberto Berliner</i> , 2016.	Curiosity

Prepared from the research

The relationship between cinema and school education intensifies individual relationships and helps in understanding the values of a society. Cinema becomes an educational proposal, when it represents an instrument of social change that should happen both for the teacher and for the student, also considering their world knowledge, being very important to have an objective pedagogical intention with the work to be developed (SILVA, 2014, p. 6. Our translation).



The cinematographic productions made possible the creation of a discussion and presentation of themes from the Lecture genre. More than this, they could perceive the textual amplitude that compose a film: the script, the costumes, the music, the scenery. The films were seen in different places. “Theory of Everything”, they watched it in the house of one of the students of the class; “The Second Mother,” in their own homes; and “Nise”, they watched in Cine Vitória, an alternative cinema located in the center of the city of Aracaju. For the last one, the Aracaju campus provided transportation. They also watched the making of each of the films and watched in the classroom some interviews about them on a *youtube* channel.

In this sense, the agreement with Silva (2014) is present: the interaction was enormous between them, either because they had to move from one place to another, or because they went to a cinema they did not know, or because the movies also dealt with thematic subjects little worked in the set of disciplines of the course of Electrotechnology. Even in the “Theory of Everything”, the focus of the students was the disease having to be constantly overcome, for example.

In the third bimester, it was chosen the fictional prose. Literary art is the one that is most evident in textbooks. It is often read romances associated with the literary periods approached in each year of high school. This time, as there was no literary style, the focus was on contemporary books. They were presented 20 books inserted in contemporary Brazilian literature - in the presentation it was named the origin city of the writer and for each book a key word. They had about ten minutes to choose. At that time, with their cell phones, they searched the internet for some synopsis or any information that might help in the choice. One of the reasons for the choice was access: the easy download on the internet of Ariano Suassuna’s “The Love Story of Fernando and Isaura” and João Ubaldo’s “The House of Blessed Buddhas” motivated choices. The remaining books were on the list of the Aracaju campus library (IFS).

Table 4

Student	Romance	Autor – Keyword	Motivation
Student 1	The Love Story of Fernando and Isaura	Ariano Suassuna - love	Romanticism
Student 2	The Killer	Patrícia Melo - suspense	Violence
Student 3	Hour of the Star	Clarice Lispector - drama	Psychological
Student 4	House of the Fortunate Buddhas	João Ubaldo Ribeiro sex	Eroticism
Student 5	The Killer	Patrícia Melo	Violence
Student 6	Sargent Getúlio	João Ubaldo Ribeiro	Lampião/Sergipe
Student 7	The Killer	Patrícia Melo	Violence
Student 1	The Killer	Patrícia Melo	Violence
Student 8	House of the Fortunate Buddhas	João Ubaldo Ribeiro	Eroticism
Student 1	The Love Story of Fernando and Isaura	Ariano Suassuna	Romanticism
Student 9	The Killer	Patrícia Melo	Violence
Student 10	The Killer	Patrícia Melo	Violence
Student 11	The Killer	Patrícia Melo	Violence
Student 13	The Love Story of Fernando and Isaura	Ariano Suassuna	romanticism
Student 14	The Love Story of Fernando and Isaura	Ariano Suassuna	romanticism
Student 2	The Love Story of Fernando and Isaura	Ariano Suassuna	romanticism
Student 15	The Love Story of Fernando and Isaura	Ariano Suassuna	romanticism
Student 16	“O Quinze”	Rachel de Queiroz – regionalism	drought
Student 17	House of the Fortunate Buddhas	João Ubaldo Ribeiro	Eroticism
Student 18	The Love Story of Fernando and Isaura	Ariano Suassuna	romanticism

Prepared from the research



The Reading led the students to once again make free comments. The comments showed satisfaction. The surprise of having in Brazilian literature fun, erotic stories, among others. This indicates that the school continues prioritizing classic authors of the Baroque until the Symbolism. Few of the books are read by Modernist writers. At what point do young people see their reality portrayed in literature?

Seeing his daily life portrayed in literature is one way of saying that literary works are seen as rewritings. Whoever reads a book goes through a process of identification, transports itself to the reading and sees itself there in the tangles of language. In Eagleton's (2001) understanding, the original text loses its status as originality and is also understood as a rewriting according to readers' update through the ages: "All literary works, in other words, are" rewritten " , even if unconsciously, by the societies that read them; in fact there is no rereading of a work that is not also a 'rewriting'" (EAGLETON, 2001, p. 17. Our translation).

Another form of enchantment is reading in quite simple language. According to the students, they did not need at any point in the reading to go to the dictionary to search for the meanings of the words. The reading and the talk rounds about the books led us to the construction of the genre review, provided in the syllabus.

In the eighth month, a book was chosen: "Voices of Chernobyl" by Svetlana Aleksievich. At the time, the class teacher was reading this book and really enjoying it. But how to work this book? Would students understand the choice of foreign literature? What pretext would she use?

Just as we might say that the best method is not what is in vogue, but what the teacher most dominates, the taste for reading is more easily aroused when the reader first, who would be the teacher, is motivated by the text that is going to read for your students. Of course, it is also necessary that the teacher has good sense to know how to work certain readings according to the linguistic/literary maturity of the class in which he teaches (AMPARO, 2013, p. 4. Our translation).

There are methods of approaching a textual genre, analyzing a book, but there is also the teacher's freedom in choosing it. Then the situation was created. In this bimester the genre to be worked was the scientific article, so in a given class, the teacher asked if the students had already studied about atomic energy, nuclear power plants, accidents, etc. to which the students replied that this had been the subject of the third year. It was the pretext: to write an article on this subject.

The teacher presented the prose, its author and, mainly, it spoke of its excitement when reading this book. She mentioned other books by the same author - "The War Has No Woman's Face" and "The End of the Soviet Man" - and commented on the Nobel Prize awarded to the Russian writer in 2015. Moreover, the style of the book was seductive because it consisted of short stories - testimonials - merging biography, journalism and literature.

From there, two passages of the book were selected, the teacher elaborated exercises on them. The passages were read in the classroom in order to create the problem that would motivate the production of the bibliographical/theoretical research that would generate the article. For the article, students were required to report on three more pas-



sages in the book. So it was not compulsory to read the whole book. But each student read at least five testimonials.

The book was used as a backdrop or as a counterpoint to the ideas of setting up another nuclear power plant in Brazil. It was used as motivation for the production of the article. Along with this reading, the students sought didactic texts, journalistic ones about nuclear power plants, accidents, implantation, perspectives, besides other motivational factors.

During the school year, the readings were not exhausted at the end of the book or the film. Students have made connections with other textual genres, told other people, learned that the lives of renowned or anonymous human beings can be told in books. They have learned that all things in the world, all themes from the world from work to eroticism can become present in writing and thus can be read in various dimensions. Therefore, reading during the year was considered productive, that is, a reading “expands through the comprehension process that precedes the text, explores its possibilities and prolongs its functioning beyond contact with the text itself, producing effects in life and in living with other people” (GARCEZ, 2008, p. 68. Our translation).

7. Final Observations

The experience was successful. But this does not mean ready-made recipe, nor an easy task to carry out. During action research (THIOLLENT, 2011), two aspects were considered: the interpretative capacity around the various textual genres and the critical positioning in the face of the reading. Rather than counting as a task that conferred student performance, students were expected to simply read and talk about the readings. The attempt was to form a culture of reading, hence the bet on contemporary literature.

Books that are more scientific or more literary may be part of the students’ taste. Feeling free to choose biographies, they have been closer to what fascinates them. Teachers need to be detached to recognize that students can read texts that fall outside the framework of teacher knowledge. The life of artists or scientists can indistinctly serve you as the purpose of your studies.

As for the films, it is clear that it is always opportune to get them to watch, to understand the construction of a film, because there is abstract work and concrete work so fused that soon became a practical example of the concept of polytechnics.

As for literature, it is a possibility to tell the world otherwise. It seemed that through it the culture of reading was formed. An absolutely scientific theme can be substantiated with the help of fiction. Fiction is not the opposite of science. It is not the opposite of history. Literature is a constant dialogue with different knowledge. Therefore, it is a possibility to train readers and perhaps writers.

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