

## DIFFICULTIES IN READING AND INTERPRETATION CURRENT IN 1ST YEAR CLASSES AT EEFM AMONTADA.

DIFFICULTIES OF READING AND ACTUAL INTERPRETATION IN CLASSES OF 1st  
YEAR OF EEFM DE AMONTADA.

Nilton Carlos do Nascimento Azevedo<sup>27</sup>

### Summary

Difficulties in reading and interpreting texts are one of the problems that schools in general have faced on a daily basis. This problem has challenged many of these schools to devise and implement different strategies with the purpose of solving or alleviating this problem that has challenged teachers and school managers. . From this perspective, the aforementioned article sought to analyze the profile of 1st year students at the Amontada Elementary and Secondary School, located in the city of Amontada, northern region of the state of Ceará. To do this, their class routines were observed for 2 weeks, from implementing the activities to correcting them. Thus, it is considered that the research in evidence is qualitative and bibliographic. After this period, several reading activities were carried out involving the understanding of different texts, through these collections it was concluded that those students presented a series of difficulties in terms of reading and understanding. For this reason, it is recommended that diverse and innovative strategies be devised and implemented through projects, addressing and working more intensively on these difficulties. **Key words:**Problematic. Interpretation. Reading.

### Abstract

Difficulties in reading and textual interpretation are one of the problems that schools in general have faced on a daily basis. This problem has challenged many of these schools to devise and implement different strategies in order to solve or alleviate this problem that has challenged teachers and school managers. . In this perspective, the referred article sought to analyze the profile of the 1st year students of the Elementary and High School of Amontada, located in the city of Amontada, in the northern region of the state of Ceará. For that, their class routines were observed for 2 weeks, from the application of the activities to the correction of the same. Thus, it is considered that the research in evidence is qualitative and bibliographic. After this period, several reading activities were applied involving the comprehension of different texts, through these collections it was concluded that those students presented a series of difficulties in terms of reading and comprehension. For this reason, it is recommended that diversified and innovative strategies be devised and implemented through projects, addressing and working more intensively on such difficulties. **Keywords:**Problem. Interpretation. Reading.

### 1. Introduction

This work addresses the difficulties that many schools face in improving or maintaining the level of the students' reading process, which make up these schools. The referred

project addressed and worked on at EEFM of Amontada, the aforementioned article sought to analyze the profile of 1st year students at the Amontada Elementary and Secondary School, located in the city of Amontada, as well as to intervene in a positive way in the students' reading progress. This article lists in its bibliographical structure notions of reading and textual interpretation, where some ways of knowing true reading are put into discussion, reading that must happen spontaneously and freely, where the reader chooses their reading, that is, reading what he wants, what he likes of his own free will, without the need for demands or someone to pressure him.

Next, we will get to know the types of reading and forms of textual interpretation, as reading is not simply reading for the sake of reading, it is also interpreting, it is understanding, based on this, various types of reading were addressed with the aim of guiding and leading those interested in the reading, where different forms of reading are presented, in order to motivate and influence students and teachers who intend to adopt the reading process as a means of insertion into culture and, in a certain way, into knowledge.

This work also provides tips and ways on how to read and understand competently, where it is about reading as understanding, as most of the time reading is understood in a decoding way, where letters and words are decoded, but the text is not understood. what to read or what one pretends to read, for this reason it is worth remembering that reading is more than that, reading is understanding and not simply differentiating codes. In fact, reading has to be understood as a form of communication, where there is a need for interaction between the author of the text read, the reader and the world.

The concept of reading is presented as an object of study, where the real concept of reading is addressed, or the various concepts of reading, where some of these concepts are not or should not be considered as a way to be worked on in the classroom, as In some cases, these reading concepts are worked on in a demotivating way. Often the teacher, with his arbitrariness, simply orders what the student should read, so in this way reading ceases to be a real concept of spontaneous, useful and productive reading.

Taking into account this entire reading process worked on in this project, with the main objective being to make the students of that school, student readers, capable of reading and understanding what they read, through the application of reading methods, where there was a result not so useful, but it was worth it, as it was another step for these students to become student readers or at least motivated to this practice, which in a certain way will bring them good performance and development. It is worth highlighting that it was a work resulting from a lot of knowledge and learning, through experiences

acquired during the process of carrying out this project. Therefore, it was a great learning experience acquired through involvement with the project.

## **2 Theoretical fundamental**

### 2.1 Difficulties in reading and interpreting texts in 1st year high school classes.

What is perceived today is a great difficulty with regard to the competent development in reading and textual interpretation on the part of some students, not only in elementary school, but also for students in secondary school, precisely in the 1st grade classes. year. This problem is most often explained by the fact that the student has no practice and has little interest in these skills, which in a way are the essence of understanding. Therefore, it is through reading that one reaches printed knowledge, where this knowledge requires something more than reading, in order to absorb it.

Another cause that makes the interpretation process difficult is the textbook itself, which instead of leading the student to the act of interpretation, ends up distorting this skill, as the author says:

Therefore, we inform you that this is a mapping task between the graphic information of the question and its repeated form in the text. This activity involves reading, when checking understanding, also called interpretation in the textbook, only requires the student to respond to information expressed in the text. (KELIMAN, 2008. p. 20).

The textbook in some cases works on textual interpretation in a very vague way, where the student is instructed to locate and rewrite information contained in the text, instead of interpreting what is implicit, thus making reading something useless and worthless. . Therefore, one is not as successful in reading, precisely because one does not read as one should, where the act of reading is nothing more than a simple decoding: differentiating letters and words contained in the text, in this way there is no possibility of developing good reading. , as there is no understanding of the context and thus, there is no knowledge, as Kleiman (2000, p. 20) states, "another reading practice is based on a conception of the decoding activity. This conception gives rise to unnecessary readings, since nothing changes the student's worldview."

This reading practice is not valid for the acquisition and development of good reading, as it will not solve the problem with regard to the student's resourcefulness in terms of

of reading and textual interpretation. Therefore, this student will continue to have difficulty knowing and developing the act of reading and reading well, reading competently.

### *2.1.1 Notions of reading and textual interpretation.*

Reading is an activity of access to the knowledge produced, aesthetic pleasure, and also an activity of access to the specificities of writing. This activity favors, first and foremost, the expansion of the reader's repertoire of information. The reader can incorporate new concepts, new ideas and different information about things, people, knowledge of the world in general (ANTUNES, 2003. p. 70).

In other words, reading is a skill, which has the capacity to cover several dimensions such as: knowing, deciphering and interpreting. Therefore, most of our knowledge comes from reading. Therefore, intimacy with the latter also allows a certain intimacy with the world, resulting in knowledge of different cultures, the expansion of different words, and even the improvement of writing. It is through the daily practice of reading that one can stay abreast of archaic, recent and even current knowledge. Therefore, it is a form of communication between the reader and the world in which they live.

Antunes (2003, p. 71) states that "reading enables the experience of aesthetic pleasure, of reading for the simple sake of reading, to admire, to delight in ideas, with created images, with the beautiful way of saying things literarily."

In other words, reading has to be spontaneous, it has to happen in a democratic way, where the reader reads for pleasure, reads what he likes, what he wants and how he wants, without rules or so many demands, thus resulting in a more profitable reading. and useful, where the reader can immerse themselves body and soul in the world of reading. Therefore, it is necessary to try to read in a pleasurable way, enjoying what you are reading, thus capturing all the information that the text offers, whether explicit or implicit.

As for comprehension, it is a skill that goes beyond reading, but which also depends on reading, it is discovering implicit information in any text, it is capturing through perception the content printed or written in certain messages, thus being a competence specifically of the reader. . Because it is by reading that one reaches an understanding, whose ability is achieved through reading and analyzing different texts, therefore, interpreting is nothing more than locating information that is hidden or between the lines of texts or any sentence. . In fact, this understanding does not happen in a simple way, as a text or message is not always understood at the first reading, but it takes many more times to understand the text in all dimensions, starting with the central idea. .

### *2.1.2 Types of reading and textual interpretation.*

As Antunes (2003, p.79) says, “reading authentic texts. Nothing can justify a reading other than the reading of authentic texts, of texts in which there is clearly a communicative function, some communicative object”.

In other words, reading is more useful when reading texts that actually bring true information, information that generates intellectualism, that brings knowledge, thus having an interaction with the knowledge that occurs in the social environment.

“A motivating read. Everything we do is tied to any interest. It cannot be different when it comes to reading, especially when it comes to reading in the classroom” (ANTUNES, 2003. p. 81). Reading in the classroom has to happen in an encouraging, motivated way, so students will feel invited to this practice, and little by little these students will become curious to try it.

“Interactive reading. Any text must be read as a meeting place between the writer and the reader. From this perspective, the understanding, the meaning is that they will be the privileged points, for the intended meeting to actually happen” (ANTUNES, 2003, p. 80).

So interactive reading is a way for the reader to communicate with the writer himself. This communication happens as the reader understands the idea being exposed by the author. In this way, whoever is reading the given text will be interacting with the person who wrote it, thus having the expected meeting between them and, consequently, the understanding of the information contained in the text. Therefore, reading is a form of interaction, communication, meeting with those who wrote the text, through understanding and absorbing printed subjects.

Diverse reading. As in life outside of school, reading opportunities must vary, in the sense that the proposed texts are of different genres, such as: short stories, fables, editorial poems, comments, letters, advertisements, etc. (ANTUNES, 2003, p. 82)

According to Antunes' conception, reading must be worked on in a diverse way in order to explore the diversity of textual genres, so that it becomes a more pleasant moment and even facilitates knowledge and contact with all textual genres. or at least some. Therefore, in addition to practicing the act of reading, it also allows knowledge of these textual genres, their characteristics and structures.

Reading is never disconnected from the meaning that when reading aloud (when applicable), guidelines such as: reading slowly, reading with good pronunciation, reading while absorbing the punctuation marks, and others similar, are not given as values in themselves, but as resources to facilitate understanding of the text. (ANTUNES, 2003, 83).

This type of reading practice is a way of understanding what you are reading, through some care when reading, care that will guide the reader to a comprehensive reading. Where the reader will go through this practice, identify and understand what is implicit in the composition of the text. Therefore, it is recommended to practice this act of reading focused on the meaning of what you are reading, following the criteria discussed by Antunes.

### *2.1.3 How to read and understand competently.*

In order to be able to read and understand what you have read, it is necessary to have a very focused and focused attention on the reading done, in addition to the previous knowledge that the reader must have or build in reading other books or in the environment in which he lives in which he interacts. . Therefore, it is worth highlighting the idea of Antunes (2003, p. 78) "the meaning of a text is not just in the text or just in the reader, as it is in all the linguistic material and in all the previous knowledge that the reader has already has the object the text is about."

To put it better, the meaning of the text is constituted in the entire structure of the text, and in the knowledge that the reader has regarding the subject, the central idea of the text, as it is from these objects that the reader will understand what he has read. competently. Even though we know that most of the time, we do not read to understand but to learn words and out of obligation or demand, where the objective to be achieved is nothing more than the structural knowledge of the text, thus exploring only the explicit elements of that text. This is what Antunes says:

A reading activity whose interpretation is limited to recovering the literal and explicit elements present on the surface of the text. Leaving aside the elements that are actually relevant to its overall understanding (as would be all those relating to the central idea, the main argument defended, the conflicting knowledge that provoked the plot of the narrative, among others. (ANTUNES, 2003, P. 28)

So the understanding of a text, whatever it may be, depends on the way it is absorbed with regard to the elements that give the real meaning of the text, one of which is the central idea of this text. Without forgetting the title, which in turn suggests a certain reflection of what the text is about. Another dimension that encompasses the interpretation or understanding of a text is the knowledge of the world acquired by the reader. Therefore, all these elements are essential for a faithful interpretation of whatever the text.

#### *2.1.4 Conceptualizing reading.*

Reading can be understood in different ways, but many of these ways are not recommended for school practice, as they do not result in growth on the part of students, and are therefore considered useless for the process of understanding, where this understanding is the meaning of reading, becoming the object at stake for the reader, in fact, reading is understanding, so if there is no understanding of what is being read, then this process cannot be considered as true reading. Therefore, every reading must have understanding. "It brings various reading concepts to reflect on. "Reading as decoding, a very impoverishing practice, is based on a conception of activity as equivalent to the activity of decoding." (KLEIMAN, 2008, P. 20).

In other words, reading will not be useful, there will not be an effective result when using this decoding method, as it does not lead the student to understand what is actually reported or is based on.

Taking into account the idea of Kleiman (2008, P. 23) "the reading that is required through summaries, reports and filling out forms, is a reduction of the activity to a demotivating evaluation".

In fact, when a reading is required in this way, with these segments, one cannot expect a performance in the student's reading development, because, if he/she follows this rule, it will not be for pleasure, for the pleasure of reading and consequently understanding what he/she read. . This student will certainly feel obligated to read, not motivated, but there is a difference between motivating and obliging.

Reading that is measured by the number of pages, such as when the teacher asks to read from page 3 to 7, is also a form of assessment that justifies skimming the number of pages required, without cognitive or affective engagement. The student reads without purpose, reads only because the teacher tells him to and will be charged, effectively distorting the character of the reading. (KLEIMAN, 2008, P. 23).

This is an unproductive form of reading, as the student will not benefit from reading by page numbers, where they will not be able to engage in the comprehension process that becomes essential when it comes to reading, it is a way for the student to decode words, and not understand the essential elements of the text, but there is no way for the student to concentrate on the subject that centralizes or gives meaning to the text. It is also worth highlighting in this context, some reading concepts addressed by Antunes (2003, p. 23):

A reading activity centered on the mechanical skills of written decoding, without, however, directing the acquisition of such skills to the dimension of verbal interaction - almost always in these circumstances, there is no reading, as there is no encounter with someone on the other side of the text .

According to whoever wrote the text read. In other words, there is no understanding, there is no understanding of what the author is trying to convey, decoding reading does not allow the student, or whoever the reader is, to communicate or say what they want with that written production. According to Antunes (2003, p. 28) "a purely academic reading, without taste, without pleasure, converted into a moment of training, evaluation or opportunities for future demands".

Often the teacher's unfounded purpose distracts the student from learning to read. When the teacher tries to motivate his student through evaluative means of reading, the student feels closed to understanding what he is reading, as this student will not read for a reason. of pleasure nor for knowledge or learning.

#### 2.1.5 Read to understand

As Solé (1998, p. 22) states, "reading is a process of interaction between the reader and the text; In this process, we try to satisfy (obtain information relevant to) the objectives that guide your reading".

Reading to understand is reading carefully aimed at the objective of understanding, that is, in order to interact, to communicate with the message transmitted by the supposed author of the text or message. Therefore, there must be direct communication between the reader and the text being read, in order to understand what is said in that text.

Controlling comprehension is an essential requirement to read effectively, because if we didn't go into a state of alert when we don't understand the message of a text, we simply wouldn't be able to do anything to compensate for this lack of awareness and thus reading would actually be unproductive. (SOLÉ, 1998; P. 43).

In other words, there would be no result in reading, if there was no understanding of what you read, it would be wasting time on nonsense, as reading is synonymous with understanding. Therefore, if there is no understanding of this, the reading has not been completed, therefore no indication of productivity in this type of reading can be seen, so for there to be performance, productivity and usefulness in reading, this care must be taken in control. understanding of a text or message, thus, from this comprehensive control the



The reader will know his limits, how far he was able to reach and how far he could reach in terms of understanding.

Understanding a text involves the ability to prepare a summary that reproduces its global meaning succinctly. To do this, one must differentiate between what constitutes the essence of the text and what can be considered at a given moment for some concrete objectives, such as secondary ones (SOLÉ, 1998, p. 116).

In other words, Sole conveys the idea that, when an individual understands any text, they will have the ability to conceptually summarize what the text says based on its main idea, as the first step towards understanding a text is to have based on the main or central idea of this text, thus discarding unnecessary information for its overall understanding. If the reader does not yet have this skillful ability, it is because they have not yet acquired the practice of effectively reading a text, where the details that are often hidden in the text are taken into account, these being the details that need to be perceived, noticed or identified. in the text, so that the desired point is reached, which is understanding. Therefore, reading is necessary, however, an interpretation of this reading can be reached.

The act of reading goes beyond the procedure of decoding symbols. Understanding what you read depends on the characteristics of the reader, in addition to the particularities of the text itself and the author. The reader and his totality interfere with reading comprehension, so the forms of language in which he masters knowledge of the world, his schemes and conceptual purposes facilitate or hinder understanding (NASPOLINI: 2009. p. 18).

Therefore, reading will only be easy to understand if the reader already has a certain knowledge of the world, prior knowledge about the subject of the text, which is why understanding depends so much on the reader, who is an active reader and knowledgeable about social events. However, it often also depends on the language surrounding the text, depending on this text for understanding to occur.

According to Sozângela (2009, p. 87) there is a fundamental element for understanding “the presupposition is therefore the circumstance or fact considered as antecedent to the other (préantes). It is knowledge that the producer of the text expects his interlocutor to have and that enables him to understand what is being said”.

In other words, the author produces his text with the expectation that the reader, once in contact with this text, will assume something that makes reference to the text, as it is this assumption that will help him understand it.

## **Final considerations**

After carrying out a project, involving the difficulties of reading and textual interpretation at EEF M in Amontada, in 1st year high school classes, despite this being one of the problems that is incorporated in almost all public schools, if not in all, despite being one of the most delicate subjects in the teaching-learning process, it is clear that students do not have high-level difficulties, but need to be more demanding and worked on in various aspects. As for the project approached and carried out in this school, there was a satisfactory result, but not the desired one, as there is still a lot to work on in terms of reading disabilities among students in that school, as it is clear that the majority have difficulty in this process. However, if you try to work more frequently on the difficulties detected in these students, you will soon have a much better result.

And these, in turn, will be able to overcome this problem, in terms of reading and textual interpretation, or the practice of this process, as what is clear is that students do not have this practice, in which they are responsible for the development and reading perception of such students. . This project was very useful, as it contributed to the moral and personal development of each student and even the teachers at that school, as it was carried out through research, an exercise applied in the classroom, and was therefore beneficial, although 100% of the objectives or goals were not achieved, it was a fruitful attempt in terms of knowledge, taking into account all the details of learning.

It was a moment of study and research that resulted in the production of a project, a project whose primary purpose was to analyze and work according to this analysis, the difficulties of reading and textual interpretation of students in 1st year high school classes, at EEFM in Amontada. Where, according to the difficulties of the students at that school, a reading project was applied, with an approach to different textual genres, to encourage and at the same time influence their reading practices. Therefore, it is worth highlighting that it was a process of much study and research, resulting in knowledge and learning that will be useful for carrying out future projects, given that every work process results in good learning and good experiences, which will not be valid only for a specific area, but for any other area of knowledge, however, it is erudite learning, which results in this positive and continuous experience. So it only remains to say that this project was, in a way, another step on a long path that is willing to be followed. With the certainty that it was a work of

much benefit and mutual learning, it is believed that it was just the beginning of a project, as there is still a lot to work on with those students who still have a little difficulty with regards to reading and interpreting texts.

### **References**

ANTUNES, I. **Portuguese class**, meeting and interaction. Editorial parable. 7. ed. 2003.

KLEYMAM, A. **Reading workshop**: theory and practice, 12th ed., Campinas, SP: Pontes, 2008.

MATTA, SS da. **Portuguese Language and interaction**. Bolsa Nacional do Livro Ltda. Curitiba, 2009.

NASPOLINE, AT **Brick by brick**: Portuguese language teaching practice, 1st ed. São Paulo: FTD, 2009.

SOLÉ, I. **Reading strategies**. 6. ed. Porto Alegre: Artmed, 1998.