

# Formation of readers: an action to encourage reading with high school students<sup>1</sup>

*Danielle de Pádua*<sup>2</sup>

*Cristiano Rocha da Cunha*<sup>3</sup>

## ABSTRACT

Brazil has presented results below the estimated international average for the minimum requirements of competence in reading and writing, a situation that demonstrates the fragility of the Brazilian educational system and the distance between the legal affirmations of inclusion, citizenship training and school practices. Given this, the objective of the research was to reflect on the importance and emergence of pedagogical strategies that develop reading and writing skills and stimulate the taste for reading in students. This article deals with a qualitative, exploratory and descriptive research, where the results showed that the students of the 2nd medium year of the researched school, recognize the importance of reading, however, they face some barriers that often prevent them from acquiring reading competence. It is considered that the reading strategies presented in the Pedagogical Guide for Reading Incentives are capable of stimulating a taste for reading, developing critical-reflective skills and minimizing the problems presented.

**KEYWORDS:** Reading Strategies. Basic education. Reading competence. Omnilateral Training.

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<sup>1</sup> English version by Michel Borges Pinheiro. *E-mail:* [michelborgesesc@gmail.com](mailto:michelborgesesc@gmail.com).

<sup>2</sup> Pós-Graduação em Literatura Mato-Grossense. Universidade do Estado de Mato Grosso – Unemat, Tangará da Serra, MT, Brasil. Professora na Escola Estadual Liceu Cuiabano Maria de Arruda Müller na cidade de Cuiabá – MT. Orcid: <https://orcid.org/0000-0002-3804-3423>. *E-mail:* [danielledepadua@hotmail.com](mailto:danielledepadua@hotmail.com).

<sup>3</sup> Doutorado em Física Ambiental. Universidade Federal de Mato Grosso – UFMT, Cuiabá, MT, Brasil. Professor orientador no Instituto Federal de Mato Grosso – IFMT. Orcid: <https://orcid.org/0000-0001-6018-5105>. *E-mail:* [Cristiano.cunha@ifmt.edu.br](mailto:Cristiano.cunha@ifmt.edu.br).

*Formação de leitores: uma ação de incentivo à leitura junto a alunos do ensino médio*

**RESUMO**

O Brasil tem apresentado resultados abaixo da média internacional estimada para os requisitos mínimos de competência em leitura e escrita, situação que demonstra a fragilidade do sistema educacional brasileiro e o distanciamento entre as afirmações legais de inclusão, formação cidadã e as práticas escolares. Diante disto, o objetivo desta pesquisa foi o de refletir sobre a importância e emergência de estratégias pedagógicas que desenvolvam as habilidades de leitura e escrita e estimulem o gosto pela leitura nos estudantes. Este artigo trata de uma pesquisa qualitativa, exploratória e descritiva, na qual os resultados demonstraram que os estudantes de 2º ano médio da escola pesquisada reconhecem a importância da leitura, porém, enfrentam algumas barreiras que muitas vezes os impedem de adquirir a competência leitora. Considera-se que as estratégias apresentadas no Guia Pedagógico de Incentivo à Leitura são capazes de estimular o gosto pela leitura, desenvolvendo competências crítico-reflexivas e minimizando a problemática apresentada.

**PALAVRAS-CHAVE:** Estratégias de Leitura. Educação Básica. Competência leitora. Formação Omnilateral.

*Formando lectores en la escuela secundaria: una acción para incentivar la lectura en estudiantes de segundo año*

**RESUMEN**

Brasil ha presentado resultados por debajo de la media internacional estimada para los requisitos mínimos de competencia en lectura y escritura, situación que demuestra la fragilidad del sistema educativo brasileño y la distancia entre las afirmaciones jurídicas de inclusión, formación ciudadana y prácticas escolares. Ante esto, el objetivo de la investigación fue reflexionar sobre la importancia y el surgimiento de estrategias pedagógicas que desarrollen las habilidades de lectura y escritura y estimulen el gusto por la lectura en los estudiantes. Este artículo trata de una investigación cualitativa, exploratoria y descriptiva, donde los resultados arrojaron que los estudiantes del 2º año medio de la escuela investigada, reconocen la importancia de la lectura, sin embargo,

enfrentan algunas barreras que muchas veces les impiden adquirir la competencia lectora. Se considera que las estrategias presentadas en la Guía Pedagógica de Incentivos Lectores son capaces de estimular el gusto por la lectura, desarrollar habilidades crítico-reflexivas y minimizar los problemas presentados.

**PALABRAS CLAVE:** Estrategias de lectura. Educación básica. Competencia lectora. Entrenamiento Omnilateral.

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## Introduction

Developed countries became the center of educational policy debates following the first results of the PISA assessment, which occurs through the assessment of student performance, not in a curricular way, but with requirements considered by international regulatory bodies that operate today, such as the Organization for Economic Co-operation and Development (OECD). This assessment, PISA, demonstrated high rates in relation to the reading skills of individuals from these countries.

Individuals' performance in terms of reading and literacy skills impacts, at a macro level, on the nation's economic and social development. Like the first countries in the ranking, among the 16 selected by INEP for analysis based on PISA 2018 participants, Finland and Canada come first, considered developed countries. The Dominican Republic and Panama are at the base of the ranking, countries with low proficiency in Reading and Literacy (377 and 342 point average, respectively), considered underdeveloped.

The Brazilian reality demonstrates a distance from the results of developed countries, as it presents results below the average of OECD countries in proficiency and reading. In the last edition of PISA, in 2018, around 20% of the Brazilian population that year struggled reading and applying mathematics concepts (INAF, 2018).

The results of the Instituto Pro Livro (2019) revealed that 48% of the population does not read books, as they do not understand their content, even if they are theoretically literate. This scenario shows that the school's pedagogical actions are deficient, given that they are unable to achieve good levels of literacy and enjoyment of reading for all students. The difficulty in understanding the different textual genres, which constitutes functional illiteracy, is a problem perceived at all school levels, including higher education. Considering this, the question arises: what are the factors that have a key role on low proficiency in reading and writing? What actions can be taken to stimulate a taste for reading?

In the state of Mato Grosso, the State Department of Education released, in February 2022, the results of the reading fluency assessment carried out with students in the 2nd year of elementary school enrolled in the state and municipal network of the state. This initiative revealed that in this age group only 8% of students are fluent in reading, with 14.5% of the students from the research sample being at level 1 of pre-reading, that is, they do not read (Mato Grosso, 2022).

According to the third version of the National Common Curricular Base (BNCC), at the end of the 1st year of Elementary School, the child should be able to write spontaneously or through dictation, words and phrases, in addition to short texts (Brasil, 2017). At the Liceu Cuiabano Maria de Arruda Müller State School, located in the capital of Mato Grosso, it was found, in 2021, that out of 100 students, 20 were 2 years or more behind in school (QEDU, 2021).

Meanwhile, this article is part of the research resulting from the Master's Dissertation presented to the Postgraduate Program in Professional and Technological Education on a National Network (ProfEPT), in Cuiabá, whose object of study was to encourage reading in high school. The general objective is to reflect on the particularities of high school students regarding reading and on the importance of proposals that stimulate a taste for this activity.

The specific goals are: to present an overview in reading, considering the 2018 PISA results; to reflect on the importance of reading and its meanings and to identify the reading panorama in E.E. Liceu Cuiabano Maria de Arruda Müller, emphasizing the need for reading strategies to stimulate the development of students in Cuiabá-MT.

### **Reading performance among OCDE members**

The Program for International Student Assessment (PISA) evaluates the performance of students among the 79 partner countries of the Organization for Economic Co-operation and Development (OECD) every three years. The National Institute of Educational Studies and Research Anísio Teixeira (INEP) gathers the main results of questionnaires and cognitive tests applied to students aged between 15 years and 3 months to 16 years and 2 months, with at least 6 completed years of formal schooling.

In 2018, Brazil participated in PISA with a sample of 10,691 students from 597 schools. The measurement of proficiency in literacy and reading led to Canada and Finland, with an average of 520 points, at the top of the ranking, followed by South Korea, with 514 points, the United States, with 505 points, and Portugal, with an average of 492 points (INEP, 2018).

The average reading and literacy proficiency in OECD countries is 487 points. Brazil had a result of 413 points, below average, behind countries such as Chile, which had an average of 452 points, Uruguay, with an average of 427 points, Costa Rica, with an average of 426, and Mexico, with 420 points (INEP, 2018).

As an example of the countries with the best performance in reading and writing, there is Finland, which has undergone educational reforms since the 1960s, and is currently considered an advanced society in terms of competitiveness, technological innovation and social well-being. Britto (2013) states that Finland's differences in education are highly qualified professionals, equity and autonomy as principles, special education and

differentiated assessment, without rankings or paying bonuses among Educational Institutions, in addition to the massive investment in research, innovations and technologies.

Such commitment bears fruit in the PISA results, which also highlights, along with Finland, Canada at the top of the ranking in reading and literacy proficiency. Furthermore, having reading skills is fundamental to an individual's intellectual development. It is through reading that citizens are formed who are aware of their duties and rights, with active and decision-making participation in the social, political, economic and cultural history in which they are inserted.

On a historical scale, it is noted that, in 2015, Brazil obtained an average of 407 points in PISA, in proficiency and Reading, indicating a gradual growth, however, still unsatisfactory compared to the estimated average (INEP, 2018).

Between the period of PISA (2018-2021), the Covid-19 pandemic occurred, impacting all social processes, including education, which undergone an life-saving reinvention through remote teaching. The new PISA assessment, which would take place in 2021, was postponed until 2022, with the final result expected to be released in December 2023. Therefore, there is still no data that could reveal the impacts of social distancing on processes of reading and literacy worldwide (Brazil, 2021).

### **Reading in Brazil**

Instituto Pro Livro (2019) carried out a survey of 8,076 literate and non-literate people from 208 municipalities, 52% females and 48% males. Of the sample, 32% had completed high school and 16% had higher education, of which 27% were studying.

For Instituto Pro Livro (2019), a reader is considered to be someone who has read at least one complete book, or in parts, in the last 3 months. On an evolutionary scale, a reduction in readers can be seen between 2015

and 2019, given that the 2015 sample revealed that there were 56% of readers and in the 2019 sample the percentage fell to 52%.

In data from the National Institute of Functional Illiteracy (2022), functional illiteracy is part of the reality of 22% of the Brazilian population, which categorizes literacy into five levels. At the first level, illiteracy is characterized by individuals who cannot articulate words and letters when reading, even if they can memorize product prices or telephone numbers. Level two is rudimentary, in which the person is able to locate clear information inserted in texts, in addition to solving simple mathematical problems and recognizing and comparing numbers that are familiar to them.

Level three is elementary, in which the individual can identify units of information in texts of medium length, in addition to comparing numerical and textual information. Level four is intermediate: one raises hypotheses about different texts and works with percentages and proportions. Level five, proficient, is considered functionally literate, capable of preparing complex texts and interpreting tables and graphs with more than two variables comprising quantitative and meaningful information. In Brazil, the proficient level is presented by only 12% of the population, 34% of which are at the elementary level, followed by 25% intermediate and 22% rudimentary (INAF, 2022).

At a micro level, it is noted that the region with the best reading performance was the South, with attendance of 1523 students, obtaining a proficiency of 432 points. The Central-West, with the participation of 813 students, obtained an average of 425 points. The worst region was the Northeast, with the participation of 3,313 students and an average of 389 points (INEP, 2018).

## **The importance of reading**

The meaning of reading something has a much more complex concept than it might seem. For Foucault, “Reading something, therefore, is part of a vast range of power, which begins at the moment of learning to read, that is, at school” (2008, p. 3). For him, the act of reading is above all political. With this approach, the author quotes Paulo Freire when stating that he rejected the idea of reading as a simple act of deciphering words and phrases – with the meaning already finished and previously defined – to transform it into an act of rediscovery of the world, based on the unique interpretation of the text by the individual who reads it, supported by their own experiences.

To this end, comprehensive training is necessary, which makes the individual protagonist and critic when it comes to reading. Ramos (2007, p. 3) states that integrated secondary education arises from the integral training proposal: “based on the integration of all dimensions of life in the training process”. The dissociability between basic education and vocational education and the integration that goes from general to specific knowledge goes beyond the pedagogical conception to reach the political dimension of human formation.

As a counterpoint to the hegemonic teaching of secondary education, polytechnics propose resistance against excluding education through individual guilt for failure and, also, fight against the fragmentations of the curriculum that do not consider the nuances of the youth world, at the same time that is committed to the economic, social and cultural development of the country (Saviani, 1989). From this perspective, encouraging reading and overcoming functional illiteracy for the development of proficiency becomes urgent for the student's comprehensive education.

Reading is a cognitive process intended for communication, structured by functions assigned to it according to its purpose. There are several functions that language has in communicating, that way Jakobson (2008)



defined six main functions that are most used in the use of language: the referential function, the emotive function, the conative function, the phatic function, the metalinguistic function and the poetic function.

It is through the perception of the sender's intentions and the identification of language functions that the critical-reflective skill related to reading is developed. Given the intensity of information that students are exposed to through digital media, added to the communicative interactivity provided by social media, reading strategies must encompass the functions of communication in different situations that young people experience, which makes it possible to reach meaning and simplify learning (Bezerra, 2020).

For Solé (1998), the development of proficient reading in basic education is one of the school's greatest challenges, and the acquisition of autonomy in reading is fundamental for being able to actively perform in literate societies. People who do not develop such proficiency in reading and writing face major disadvantages in social integration and the job market.

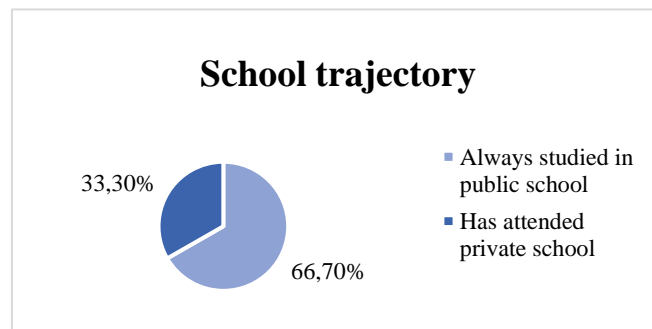
## **Materials and Methods**

The research, entitled “Training readers in high school: an action to encourage Reading among 2nd year students”, as it involves human beings, was submitted to the CEP of the Federal Institute of Mato Grosso and approved in all the demanded requirements, with Consubstantiated Evaluation Number 5,175,626. This is an exploratory, descriptive, qualitative research, to expose the results achieved with studies and the application of the semi-structured questionnaire to students in the 2nd year of high school at Escola Estadual Liceu Cuiabano Maria de Arruda Müller, to understand the particularities of the subjects facing reading. Data was presented using graphs created in Microsoft Excel and the interpretation was made using Bardin's Content Analysis. Four categories were created a posteriori and discussed in the light of historical-dialectic materialism.

## Resultados e Discussão

The educational product is a theoretical Guide<sup>4</sup> which contains reading strategies. Six students enrolled in 2<sup>nd</sup> year of high school at Escola Estadual Liceu Cuiabano Maria de Arruda Müller have participated. They are mostly females (66,67%) aged between 16 and 17 years (100%), and 33,3% has already attended particular school (Graph 1).

**Graph 1** – School trajectory of research participants



**Source:** Research data (2022).

Students were asked if their parents read as a habit. Such question comes from the assumption that family, having a big role on the child's formation, through examples is capable of encouraging attitudes which promote their intellectual education. Students' answers showed that reading is not such a frequent practice in their daily lives.

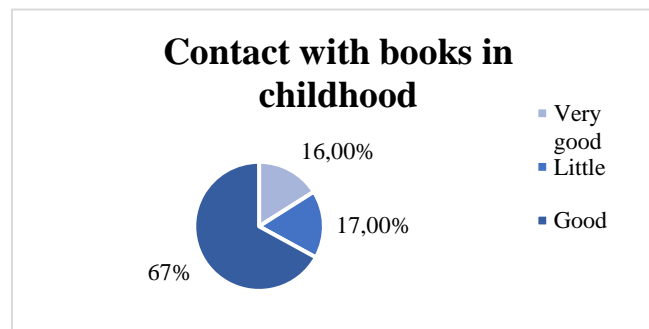
## Parents and reading

Results have pointed out that parents are not so keen to reading, since "no" and "sometimes" composed most answers (80%). However, when asked if the family encouraged reading and how was their contact with

<sup>4</sup> The guide produced can be accessed via link: <https://drive.google.com/file/d/1zIV0d-urspynTHoHjIMUcJdWjwEODXMh/view?usp=sharing>

reading during childhood, all students from the research answered positively, with 1005 of answers, indicating that parents encouraged reading and only one answer claiming that there was little contact with reading during childhood (Graph 2).

**Graph 2** – Encouragement to reading during childhood



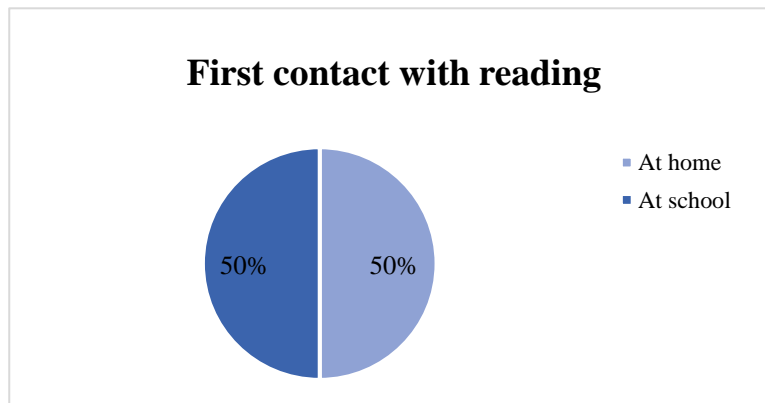
**Source:** data from the research (2022).

Literacy and valuing of reading in Brazil underwent several changes in their conceptions and degree of importance throughout time it was only with 1988 Federal Constitution that education started being considered a fundamental right of all, and a criterion for individual development and for society. That way, reading and writing encouragement goes from the premise that such abilities are essential for performance towards citizenship. The Pedagogical Guide brings a brief history of Brazilian literacy process and the importance of development of reading competences, because it is believed that students must understand all the aspects which are involved in the reading process, and its relevance as for the economic and social development of nations.

Based on the assumption that reading should be developed from childhood, students were asked whether they had already participated in projects to encourage reading, in which 90% said yes. They were then asked whether there were people who told the stories in the books during their childhood. Obtaining the result, half of the sample (50%) said yes – someone read it to them in childhood – and half (50%) said they could not remember.

When asked where they first came into contact with reading, 50% pointed to school and the other 50% said that reading was primarily done at home (Graph 3).

**Graph 3** – First contact with reading



**Source:** Data from the research (2022).

Given this scenario, in which half of the students had their first contact with reading only at school, reading strategies, starting from Early Childhood Education, are essential to awaken the child's curiosity and interest in the literate universe. Each phase of human development requires a specific pedagogical approach so that it can make education an emancipatory process, carrying out learning that makes sense for the student's reality. To this end, Freire (1997) states that, at all stages, reading must be carried out from a critical perspective, by analyzing the information and understanding the context in which it is inserted, its intentions and social impacts.

To complete the category, students' responses regarding the scenario of access to reading at home are presented. For many, the internet is the main media for accessing books and reading in general. This reality is a worrying factor, as the Covid-19 pandemic – which impacted the reinvention of teaching through remote study – raised awareness on the reality of social inequalities and vulnerabilities and digital exclusion.

In the meantime, Stevanim (2020) notes that many students who were dedicated to studying at school, with the pandemic began to dedicate

themselves to work activities, even so that they could hire or reconnect through internet service providers. The panorama of Brazil in relation to internet access and availability of technological tools brought by Stevanim (2020) shows that there are 4.8 million children and teenagers, aged 9 to 17 years old, who do not have any type of internet access, and 58% of young people who have access to the internet do so only through cell phones, whose resources are limited, as well as the access plan.

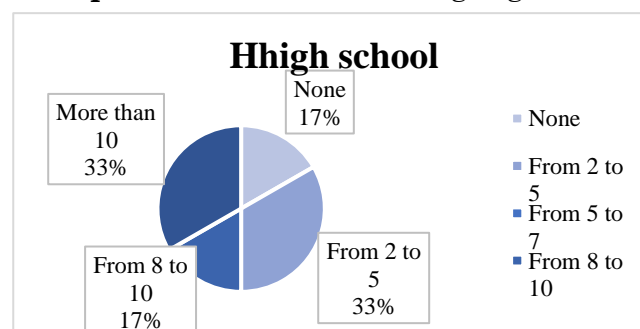
By understanding the internet as a reality of contemporary society, the Pedagogical Reading Guide explored the functions of language contained in different media and messages, such as social media, which are currently part of the daily lives of people of all ages.

In today's society, given the rapid dynamics of innovation and change caused by the democratization of digital media, good reading is key to social inclusion, which is why it is necessary to work on this skill with students so that they can really think about inclusive education, in accordance with citizenship practice.

### Schooling and reading

To understand the dimensions of reading in school, students were asked about the estimated amount of books they had contact with in elementary school and in high school. For high school, the following answers have been obtained (Graph 4):

**Graph 4 – Books read during high school**



Source: Data from the research (2022).

With the information presented in Graph 4, it was possible to notice that the surveyed students, sometimes, only read the books worked on in the classroom, such as the textbook, with one student stating that he did not read any books in high school. Only two students stated that they read more than 10 books in high school and elementary school, which demonstrates the worrying relationship between children and teenagers and reading.

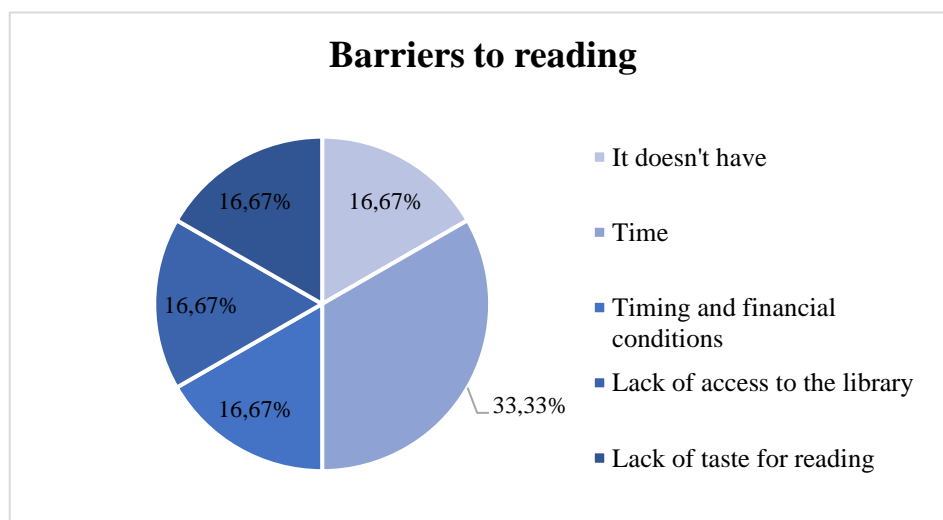
The results of external assessments, such as PISA 2018, reveal that Brazilian students face a great deficit in interpreting texts, identifying and understanding information. This reality is revealed by the fact that only 50% of Brazilian students reached the minimum level or above what is expected for secondary education, in contrast to 77.4% in other OECD countries (Pierri, 2021).

It is at this point that the school, with its structure and teaching strategies, becomes fundamental to overcome such a deficit that compromises not only academic performance, but the subject's professional and social life. Further, it was asked whether students are/were encouraged by teachers to visit the school library, obtaining the following scenario: only one respondent stated that they were frequently encouraged, the rest (90%) divided their answers between no and rarely. Ribeiro (2020) states that the school library and reading rooms offer an environment conducive to activities that encourage reading. The library is recognized as a space for consolidating learning, so education professionals must provide activities that can cover all the dimensions required to encourage reading: “There are several activities that are related to reading, such as workshops, soirées, storytelling, poetry recitals, reading aloud, meeting with authors and illustrators and guided readings” (Ribeiro, 2020, p. 8). The reading club, through social media, has also gained many followers as it is a dynamic way of acquiring and sharing knowledge.

## Struggles with reading

In this category, the questions regarding the difficulties expressed by the students on reading have been discussed. They were asked whether they have the habit of reading, confirming that, out of six, four students claimed to have reading as a habit. It is noted that, even the sample being composed of few students, it was verified that a share declared not to have this habit. Then, they were asked what the barriers for reading were, being time the main indicator (Graph 5).

**Graph 5** – Factors which interfere for a reading habit



**Source:** Data from research (2022).

Among the main difficulties found in the research, there are: lack of time, financial conditions associated with lack of time, lack of taste for reading and lack of access to the library. Only one student stated that he did not have reading difficulties. Gonçalves et al. (2017) carried out a research to understand the factors that were resulting in barriers to reading for students in the initial grades of elementary school, revealing that there are several dimensions that can impact reading failure right at the beginning of the acquisition of reading skills. Such factors are associated with family and

emotional life, health problems, sociocultural aspects and economic vulnerability.

To minimize such reported struggles, the Pedagogical Guide proposed working with multiple resources, such as social media, audiobooks, cinema and reading clubs. Alternative resources, such as audiobooks, can be listened to on cell phones, taking up travel time between work and home, home and school, among others, which allows overcoming the barrier of lack of time to have contact with the literary universe.

The support generated in a reading club, in the sharing of reading materials and experiences, in addition to the different points of view of individuals in the construction of reading meanings, also stimulates and motivates students' participation, which helps to cope with the barrier of both lack of access to books and lack of taste for reading, as they will be experiencing an experience of social interaction, in which the act of reading manifests itself in different ways.

Such initiatives must be carried out from the beginning of the child's school life, because if the student's school career begins with factors that may present barriers to reading, such difficulties persist throughout the school career, which generates learning deficits that compromise the quality of learning and interfere with the enjoyment of reading. Bezerra (2014), when interviewing third-year high school students at a state school, found that insufficient or poor reading was among the main factors that resulted in learning difficulties.

This fact is associated with the student's lack of motivation, the lack of interest in traditional teaching methodologies that, sometimes, transmit knowledge in a decontextualized and fragmented way, so that the information arrives disjointed, meaningless to the student.

The frequency with which students read was also questioned. Only one stated that they read daily, two read monthly and two read rarely. It can also be seen that, for four students, reading is their favorite activity and two said it was not. Therefore, projects to encourage reading must permeate



the school environment so that they can guarantee students' access to books, fulfilling their social function, both of transmitting socially constructed historical knowledge and of the fundamental right to quality education for all.

Such initiatives must start from identifying students' difficulties in reading. In this sense, they were asked if they had difficulties concentrating when reading, with only one student saying yes, arguing that they had difficulty concentrating.

In high school, a portion of students already carry out work activities, so that if reading is not contextualized to immediate needs, it will be perceived as something that is done only in free time, which generates the perception that one does not have time to read. Likewise, it is important to note the struggles in interpreting and understanding what is read, because if the student reads a text he does not understand the meaning of the words or the subject covered, he will have a hard time to keep reading.

The Pedagogical Guide prioritized, in each strategic activity to encourage reading, the assessment of student's prior knowledge on the topic covered, as a way of personalizing the activity according to the real demands presented in the classroom.

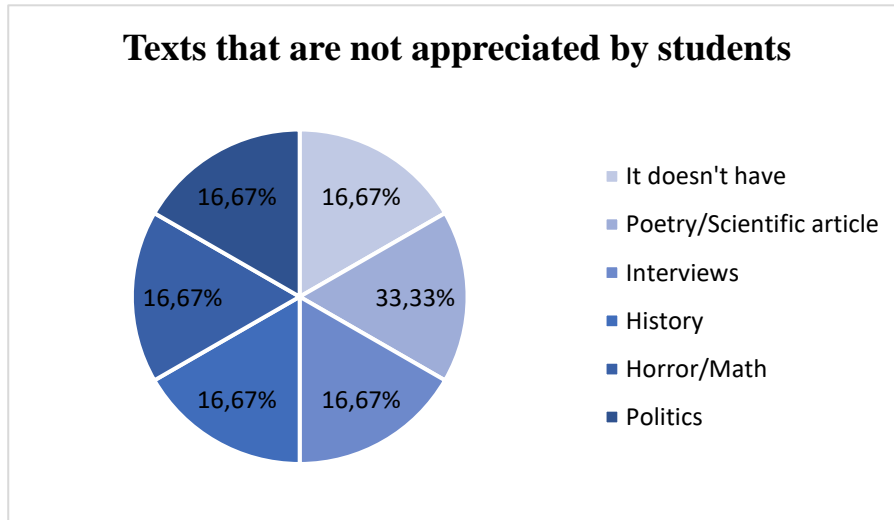
Reading strategies are important to identify the main difficulties encountered by students and propose solutions that motivate them to play a leading role in their learning, generating a taste for reading based on resources and content selection that make sense for their reality.

## **Self-evaluation**

This category was denominated "Self-evaluation" for gathering questions about students' perception about their own performance and reading competence it was investigated the impression about the understanding level of students before reading, coming to the result that 50% need a second reading to understand the text, whereas 50% claimed to

understand the text on the first reading. It was also questioned what kinds of text they do not appreciate. Answers can be seen in the graph below (Graph 6):

**Graph 6 – Texts students do not like**



Source: Data from the research (2022).

Each student listed the type of text that they did not like to read, with only one student stating that they did not have any type of text that they did not like. Education, when assuming an omnilateral, technical character, with regard to preparation for the job market and propaedeutics for reducing inequalities in access and permanence in higher education, must provide students with contact with different types of reading. Contemporary society is marked by rapid changes and an intense pace of creation and recreation of information, so students must learn to act with critical reflection and develop skills for the full exercise of citizenship.

It is through meanings that human beings relate to the world, so that, even in constant construction and transformation, the system of meanings is always ready for man to appropriate and create his individual meanings. Understanding that learning occurs alongside emotional aspects, based on the meanings that students attribute to knowledge. It was asked whether

students have difficulty finishing what they start to read, with 66.67% stating that they do not and 33.33% admitted yes.

Ribeiro (2020) asserts that the reality of many schools is a lack of reading materials, with textbooks being the main means of transmitting knowledge, which means that students are limited to contact only with texts selected and displayed in books. The student must have contact with countless texts of the most varied genres, from the simplest to the most complex ones, finding mediation in the teacher so that they can interpret, understand and finish reading successfully.

The students were asked what they thought about the time they dedicated to reading. Four responded that it was insufficient and two responded that it was sufficient. When they were asked about what they like to do in their leisure time, reading appeared in three of the answers, one of which was associated with other activities (playing sports and electronic games, resting, surfing the internet). Of the three subjects who presented reading as one of their favorite pastimes, two responded that they dedicated enough time to it. This finding reveals that if reading is associated with moments of pleasure, linked to students' tastes and preferences, it is possible to increase and optimize reading time.

Finally, they were asked about the importance of reading for the students, noting that they all attributed reading to the acquisition of skills or situations that optimize their relationship with society and favor self-knowledge, self-development and understanding of the world.

It is noted that the students surveyed have a good understanding of some important aspects about reading. In their self-assessment, most of them demonstrated interest and practice in reading, however, they also revealed aspects of attention, such as some difficulties and text genres that they do not like. It is therefore understood that only with effective pedagogical interventions is it possible to overcome the barriers to proficient reading.

## Final thoughts

Reading is essential for the student's education, as it is capable of bringing them into contact with different realities and cultures, becoming the bridge to knowledge and the exercise of citizenship. Literacy and reading, as progressive processes, cannot occur through the fragmentation and decontextualization of knowledge. The student is a producer of culture, and his knowledge of the world is a valuable resource so that it is possible to provide meanings and meanings for learning.

Quality in education and the omnilateral nature of training involve the efforts of everyone linked to the student, especially the family and school, as these are the pillars that support the individual in the search for comprehensive training, which are inevitable in the experience of knowledge of the world. These two institutions must work together, in full collaboration, towards the same objective.

Therefore, the first reading experiences should be encouraged by parents from childhood, working together with the school so that it is possible to contemplate all the dimensions of the human being that interfere in their development and taste for reading. With the research, it was possible to understand that students, even with parents who do not have a reading habit, are encouraged by them to practice this activity. However, cultural and socioeconomic barriers make access to quality materials precarious and, therefore, limit students' reading possibilities.

School, then, becomes a privileged space for access to books and digital resources, through its library and reading room. Conversely, education professionals are sometimes used to teaching methodologies that do not prioritize protagonism and emancipation of the student, increase the lack of equity, of opportunities, generating exclusion of access to books and knowledge through the practice of transmitting knowledge, which, with the banking model, prioritizes only the memorization of content and ends up causing learning difficulties and deficits.

Difficulties in reading have an impact throughout the school career, generating functional illiteracy. Students arrive at high school without the skills to develop good reading and critical interpretation, a fact that must be identified and worked on by the teacher through reading strategies and activities that can address the student's real needs.

Through the research, it was also possible to note that students have difficulties concentrating, understanding text and lack of motivation for some textual genres. Furthermore, when analyzing the data released by PISA in 2018 and the year/grade distortion of the E.E. Liceu Cuiabano Maria de Arruda Müller, reading and writing deficits presented by Brazilian students were noticeable, in comparison to students from developed countries, and students from the city of Cuiabá in general, where academic delay is presented throughout high school.

The strategy proposed by Solé (1998), then suggested to these students, involves, for the first stage, the assessment of the reader's prior knowledge, along with the insertion of prior knowledge arising from teaching mediation, which will help the student to build meanings, in addition of strategies that can determine reading objectives. In the second phase, strategies are proposed that make the student reflect on the reading and check whether they understand the text, as well as acting assertively given the discovery of errors in understanding or failures in reading. In the third phase, strategies are implemented that make the reader review the content read, summarize it and expand their knowledge by consulting materials that favor the retention of acquired knowledge.

The pedagogical strategies developed by the Pedagogical Reading Guide seek ways to alleviate identified reading and writing problems, through the insertion of textual genres and language functions in students' everyday contexts. To do this, it uses a variety of resources that fit the needs presented. In this way, it is possible to facilitate the development of reading and writing skills, reducing social inequalities through equity in the educational process that leads to citizenship formation.

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