

**THE READING CIRCLE IN ENGLISH TEACHING DEVELOPMENT: AN EXPERIENCE REPORT IN LETTERS GRADUATION COURSE**

***O CÍRCULO DE LEITURA NA FORMAÇÃO DE PROFESSORES DE LÍNGUA INGLESA: UM RELATO DE EXPERIÊNCIA NO CURSO DE LETRAS***

***EL CÍRCULO DE LECTURA EM LA FORMACIÓN DE PROFESORES EM LENGUA INGLESA: UM RELATO DE EXPERIENCIA EN EL CURSO DE LICENCIATURA EM LETRAS***

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**ABSTRACT:** This article aims to describe the experience of the reading circle in English literature (drama) course in Letters graduation at IFCE – Camocim campus, by discussing the importance of the activity as a contribution to the development of English teacher in development. For that, we resorted to the conceptions of reading in Koch (2006) and Marcuschi (2008); cognitive processing in Evans and Green (2006); literacy in Kleiman (2000); and the concepts that underlie the reading circle in literature classes in Cosson (2009; 2014). We describe the methodological path for achieving the reading circle as a practice of reading activity and as the formation of literary readers, in addition to presenting the results of the survey form applied to students after the sessions. The results obtained agree with the impressions intuitively acquired during the sessions and show possible directions for future reading circles in English Literature classes in Language courses.

**KEYWORDS:** Reading circle. Language teaching development. Literary reading.

**RESUMO:** Este trabalho propõe descrever a experiência do círculo de leitura na disciplina de Literatura Inglesa (drama) do curso de Licenciatura em Letras do IFCE – campus Camocim, discutindo a importância da atividade como contribuição ao desenvolvimento do futuro professor de inglês. Para tanto, recorreremos às concepções de leitura em Koch (2006) e Marcuschi (2008); processamento cognitivo em Evans e Green (2006); letramento em Kleiman (2000); e aos conceitos que embasam o círculo de leitura nas aulas de literatura em Cosson (2009; 2014). Descreve-se o percurso metodológico para a consecução do círculo de leitura, como prática de atividade leitora e de formação de leitores literários, além de apresentar os resultados do questionário aplicado aos alunos após a atividade. Os resultados obtidos a partir do questionário são consonantes com as impressões adquiridas intuitivamente em sala e mostram possíveis apontamentos para futuros círculos de leitura em aulas de literatura inglesa nos cursos de Letras.

**PALAVRAS-CHAVE:** Círculo de leitura. Formação do professor de línguas. Leitura literária.

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**RESUMEN:** *Este artículo se propone describir la experiencia del círculo lector en la asignatura de Literatura Inglesa (drama) de la licenciatura en Letras en IFCE - campus Camocim, discutiendo la importancia de la actividad como aporte al desarrollo del futuro profesor de inglés. Para eso, recurrimos a las concepciones de lectura de Koch (2006) y Marcuschi (2008); procesamiento cognitivo en Evans y Green (2006); alfabetización en Kleiman (2000); y los conceptos que subyacen al círculo de lectura en las clases de literatura de Cosson (2009; 2014). Se describe el camino metodológico para la consecución del círculo lector, como una práctica de la actividad lectora y la formación de lectores literarios, además de presentar los resultados del cuestionario aplicado a los alumnos después de la actividad. Los resultados obtenidos coinciden con las impresiones percibidas intuitivamente en la clase y muestran posibles orientaciones para futuros círculos de lectura en las clases de Literatura Inglesa en los cursos de Lengua.*

**PALABRAS CLAVE:** *Círculo lector. Formación de profesores de idiomas. Lectura literaria.*

## Introduction

Literature has been part of society since we began to organize ourselves in communities and develop identity and cultural manifestations, which consequently gave rise to different discursive and literary genres as our interaction became more complex. There is no doubt about the importance of literature for the reading development of the individual, however Cosson (2014) draws attention to the fact that it is no longer so popular in people's daily lives: in 2012, the Retratos dos Brasil Survey found that Brazilians read on average 2.1 whole books per year and that 78% declare that they are reading less frequently than in the past (COSSON, 2014, p. 12).

The need to intensify the work with literature in basic education, from the training of literary readers since the beginning of schooling, is a fact. An important path to be taken is the engagement of students of the degrees in Letters, who will become the future teachers and encouragers of reading in school. The little incentive to read canonical works in Portuguese language classes is a reality that is repeated in modern foreign language classes, due to different reasons such as the lack of proficiency for reading originals, the little access to adapted works and, even, the lack of knowledge of canonical authors by teachers. Therefore, it is necessary to read literary classics in the initial training classes of language teachers from a more inclusive practice in the classroom: the reading circle.

This paper proposes to describe the experience of the reading circle in the discipline of English literature (drama) of the degree course in Letters of IFCE – *Camocim campus*, and to present the results of a questionnaire applied to the students of the discipline, discussing the importance of the activity as a contribution to the development of the future English teacher.

For this, we use the conceptions of reading in Koch (2006) and Marcuschi (2008); cognitive processing in Evans and Green (2006); Literacy in Kleiman (2004); and the concepts that underpin the reading circle in literature classes in Daniels (2002) and Cosson (2014). Next, the methodological path for the execution of the reading circle is described and the questionnaire applied to the students after the activity is presented. The results obtained from the questionnaire are consonant with the impressions intuitively acquired in the classroom and show possible ways to encourage literary reading and reader training through reading circles in literature and English language classes in the Letters courses.

### **Cognitive perspective of reading**

Reading is a highly valued activity within and outside the school domains. It is a factor of social inclusion and interaction with a multimodal world that allows the construction of meanings and interpretation of the meanings that life offers. The appreciation of reading reflects a vast number of studies by different approaches that, according to Flores and Gabriel (2012) form a theoretical puzzle that investigates the interrelationship between reader, text and author.

The notion of reader addressed in this work is of a psychosocial subject, according to the interactional conception of language based on what Koch (2006), resuming Bakhtin (1992), conceives as reading: "the subjects are seen as social actors/builders, the text is considered the very place of interaction and the interlocutors, as active subjects who - dialogically - are built in it and are constructed in it" (KOCH, 2006, p. 17). Reading is not a simple message decoding, but an interactive activity between text and interlocutors with the production of complex senses. As a cognitive work, reading begins to have a textual processing *status*, in which the previous knowledge stored in memory is put into action at the time of the reading activity.

In the cognition perspective, the subject is a biological being integrated into the environment, so the mind is embodied, that is, cognitive structures emerge from sensorimotor patterns (EVANS; GRENN, 2006). Therefore, knowledge is not a static module that the subject uses in textual processing, but a set of *sensory experiences*, *frames* and dynamic cognitive models activated in the construction of meaning. Reading is a cognitive process that demands both a conscious work of the reader and unconscious, since the conscious part of the act of reading is only the 'tip of *the iceberg*'<sup>2</sup> of textual processing.

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<sup>2</sup> "The tip of the *iceberg*" is the metaphor used by Fauconnier (1997, p. 1) In *Mappings in thought And Language*, to explain that language is just the visible part of the great *iceberg* invisible which is the construction of cognitive meaning when we think and talk.

Corroborating the cognitive view, Marcuschi (2008) argues that the activity of reading and comprehension requires skill, interaction and work on the part of the reader, being a "form of insertion in the world and a way of acting on the world in the relationship with the other within a culture and a society" (MARCUSCHI, 2008, p. 230). Because our understanding is linked to cognitive schemes stored in our memory, the perception of things is generally guided and activated by our sociocultural experiences.

The activity of reading and comprehension is crucial for life in society, so much so that it is not only in school and academic life that this skill is charged to the subject. According to the author, the poor results of tests such as PISA, carried out by the Organization for Economic Cooperation and Development (OECD), and how the SAEB, carried out by INEP in Brazil, show the importance of working on reading and understanding that directly impact people's day-to-day lives. Failures of understanding, difficulties in apprehending meanings and understanding arguments are some of the indications that reading is a laborious and delicate cognitive activity.

Therefore, Marcuschi (2008) points out the need to investigate understanding, as it directly reflects on social and classroom practices. The author resumes studies on Kleiman's Literacy (2004) to show how collaborative social and cognitive activities marked by language are always. Kleiman (2004) points out that, since the 1990s, studies show a reading model in which mental faculties and previous knowledge of the reader receive greater emphasis than the text itself, suggesting a treatment of reading in a theoretical context that considers reading practices as a more critical, solidary and socio-interactive action.

Therefore, reading practices in this socio-interactive context that considers the reader as a cognitively complex subject should be worked on in the education of the future teacher of Letters who will act in basic education, guiding their future students to the literate world.

### **Literary literacy of the language teacher**

According to Cosson (2014), reading establishes links between the reader and the world and other readers, being a dialogue with the past that creates bonds and helps internalize concepts, ideas and habits. Therefore, there is the notion of "being part" of a community when, through reading, the subject shares the world, since it is a social process that, in this perspective, is not lonely. Thus, it is in school that the subject finds precious space to constitute himself as a reader learning to share and process reading.

For Zilberman (2012), the role of a cultural policy founded in the act of reading was always delegated to the school. However, this role may end up having a coercive pedagogical character that exchanges pleasure for books for the duty of training new readers. Thus, the challenge of the school is great, to the extent that it can both motivate the habit of reading and characterize it only as a pedagogical activity far from social practices.

The notion of Literacy, then, presents itself as one of the keys to finding the balance between reading training and the role of the school in the activity of reading. In this discussion, we are not interested in specifying the multiple concepts of Literacy that studies in the area usually explore. Here, it is worth pointing out the perspective that, in Brazil, these studies, in general, present a sociocultural aspect that designates the practices of the use of writing considered social, plural and heterogeneous, linked to the power structures of societies (KLEIMAN, 1995). It is, therefore, several social practices that involve the training of a critical and reflective reader at school and outside it.

So how to ensure that literacy practices at school are successful if we do not guarantee academic and work literacy (school) for the teacher in training? Kleiman (2006 apud VIANA *et al.*, 2016) states that the concept of teacher literacy concerns the reading and writing practices necessary for the school, that is, social practices of the use of writing that teachers need to know in order to constitute literacy agents.

One of the possible paths to the reading training of the future language teacher is literary literacy, which, according to Cosson (2009), is the literacy process that is done via literary texts and that goes beyond the differentiated dimension of the social use of writing. Our literate society builds meanings through different means and instruments, and writing is one of the most important. Thus, the practice of literature, through writing or reading, explores the potentialities of human language by reconstructing the world by the force of the word and revealing itself as a fundamental practice of the constitution of the subject: "literary experience not only allows us to know about life through the experience of the other, but also to experience this experience" (COSSON, 2009, p. 19).

Reading learning finds in literature a great diversity of texts with multiplicity of forms and diversity of themes, "being less language, in the sense of a determined grammatical system, and more language, understood as the competence to make the world with words [...]" (COSSON, 2014, p. 49). The school has an important role in this process, both in relation to the sharing of sociocultural knowledge that dialogues with the past, creating bonds with the current world, which justifies, among other things, the teaching of literature as a canon, as well as in the social knowledge that comes from its practices, whether formal or informal.

Thus, we come to the importance of Literary Literacy as one of the means to achieve the technical-scientific and cultural knowledge that shapes the education of the subject as a reader at school and outside it. In this perspective, it is asked how, then, teachers should present the literary works to their students, both in basic education and in higher education? This presentation should be mediated by the teacher in search of a pleasurable, inclusive practice that motivates students to experience this text. Therefore, the practice of the reading circle is presented as one of the paths for the schooling of literature, which once inserted in the initial education of language teachers, helps in the transformation of subjects into effective literary readers and future mediators of Literary Literacy.

### **The practice of the reading circle**

The simple reading of a literary text is not enough when one wishes to promote Literary Literacy. And to extrapolate this simplicity and involve students in a socio-interactive practice, Cosson (2014) brings the reading circle as a proposal of systematized pedagogical activity whose general objective is to discuss literary works, stimulating collective reading and the education of a community of readers.

The author argues that the reading circle is a privileged practice of a group of readers from a specific community, not necessarily school or academic. This is because, first, when reading together, this group of readers makes real "the social character of the interpretation of texts", manipulating the elements with greater awareness; second, because "group reading strengthens social ties, reinforces identities and solidarity between people"; finally, because "reading circles have a formative character providing collective and collaborative learning by broadening the interpretive horizon of individual reading" (COSSON, 2014, p. 139). The author points out that a reading circle has the same characteristics as Paulo Freire's culture circles (1983, apud COSSON, 2014), because they are a space for dialogue and socialization that replaces passive teaching with donor education.

For a reading activity to be considered a circle, some authors define criteria, as Duncan (2012, p. 17-18) who established the following: the centrality of the text; shifts among participants with reading excerpts or reflection with their interpretation; working together, without the involvement of a single leader; shared and collaborative learning.

Cosson (2014) defines three types of reading circles, of which the semi-structured circle proved to be the most appropriate for the practice developed with undergraduate students. In this specific type, although there are guidelines for the progress of the activity, there is no



plastered script, which its participants need to follow. There is a driver who guides speech shifts, takes questions, imposes questions and guides readings and discussions. The same driver has the function of deepening the readings discussed, resuming aspects already mentioned. Thus, the author establishes two steps for the practice of reading circles: preparation and execution.

In preparation, the teacher as a mediator needs to select the works that should be appropriate for that community of readers, and can be chosen by the participants or limited by a pedagogical need, when the practice is school or academic. It is emphasized that "a circle can work with the reading of different works that are linked by the same theme", or with "the same narrative artifice, written at the same time, same genre or works that are of the same author" (COSSON, 2014, p. 163). The teacher still needs to verify the willingness of readers to the proposal of the circle, motivating and explaining its objectives, in addition to systematizing the activities, organizing the schedule of meetings and the role of each participant in readings and discussions.

In execution, Cosson (2014) stipulates three moments: the act of reading, sharing and registration. The first is the meeting of the reader and the text that can occur in a solitary or collective way; the second refers to the preparation for discussion and meeting for the debate; and the third is the record that can be in different formats such as reading journals, questionnaires, performance activities, soiree, theater, etc.

Another author who proposed a reading model based on the practice of circles is Daniels (2002), who calls it a circle of literature, the activity in which groups of students gather to discuss a reading. As Cosson (2014) also proposed later, the characteristics of the literature circle go through the selection of works, schedule organization, reading, registration and debate. It is based on the characteristics of Daniels' literature circle (2002) and adaptations of Cosson's reading circle (2014), that the experience of this practice with students of the degree in Letters and future English language teachers, described below, took place.

### **The experience of the reading circle in the classroom: methodological path**

The reading circle was a practice chosen by a pedagogical need of the discipline of English literature (drama), offered in the fifth semester of the degree course in Letters – Portuguese/English of the Federal Institute of Science and Technology of Ceará (IFCE) - *Camocim campus*. The discipline has a workload of 40 hours and has the main objective of presenting and discussing canonical works that make up the literary genre drama in English-language literature, introducing the study of works from a panoramic view of their history and

development (IFCE, 2017). In its first stage, is addressed the extensive work of William Shakespeare, canon author of English dramaturgy, seeking to motivate students to read the drama genre through the reading circle, which was applied in three classes of distinct semesters of the course.

At first, the circle was prepared. The historical panorama of the emergence of the English language (*old English*) until the Elizabethan era was presented, when Shakespeare wrote great classics of world literature, focusing on the characteristics of the period and the dramaturgy of the author. As Cosson (2014) pointed out, reading activity in a circle does not need to address a single work, but a set of related works. In this case, the following works of the author were chosen, translated into Portuguese<sup>3</sup>: "The Merchant of Venice", "Hamlet", "Othello", "The Taming of the Shrew", "The Comedy of Errors", "Macbeth", "Richard III", "The Tempest", "Much Ado About Nothing", "King Lear".

Then, the students were divided into pairs and received one of the works mentioned above for reading. The proposal of the activity was to promote critical reflection on the main themes of the author with each duo guiding the reading and interpretation of the work with the colleagues of the reading circle. For each pair, it was up to explain the main points of the story, its characters, plot, conflict and outcome, providing a dynamic and critical reading when selecting at least between two and four excerpts or important scenes to be read by colleagues. It was necessary that the pairs instigated the participation of all, with questions and discussions about the scenes and themes. The evaluation of the reading circle took into account the posture, involvement and participation in each moment of the activity, in addition to the orientation and development of the reading of the selected excerpts. All the information and comments used to help in the general understanding of the work were considered, as well as the orientation to colleagues in reading the scenes, enabling the participation of all.

In the execution, the criteria of a prototypical reading circle presented by Cosson (2014) and Daniels (2002) were applied. The records of the preparation and execution stages performed were described in the table below, where the actions practiced based on the literature circle model proposed by Daniels (2002) are reported.

<sup>3</sup> Works available in the public domain: [http://www.dominiopublico.gov.br/pesquisa/ResultadoPesquisaObraForm.do?first=50&skip=0&ds\\_titulo=&co\\_autor=&no\\_autor=Shakespeare&co\\_categoria=2&pagina=1&select\\_action=Submit&co\\_midia=2&co\\_obra=&co\\_idioma=1&colunaOrdenar=DS\\_TITULO&ordem=null](http://www.dominiopublico.gov.br/pesquisa/ResultadoPesquisaObraForm.do?first=50&skip=0&ds_titulo=&co_autor=&no_autor=Shakespeare&co_categoria=2&pagina=1&select_action=Submit&co_midia=2&co_obra=&co_idioma=1&colunaOrdenar=DS_TITULO&ordem=null)



**Table 1** - Reading circle records in practice based on Daniels (2002)

Literature circle model in Daniels (2002)	Reading circle actions in practice
a) The choice of the work that will be the subject of literary reading.	Some of William Shakespeare's main plays were chosen.
b) Groups may be temporary and small (from four to five students).	Doubles or trios were organized, according to the number of students and the number of works addressed.
c) They can read different works at the same time.	Each pair was assigned a work of the author, so that they would not be repeated in the circle.
d) The activities of the groups may comply with a schedule of meetings, which may extend.	The reading schedules were decided from the draw, according to the calendar of classes of the discipline.
e) The records can be made during the reading and will be fundamental to develop the discussion about the book, and may be a reading diary and / or function forms (previously defined in relation to the text).	Students were free to choose how they would develop the records for further discussion of the work.
f) The topics to be discussed are defined by the students themselves.	It was proposed, by the teacher, the discussion of topics of analytical nature, such as psychological deepening of the characters and construction of the plot; and of a questioning nature, such as the correlation of themes with current affairs and with personal connections about the themes.
(g) Group discussions are free.	The students focused on what they considered pertinent, exemplifying with the reading of excerpts from the works.
h) The teacher's role is to give conditions for the activity to happen.	The organization of the schedule, classroom and digital supports was the responsibility of the teacher.
i) The evaluation can be made through observation and self-assessment of the student.	Personal evaluation was made with criteria pre-established by the teacher and the evaluation of the experience in the circle was carried out through a questionnaire applied via <i>Google forms</i> .
j) The class of the literature circle should be with a lot of interaction between the students.	All students were invited to read the excerpts chosen to illustrate the discussion guided by each pair.
k) The new groups can be formed from the selection of the works.	New groups and reading circles have been suggested for future practices.

Source: Prepared by the author

After implementing the reading circle in three different classes, having received positive results in the classroom, the students, while readers and future English-speaking teachers, were invited to report their impressions of the experience with Shakespeare's works in the reading circle.

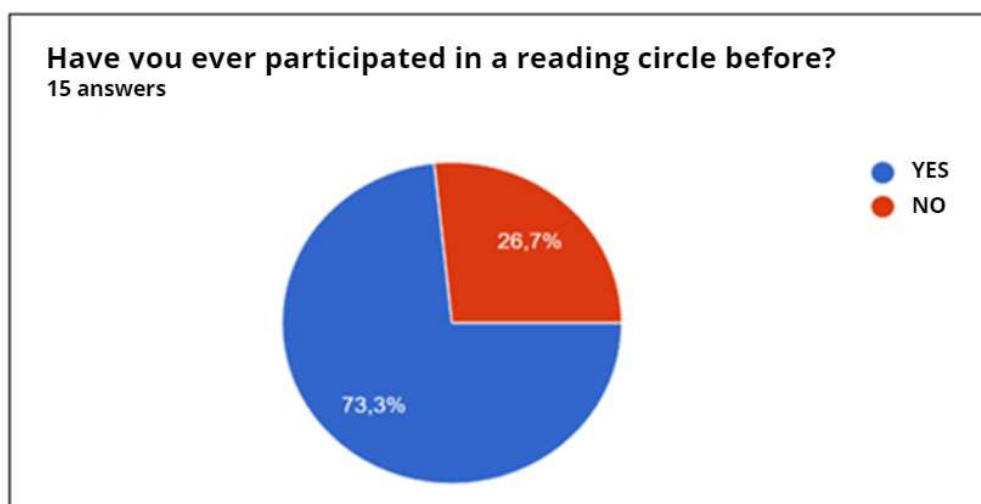
### Paths to the initial education of the English language teacher

At the end of the three-semester cycle teaching the discipline of English literature (drama), research was carried out with the objective of verifying the students' impressions about the experience of the reading circle. The research was elaborated using the *Google Forms form* containing seven questions, five multiple choice questions and two open questions.

Participation in the research was voluntary and obtained 15 informants from the three classes, 20% of the students in class 1; 46.7% of class 2 and 33.3% of class 3. From the answers provided, we reflect on the possibilities of the experience of reading circles as a strategy for strengthening Literary Literacy for future English language teachers, considering that the circles "have a formative character" that broadens the horizons of the learner "through the sharing of readings and dialogue around the selected work" (COSSON, 2014, p. 139)

In the first question, it was found how many informants had already had the opportunity to participate in a reading circle and, as shown in Graph 1, 73.3% of the students had already had this experience.

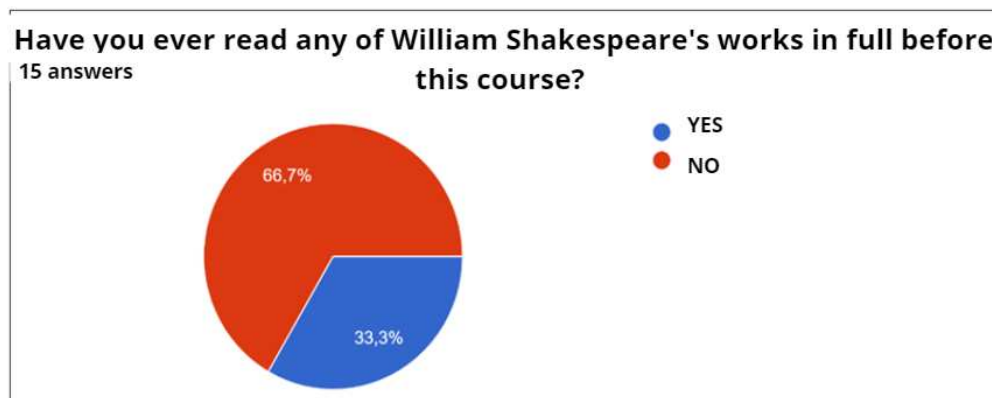
**Figure 1** - As for participation in reading circles



Source: Prepared by the author

The fact that most informants have already participated in a reading circle shows that the practice of shared reading is not a novelty. Thus, participation in the circle already in the Course of Letters adds to the experience with the literary reading of each one and helps to improve the reading skills of these future teachers.

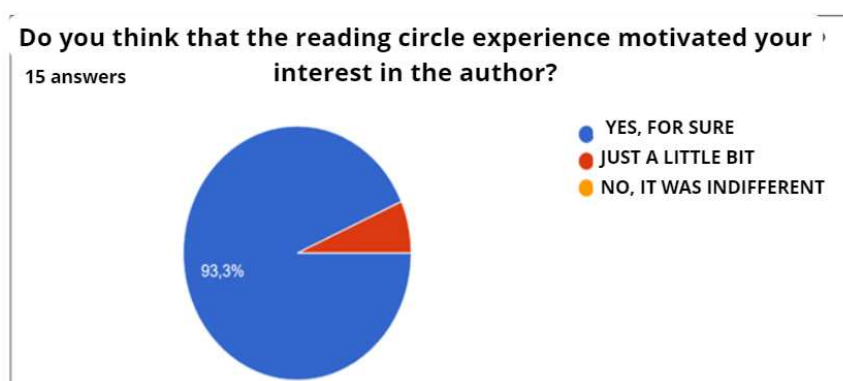
**Graph 2 - As for reading Shakespeare's works**



Source: Prepared by the author

In graph 2, 66.7% of informants had never read any work by author William Shakespeare, which constitutes a canon of English and world literature. This is an indication of what Cosson (2014) shows in his work: literature has been losing space in people's daily lives and this reality reflects in their school education. The author recalls that reading fragments of texts present in the textbook does not form a reader of that book. Most likely, students who have never fully read any work of Shakespeare have had contact with fragments of the author, but this contact is not enough to have access to the full meaning of the text that leads the reader to "the knowledge of the human, which interests everyone" (TODOROV, 2010, p. 89, apud COSSON, 2014, p. 69).

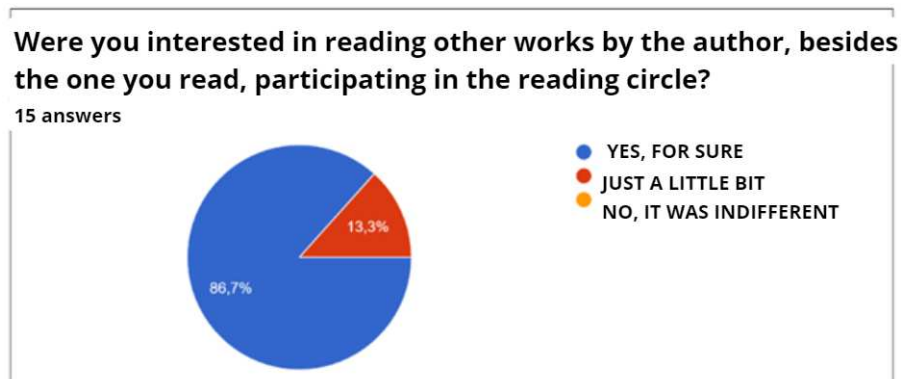
**Graph 3 - The relationship of the reading circle and the interest of the author**



Source: Prepared by the author

In Graph 3, 93.3% of the informants consider that the experience of the reading circle motivated them to know more about William Shakespeare's work. These data corroborate the importance of activities that encourage shared literary reading in academic and school environments, as circles can do. It is at school that students will have the best chance of being introduced to the main authors, styles, works and literary genres. And this can happen from the Literary Literacy of teachers in training, allowing the cycle of teacher training to gain an important reinforcement: from the courses of Letters to the schools of basic education. Moreover, as Duncan (2012, p. 34-35) states, "starting a new practice of literacy, such as reading circles, can produce in people a change in the reading identity", that is, people who have never read a complete book can become readers who delight in certain themes and works.

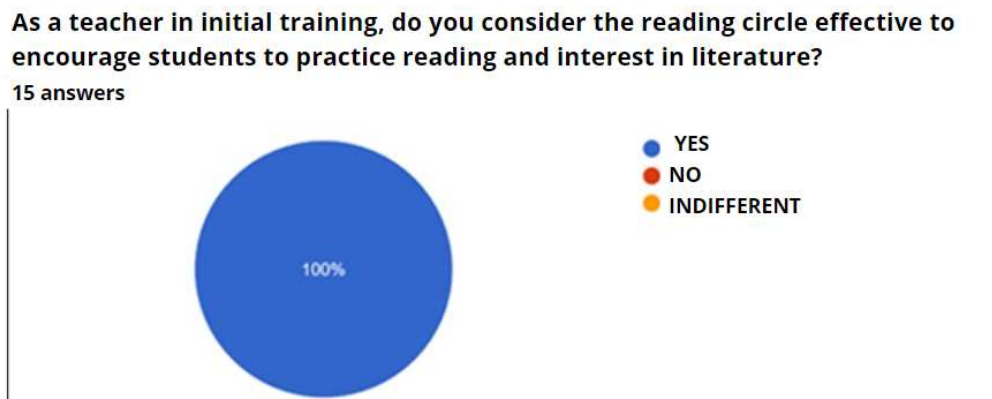
**Graph 4** - The relationship of the circle and the interest in other works of the author



Source: Prepared by the author

Graph 4 reinforces what was evidenced in the previous graph, since 86.7% of the informants said they were interested in other works of Shakespeare, only to have participated in the reading circle. As described in the methodological path session, each duo received a single work to read and share with colleagues in the circle, but the fact that they participated in the moment of discussion of the texts selected for other pairs, instigated curiosity and interest in the works, motivating them to explore and deepen by different productions of the same author.

**Graph 5** - The relationship of the reading circle and the incentive to literary reading



Source: Prepared by the author

In Graph 5, 100% of the informants said that the reading circle can be considered effective for encouraging literary reading and the training of readers. As teachers in training, the circle's own experience in the English literature class positively impacts their lives in the personal and professional spheres. Either because they find more pleasure in literary reading, because they appropriate the knowledge about the works discussed or, also, because, in the future, they encourage their students through this reading teaching strategy.

After the objective questions, the students answered two open questions that complemented each other. The first question was whether they would do the reading circle differently as teachers. The answers show the level of reflection about the positive experience of the circle, from the point of view of the teacher in training, focusing on the understanding of the work and the relationship between the text and the students' lives, as shown in some of the answers replicated in chart 1.

**Table 1** - What would change in the realization of the reading circle?

1. "I would encourage students to write some review or article on some theme of the work he read that most caught his attention, drawing a parallel between fiction and life and reality."
2. "I would encourage students to choose some of the works worked and write about some of the themes of this work that caught their attention, making a parallel between fiction and reality. I believe it would help to fix the importance of the author, as well as the understanding of the works."
3. "Perhaps make comparisons of the works with current works."
4. "I would do the same, I thought very cool the dynamics of the reading circle!"
5. "It would do exactly the same. The methods used to perform the reading circle, involving reading, exhibition, discussion, and among all these stages of the construction of the class, the interactionist approach of the language constituted an efficient tool to instigate curiosity, motivation and interest in reading classics of English literature. Something that, from the perspective of current reading habits, is a difficult task."

Source: Prepared by the author

The second question was more general, starting from the point of view of the language teacher in training. The opinion on the importance of reading practice for future teachers and how the reading circle can help this task was asked. The answers in Chart 2 show the awareness of these future teachers about the Literary Literacy itself and show how the practice of reading needs to be more valued in the community as a whole, and the reading circle is a possible path for its encouragement.

**Table 2** - Opinion on the practice of reading for future language teachers and how the reading circle can help this practice.

1.	"It is of paramount importance, because if you read well, consequently you write well, with the reading circle students start to be encouraged to read."
2.	"Constant reading is fundamental in the life of the teacher in training. The reading circle helps to encourage reading, in addition to acquiring rich knowledge about works and authors."
3.	"The shared reading in a circle allows the participation of different opinions, in this sense we can interact with the reading in a way that is more attractive."
4.	"The practice of reading is fundamental for the intellectual deepening of the teacher and the reading circle is an excellent activity to acquire the habit of reading."
5.	"The practice of reading fosters knowledge, leads the teacher in training to acquire more and more theoretical content that will provide him with a better preparation for the reality of teaching practice. Thus, performing a reading circle as a methodological proposal is undoubtedly a tool capable of motivating the teacher in training to acquire these habits through the practice of reading".
6.	"He [the reading circle] is very important, because he develops in the student, the taste for classical works. Through it, the teacher can take advantage of several aspects, such as: the writing of words, the pronunciation of them and even the grammatical rules of the Language, in addition to the contextualization of each work".

Source: Search data

The importance of Literary Literacy for language teachers in training is highlighted in the responses of the informants. The positive attitude about the activity shows that this is the path to knowledge within the profession itself and also to growth as a reflective subject that integrates a collectively constructed world that is further humanized from direct contact with literary reading.

Therefore, the recognition of the formative aspect that reading circles have on the part of letter teachers in initial training is what can bring a greater applicability of this experience in the education of readers in basic education, since these teachers will be the future mediators of Literary Literacy in school.



## **Final considerations**

This work aimed to report the experience of the reading circle in the degree course in Letters, which forms future language teachers. More specifically, it proved to be a possible way to motivate and collaborate with the Literary Literacy of English teachers in training.

It is necessary to go beyond the simple act of decoding a text when one wants to promote a change of attitude towards the practice of reading our daily lives. For English teachers, in addition to the language skills that underpin language instruction, much is gained when they have ownership in the culture and literature of the language they teach. The fact that the reading circle has approached a canon, William Shakespeare, provides this future teacher with a deepening in the universe of English and world literature, offering a new perspective as a student and reader still in training. In the future, this knowledge will underpin your teaching practice.

Considering reading an interactive, cognitive and social activity, we can understand its magnitude for the integral development of the subject who currently seems to be losing space in people's daily lives. We must understand what Candido (2002) says when affirming that literature humanizes being, so reading is an act of exchange between perspectives and allows a more sensitive look at teacher education.

At this point, the reading circle (COSSON, 2009; 2014) or literature circle (DANIELS, 2002) may be a viable way to introduce this practice in the academic and school communities. In this reported experience, it was noticed that the circle is a very adaptable and flexible strategy, provided that there is organization, mediation and sharing of reflections.

Cosson (2014) states that the list of benefits is extensive when deciding to implement reading circles as a practice of Literary Literacy, from greater involvement with texts to the development of critical thinking, understanding and decision-making to the training of readers at all levels of education. These benefits appeared in the data of the questionnaire applied after the experiment. The informants demonstrated that the circle can be efficient in motivating for the practice of reading and for the deepening of the reading of literary works. Thus, what is expected is that a "seed" can be planted in the initial education of these students who will become future language teachers, be they English and/or Portuguese, assisting in the training of literary readers in school communities. This "seed" can bear fruit from the implementation of reading circles in the classes of the bachelor's degree course in Letters.

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## **How to reference this article**

MARINHO, E. S. The reading circle in English teaching development: An experience report in Letters graduation course. **Rev. EntreLínguas**, Araraquara, v.8, n. 00, e022044, Jan./Dec. 2022. e-ISSN: 2447-3529. DOI: <https://www.doi.org/10.29051/el.v8i00.15310>

**Submitted:** 08/01/2022

**Revisions required:** 13/02/2022

**Approved:** 28/02/2022

**Published:** 30/03/2022