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Trends in research on teaching reading in Brazil

Tendências das pesquisas sobre o ensino de leitura no Brasil

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Abstract

This article aims to present partial data from a literature review on trends in research on teaching reading in Brazil. The data comes from research available in the Brazilian Digital Library of Theses and Dissertations, from 2019 to 2023, located with these keywords: reading, reading and teaching. The methodological procedures are based on the integrative review. The results reveal that the research is anchored in teacher training and the analysis of teaching material, programs and public reading policy documents. Research is also based on the school library, information and communication technology, concepts, strategies, practices, teaching interventions and reading practices. It is concluded that the integrative review contributed to the identification of advances and gaps in the teaching of reading.

Keywords: teaching reading; integrative literature review; search trends.

Resumo

Este artigo objetiva apresentar dados parciais de uma revisão da literatura sobre as tendências das pesquisas sobre o ensino de leitura no Brasil. Os dados proveem de pesquisas disponíveis na Biblioteca Digital Brasileira de Teses e Dissertações, de 2019 a 2023, localizadas com estas palavras-chave: leitura, ler e ensino. Os procedimentos metodológicos baseiam-se na revisão integrativa. Os resultados revelam que as pesquisas ancoram-se na formação docente e na análise de material didático, programa e documento de políticas públicas de leitura. As pesquisas também baseiam-se na biblioteca escolar, na tecnologia da informação e comunicação, nas concepções, estratégias, práticas, intervenções didáticas e práticas leitoras. Conclui-se que a revisão integrativa contribuiu para a identificação de avanços e lacunas sobre o ensino de leitura.

Palavras-chave: ensino de leitura; revisão integrativa da literatura; tendências das pesquisas.

INTRODUCTION

In 2019, as a result of the Basic Education Evaluation System (SAEB), students' performance in terms of reading proficiency was not positive. Although ten Brazilian states achieved grades higher than the national average of 214.6 points in the 5th grade and 260.1 in the 9th grade, in the Portuguese-Language assessment, the result in the other states had a drop in the average (Brasil, 2021, p. 95). Proficiency fell in twelve states, in the 5th grade achievement, and in nine states, in the 9th grade.

Data from the International Study of Progress in Reading (PIRLS), which evaluates the reading skills of 4th grade students, reveals that, in 2023, Brazil "[...] achieved an average score of 419 in reading comprehension [...], a result significantly lower than 58 of the 65 countries and reference regions participating in this assessment altogether" (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2023, p. 6). According to the document, "[...] the average score achieved by Brazilian students (419) is found to be at the Low Level of the pedagogical proficiency scale" (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2023, p. 8).

The results of these evaluations, in general, make it public that many Brazilian students have difficulty in textual comprehension. Based on this problem, in the ongoing postdoctoral internship[1], a literature review[2] is chosen to analyze the trends in research on the teaching reading in Brazil, encompassing the 4th to the 9th grade elementary school, and high school, in the regular teaching modality, because these school years are directly involved in external reading assessments. This article aims at presenting partial data of this review, conducted in the form of integrative review, according to stages defined by Botelho, Cunha and Macedo (2011).

Following, the theoretical contribution of the teaching reading is explained and then, so is the methodological procedure that guides the integrative review. Then, the trends in research on the teaching reading in Brazil, from 2019 to 2023, from the 4th to the 9th grade of elementary school and high school, are presented. This text concludes by pointing out advances and gaps in the teaching reading in Brazil in the final considerations.

THEORETICAL CONTRIBUTION: THE TEACHING OF READING

In this text, the approach is to teach reading to students who are already literate. The reading teaching is therefore, focused on the mastery of reading strategies, to achieve textual comprehension by students.

Reading strategies "[…] are procedures of a high order that involve the cognitive and the metacognitive" (Solé, 1998, p. 70) and are "[…] means used by readers to understand what they read and to know the way they formulate their thoughts, discovering the mental processes of understanding a text" (Alves; Souza; Garcia, 2011, p. 59). The teaching reading strategies is important because through them the reader can "[…] detect and make up for possible errors or failures in reading comprehension" that may occur during reading (Solé, 1998, p. 71).

There are two types of reading strategies: a) cognitive strategies – automatic behaviors acquired when the process of reading acquisition is initiated; b) metacognitive strategies – mental mechanisms/devices that must be taught so that the reader can consciously use them to understand a text (Cintra; Passarelli, 2011).

As metacognitive strategies, the authors list: prediction, selection, registration, inference, confirmation, and correction. Prediction corresponds to the "[…] ability to anticipate the text, predicting its continuation" (Cintra; Passarelli, 2011, p. 54). Selection "[…] concerns the reader's ability to select – depending on the purpose of the reading – only the aspects relevant to comprehension." (Cintra; Passarelli, 2011, p. 54). The record depends on the purpose of the reading and is articulated with the relevant information in the text. Inference is about the reader's ability to work with something implicit in the text and to establish relationships allowed by it. Confirmation refers to the verification of predictions and inferences by means of marks left in the text by the author. Correction, the last metacognitive strategy, occurs when predictions and inferences are not confirmed in reading. In this case, the reader needs to go back in the text, raise new hypotheses, and find new clues.

For Kleiman (1996), textual comprehension for beginner readers does not occur during reading. It happens when the student performs a task that allows them to return to the text with the mediation by the teacher or a more proficient colleague. The construction of this knowledge occurs out of the interaction that takes place in the communicative practice, in which, the author adds, "[…] the context is created for that child who did not understand the text to understand it" (Kleiman, 1996, p. 10) and learn to use reading strategies.

METHODOLOGICAL PROCEDURE OF INTEGRATIVE REVIEW

Integrative review is a methodological procedure for the "review of empirical or theoretical literature" that allows for the elaboration of an "analysis of the knowledge already built in previous research on a given topic" and a synthesis of research already published. From

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[1] The postdoctoral internship is being conducted in the Graduate Program in Education: Training of Trainers, in the Research Line: Professional development of the trainer and educational practices, at the Pontifical Catholic University of São Paulo – PUC-SP.

[2] The entire dataset that backs up the results of this study was made available on Google Drive (2019).

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this synthesis, it is possible to produce "[...] new knowledge based on the results presented by previous research" (Botelho; Cunha; Macedo, 2011, p. 127). With this in mind, the methodological procedure anchored in the six stages proposed by Botelho, Cunha and Macedo (2011) was followed, as shown in this flowchart (Figure 1).
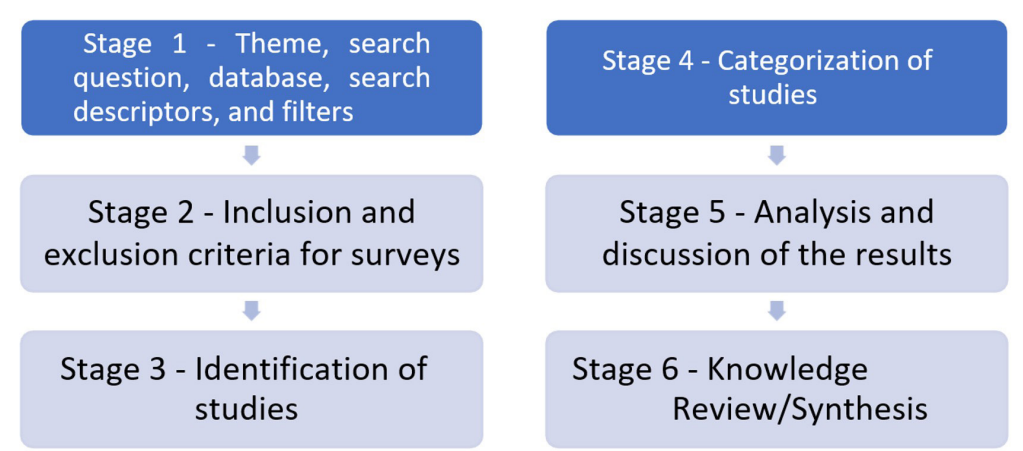
Stage 1 - Theme, search question, database, search descriptors, and filters	Stage 4 - Categorization of studies
⬇	⬇
Stage 2 - Inclusion and exclusion criteria for surveys	Stage 5 - Analysis and discussion of the results
⬇	⬇
Stage 3 - Identification of studies	Stage 6 - Knowledge Review/Synthesis

Figure 1. Stages of the integrative review.
Source: Elaborated by the authors.

Stage one of the integrative review covers: a) the definition of the theme (teaching reading in Brazil), b) the elaboration of the research question (What trends do academic studies from 2019 to 2023, written in Portuguese, reveal about the teaching reading in Brazil?), c) the choice of the database (Digital Library of Theses and Dissertations (BDTD) with Advanced Search with the scope of descriptors in all fields: title, subject, abstract, among other fields), d) the selection of search descriptors (reading, reading and teaching), e) the establishment of filters (Portuguese language and works published from 2019 to 2023).

In stage two, criteria for inclusion and exclusion of data are established, presented in Chart 1.

Chart 1. Table with inclusion and exclusion criteria for research.

Inclusion criteria	Exclusion criteria
The research object of study should be the teaching of reading	The teaching reading is outside the Brazilian context
Research aimed at the 4th to the 9th grade of elementary school and high school	The research refers to special education, rural education, Indigenous education, quilombola education, youth and adult education, professional and technological education, and hybrid or distance education
Research regarding the regular teaching modality	The teaching reading in research occurs in non-formal contexts of education
	The surveys were published in duplicate in BDTD
	Searches where the *download* did not open

Source: Elaborated by the authors.

In the third stage, the process of identifying the selected studies took place. At this point, after a careful reading of the titles and some abstracts to verify the adequacy of the inclusion criteria, a table was organized with the following information: research title, type (dissertation or thesis), year, abstract, and *link* to access the research.

The fourth stage consisted of categorizing the selected studies. After reading the abstracts in the table prepared in the previous stage and, when necessary, of other parts of the research through the *access link*, an "analysis matrix" was organized (Botelho; Cunha; Macedo, 2011, p. 131). In this matrix, these data were cataloged: general objective; survey participants (depending on the type of survey), results, and themes.

The analysis and discussion of the results – the fifth stage – is the moment to interpret and discuss the data. For this, a systematic reading was conducted, through numerous floating readings, of the data present in the table and in the analysis matrix. By outlining the themes (ideas) identified in the analysis matrix, in view of the thematic similarity, the surveys were grouped so that the trends of academic studies on the teaching reading in Brazil could be analyzed. This process gave rise to a second table called "Thematic table and quantity of research" that will be presented in this text.

The presentation of the review/synthesis of knowledge, sixth stage, includes the writing of the post-doctoral report that is under construction.

DEVELOPMENT: TRENDS IN RESEARCH ON THE TEACHING READING IN BRAZIL

A total of 367 studies were spotted in the BDTD, in the integrative review. For analysis purposes, 146 studies were considered. A total of 221 theses and dissertations were disregarded because they fit the exclusion criteria outlined in stage two of this review.

In order to analyze the trends of these 146 studies on the teaching reading in Brazil, we sought, through the reading of the themes recorded in the analysis matrix, to group them according to thematic similarity. At times, it was necessary to resume the title and abstract of some studies so that the grouping could be better defined.

It was observed that many academic productions present polysemic themes that can lead to different classifications. Thus, other groupings could have been proposed. In view of the 146 studies analyzed, these nine thematic axes presented in Chart 2 were chosen:

Chart 2. Thematic table and number of surveys.

Thematic axes	Number of surveys
Teaching material	6
Reading and Writing Program and National Curriculum Parameters for High School	3
Reading in the reading room and school library	3
Reading Strategy: Inference	3
Information and Communication Technology and Gamification[3] in Teaching Reading	11
Conceptions, strategies, and practices around reading	43
Didactic intervention for the teaching reading	71
Reading practice of the student	2
Teacher training related to reading	4
Total	146

Source: Elaborated by the authors.

The thematic axis *Didactic Material* is made up by six surveys that deal with the analysis of textbooks. These are the strands that circumscribe this axis: a) how multimodality[4] is conceived

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[3] Gamification involves the use of game components in practices that are distinct from games (Fadel et al., 2014).
[4] Multimodality is a characteristic of contemporary texts that, in addition to circulating in print or electronic media, articulate different languages, such as oral or written verbal language, static or moving imagery language, sign language, among other languages (Liberalli; Megale, 2019).

in high school Portuguese language textbooks; b) how the English language textbook addresses the assumptions of multiliteracies[5]; c) as well as the competencies and skills prescribed by the National Common Curriculum Base (BNCC) are developed in the activities of reading comic books (comics) and their genres (strips, caricatures, and cartoons) in the Portuguese language textbook from the 6th to the 9th grade of elementary school; d) how the discursive genre *fanfiction* is proposed in some elementary and high school textbooks; e) how the relationships are established between high school students and the Portuguese language didactic materials regarding reading activities and textual genres; f) how the practices of teaching reading in Portuguese language books and in articles in teaching magazines are represented in Portuguese classes in Brazilian secondary schools in the 19th and 20th centuries, until the 1960s.

The Reading and Writing Program, an educational policy of the Department of Education of the State of São Paulo that covers reading and textual production from the 1st to the 5th grade elementary school, and the National Curriculum Parameters of high school, an official document produced in 1999 that represented the public policy that produced consensus on what and how to teach in school until recently, are the main focus of the three works that form the second thematic axis: *Reading and Writing Program and National Curriculum Parameters for High School.* The Reading and Writing Program was analyzed in two studies from these two angles: a) implications of this program on the teaching work based on the evaluation of these professionals; b) training of literature readers within the school environment in Assis, a city in the interior of the state of São Paulo, through the aforementioned program and the individual tactics of the teachers. The designations of the word text in the National Curriculum Parameters of High School is the focus given in the third study that makes up the second thematic axis.

Three surveys form the third axis, *Reading in the reading room and in the school library*. The first one investigates – based on the narratives of children in the 5th grade of elementary school who attend the reading room of a school in the Municipal Network of São Paulo – the meanings attributed by them to the reading room and to the books. The second one seeks to understand the various ways in which students, pupils, teachers, and employees of a given institution conceive the role of the school library in the teaching-learning processes that are developed in it. The third one presents an intervention project in order to motivate, through pedagogical practices that involve the library and Portuguese language teachers, the taste and pleasure for reading among high school students.

Reading strategy: inference is the fourth thematic axis that has three works. In two of them, the following are analyzed: a) the knowledge of 4th and 5th grade teachers about the teaching of inferences; b) the text comprehension activities that evaluate, during the Portuguese language classes of the 9th grade, the reading ability to infer implicit information in the text. The third study presents a didactic project based on the reading of humorous texts of the comic strip genre, so that the 6th grade student develops their competencies and inference-making skills.

The fifth thematic axis, *Information and Communication Technology and Gamification in the teaching of reading*, has eleven surveys that deal with: a) the creation and analysis of a digital book of short stories; b) the types of readings that elementary school children do in times of digital culture; c) the improvement of reading skills from the cartoon genre, exploring the cell phone; d) the reading of the story from the 6th to the 9th grade of elementary school with the internet as a channel for socializing the experiences lived; e) the production and analysis of school documentaries, through the teaching-learning of multimodal textual genres; f) mobile devices in Portuguese language classes from the 6th to the 9th grade of elementary school aimed at the development of school reading practices; g) the digital medium as a discursive referent and means of circulation of texts constituted by different materialities; h) the practices of teaching reading and literary writing with gamification through literary *cards*; i) the use of technology to develop students' reading skills with the theme of the culture of peace; j) literary literacy[6] and experimental experiences of digital modulation with poems selected in the form

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[5] Multiliteracy corresponds to the ability to understand and intervene in reality by producing broader meanings that are contextually situated, diversified and complex (Liberalli; Megale, 2019).
[6] Literary literacy refers to the procedural act of appropriating the ability to construct meanings for literary language (Cosson, 2012).

of an anthology with various configurations of the poetic text for students in the 8th and 9th grades; k) the investigative reading of multiple texts on the internet by students in the 9th grade.

The body of the sixth thematic axis is *43* studies. One of these studies addresses the conceptions of reading that guide the pedagogical work of Portuguese language teachers from the 6th to the 9th grade.

In the sixth thematic axis, 25 surveys refer to didactic strategies with these perspectives: a) reading of images for the establishment, by students, of invisible relationships that exist in the teaching of the subject of Geography and its contexts; b) elaboration of comics to teach the introductory concepts of thermochemistry; c) reading aloud as a metacognitive strategy to support reading comprehension; d) Oral tradition narratives in the acquisition and interrelation of knowledge; e) analysis of the work plan of a school as a strategy for teaching Geography for the fluidity of reading the world; f) comic textual genres (comic books and strips) in the interpretation and production of inferences from non-verbal information; g) use of cinematographic adaptations of literary works in understanding the specificities of literary and cinematographic language; h) Comics in the meaningful learning of Natural Sciences; i) count as a strategy for the development of reading competence; j) fable in reading training and written production; k) Comic Strips in the promotion of reading practices; l) paradidactic reading and the teacher as a mediator in the reading formation of students; m) literature of resistance in the formation of the student reader; n) infographic genre in the teaching of multimodality; o) approach to the lexicon to develop reading competence; p) *Meme* genre as a strategy to develop reading skills; q) performance of the sensitive in the teaching of literature; r) Photo-poem in reading, fruition, and lyrical creation; s) exploration of the theme of violence against women to enable the assumption of reading and writing; t) poetry in the subject of Portuguese Language; u) photography in the teaching of Geography; v) readings that move the reader, a strategy for textual comprehension; w) children's literature in the reading education of students; x) reading mediation as a support for reading comprehension; y) motivation as a strategy for reading texts in the History subject.

Furthermore, comprising the sixth thematic axis, 17 studies deal with pedagogical practices around reading, with these approaches: a) effective practices for the formation of literature readers in two schools in the state of Paraná, chosen based on the results of the 2015 National High School Exam (ENEM); b) teaching practices in the subject of Portuguese Language and its relations with literacy studies; c) the relationship of adolescents with the reading practices of the school; d) relationship between literacy practices in Portuguese language classes and in the non-school context, e) insertion of literary texts in teaching practice; f) (multi)literacies practices of 9th grade students in the school context; g) practice of artistic creation at school with performing and visual arts through the appreciation, creation and adaptation of some works by artist Cândido Portinari; h) teaching literature practices in high school; i) intermedia dialogs practices involving literature, visual arts and performing arts in teaching-learning environments; j) impacts of the multimodal experiences provided by *fanfiction* on teenagers' reading and writing practices; k) comic-strip discursive genre as a practice of linguistic analysis; l) reading of novels and poetry as a practice of discussion of female empowerment; m) practices of reading philosophical texts in high school; n) pedagogical practices aimed at working with literary reading, supported by the socio-historical perspective; o) relations between the process of recognition of the student's textual progression and the practices of reading proposed by the teacher; p) Literary reading practices in high school; q) thinking aloud in a group as a dialogical practice of literary reading.

The seventh thematic axis, *Didactic intervention for the teaching of reading,* is made up by 71 surveys. The didactic projects are proposed and analyzed in nine studies: a) *Philosophy Club Project*, based on the propaedeutics of Aristotle and Mortimer Adler as a means of developing the philosophical skills of reading, argumentation and writing in high school; b) Reading project in a class of the 4th grade elementary school with the partnership between the class teacher and the Portuguese language teacher; c) Literacy project with 9th grade students based on the theme of racial prejudice; d) Project to teach the skills and competencies of reading and writing news with 8th grade students; e) Afro-Brazilian literature project based on the interaction and involvement of students from the 6th to the 9th grade with the Reinado, a popular celebration in the city of Cláudio – MG; f) Project targeted to the 9th grade aiming at encouraging the reading-enjoyment of literary texts; g) Project of literary workshops, for the 7th grade, with reading and understanding

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of fictional narrative texts; h) Literary Reading Project, for 5th grade, which culminated in the documentary Literary Reading Project: *Between comings and goings, an act of pleasure;*

i) Reading project *Learning to be Junco*, aimed at the 9th grade, to problematize themes of gender, sexuality, race, and family arrangements, through the reading of students' lives and the paradidactic book *Strong Wind, from south and north*, by Manuel Filho.

In this seventh thematic axis, there are eighteen works that encompass the proposition and analysis of didactic sequence, according to Dolz, Noverraz and Schneuwly (2004), including these textual genres and these years of elementary school or high school: a) cordel in the 8th grade; b) advertisement in the 8th grade; c) fantastic tales in the 7th grade; d) advertising in the 7th grade; e) comic strip with character Armandinho and the transversal theme ethics in the 8th grade; f) Memes in the 9th grade; g) advertising in the 9th grade; h) letter of complaint in the 7th grade; i) short stories by Machado de Assis, in their original form and in comics, in the 9th grade; j) advertisement produced by *Greenpeace* in the 8th grade; k) adventure narrative in the 4th grade; l) mass literature from the 6th to the 9th grade; m) poetic text in the 4th grade; n) short stories in high school; o) comic strips in the 8th grade; p) interview and report in the 8th grade; q) digital infographics in the 8th grade; r) literary reading for high school.

Five surveys, still from the seventh thematic axis, are anchored in the basic sequence of Cosson (2012). One work is based on the reading of the work *Diário de Bitita*, by Carolina Maria de Jesus, and is applied from the 6th to the 9th grade. Another one is based on the science fiction genre as a gateway to a reading experience with 9th grade students. The third survey is developed from the reading of the short stories *Olhos d'água,* by Conceição Evaristo, and *Felicidade Clandestina,* by Clarice Lispector, with 9th grade students. In the fourth academic investigation, We work with cordel in the 7th grade. Zila Mamede's poems are read in elementary school I and II classes, focusing on literary literacy in the fifth academic work.

Two studies of this seventh thematic axis present and analyze expanded sequences by Cosson (2012), one with 9th grade students based on the daily genre, and the other one, based on the work O *Auto da Compadecida,* by Ariano Suassuna, also with the 9th grade, focusing on the ethnic-racial meanings present in the characters' speeches.

An academic work, in this same thematic axis, develops and analyzes a sequence of teaching modules from the 6th to the 9th grade, starting from the reading of literary and non-literary texts and seeking to educate the reader with awareness that misogyny and femicide are long-standing historical constructs.

Reading workshops are present in eight out of the 71 studies that make up the seventh thematic axis. In the first one, reading workshops are held with high school students with a focus on the formation of the literature reader. In the second one, there are thematic literary workshops with reading literary narratives, based on works with a common theme, for 4th grade students. In the third one, students from a 7th grade class participate in literature workshops aimed at better textual comprehension through self-monitoring of reading. The fourth study uses the picture book with 4th grade students. The fifth investigation works with the interview genre in the pedagogical workshops of reading and textual production offered to 9th grade students. From the 6th to the 9th grade in elementary school, reading workshops with the anthology *Querem nos calar – Poemas,* by Mel Duarte (compiler), were developed. The seventh survey includes literary reading workshops for 9th grade students. Workshops on reading and textual production of the memoirs genre, based on the book *Morada Nova – History under construction,* prepared by several teachers from the city of Morada Nova in Ceará, were developed in the eighth study.

Two works are part of the seventh thematic axis and use a reading circle. One of them focuses on reading children's books in the 8th grade. The other uses active methodologies (flipped classroom, content curation, project-based learning, *storytelling*[7] and gamification) and fantastic tales with students from 6th to 9th grade.

Another study of this seventh axis prioritizes the reading of philosophical texts in high school, aiming to offer a reading guide for the *Summary of the Treatise on Human Nature*, by David Hume. Nine reading sessions, in another research, were applied and analyzed, based on children's literature books with indigenous themes, for the 5th grade.

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[7] Storytelling is a technique of telling stories from words and audiovisual resources (Gallo, 2019).

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Eight investigations are based on the activity books in this seventh thematic axis. The first one presents reading suggestions and activities for before, during and after reading short stories in the 6th grade. The second one, with reading activities based on the descriptors of the Prova Brazil[8], is aimed at a 9th grade class. The book of short story activities was developed, in the third study, to be applied in classes from the 6th to the 9th grade. The fourth survey works with a pedagogical notebook that explores the metaphorical language in short stories from African literature by Mia Couto in the 7th grade. There is a structured textual reading notebook entitled *Ilha da Significação (Island of Signification*) with a comic adaptation of the work *O Guarani*, by Ivan Jaf, for the 9th grade, in the fifth work. The sixth research encompasses a literary workshop notebook as a pedagogical proposal for the 6th grade teacher, using the humor chronicle of Luís Fernando Veríssimo. A notebook with a sequence of pedagogical activities with strategies for reading the cordel in the 6th grade is in the seventh investigation. In the eighth survey, we have a notebook of projects with activities focused on reading, based on the analysis of the BNCC.

Three works, still belonging to the seventh thematic axis, elaborate and analyze plans. The first one is a pedagogical mediation plan, for 7th grade students, with the news genre. The second one includes an action plan with mathematical tasks, for the 4th grade, which involves reading and interpreting mathematical texts from the following works by Eva Furnari: *Problemas Boborildos, A Bruxa Zelda and os 80 docinhos and Os problemas da Família Gorgonzola (Boborildos Problems, The Witch Zelda and the 80 sweets, and The Gorgonzola Family Problems).* The third research focuses on the construction and analysis of both a teaching work plan for the subject of Portuguese Language, as well as a didactic module for high school students, based on comic book genres (comic strip, cartoon, cartoon, comic book) focused on the approach of social themes.

Didactic proposals are present in four studies of this seventh axis. In the first of them, there is the comic book, *The Treasure Island*, by Pat Boyette, as the basis for working with 7th grade students. In the second, the short story genre is worked with 4th grade students in Story Time. The didactic proposal based on the formulation of reading tasks based on the ENEM Language, Codes and their Technologies test for high school is the anchor of the third study. In the fourth investigation, there is a proposal for a metacognitive activity of reading comprehension for the literary work *A chave do tamanho* (*The Key to Size)*, by Monteiro Lobato, aimed at 5th grade students, focusing on the understanding of World War II.

A didactic unit of literature in English language classes for high school and a didactic unit that deals with the teaching of narratives, targeted to the 5th grade, are described and analyzed in two surveys of the seventh thematic axis.

Three other academic investigations, which also constitute this axis, expose and analyze interventional activities. The first addresses literacy for 7th grade students with myths and legends, and the second has activities for elementary school students with short stories. Another study proposes activities for 8th grade students, based on the reading of the children's book *Amanhecer esmeralda*, by Ferréz, artistic name of Reginaldo Ferreira da Silva.

There are four works, still from the seventh thematic axis, with intervention proposals of different nomenclatures and pedagogical actions. The first proposes a conversation circle with an unidentified author with more than five books released, visits to libraries and reading circles for 8th grade students. A pedagogical material with epilinguistic activities of discursive analysis with the music genre in the Portuguese Language classes of the 9th grade is proposed in the second research. In the third study, some pedagogical practices of teaching literature with a focus on the construction of Machado's characters in original works and adapted for 7th grade students are presented. The fourth research covers the reading experience involving the body, using vocalized reading as a methodological strategy and the performance of 4th grade students throughout the readings of poems the theme of which is dance.

Reading practice of the learner is the name of the eighth thematic axis that comprises two surveys. The first one seeks to analyze the intentionalities, aspirations and reading experiences of the students of a given school, and the second one focuses on the investigation of the

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8 The Prova Brazil (Brazil Test) is a standardized test, applied by the Ministry of Education, every two years, which involves students in the 5th and 9th grades of elementary school in Brazilian public schools.

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reading practice of the student from the 6th to the 9th grade with regard to the recognition of the main and secondary information of the texts.

The ninth thematic axis, *Teacher training related to reading*, presents four works. The first survey presents a teacher training path developed in a public school in the city of São Paulo, for two years, with a group of elementary school teachers. This training enabled teachers to reflect on the texts, objectives and work methodologies used for teaching reading.

In the second study, the focus is on the training of reading mediators and the objective is to understand the experiences that occurred in the continuing education developed with teachers from the municipal network of Juiz de Fora and with undergraduate and graduate students of a teacher training course. The reading mediations conducted in the formative meetings provided the participants with significant experiences with literature, allowing the perception on the importance of the teacher as a tool of mediation between students and the literary text.

The object of study of the third investigation is the pedagogical coordinator who works from the 1st to the 5th grade, since this professional, in the Reading and Writing Program, is the main responsible for teacher training with regard to reading and writing in schools. Seeking to identify the perceptions and/or understandings that nine coordinators have about their function as teacher educators, the study revealed that these coordinators do not feel prepared to work in teacher training and that the continuing education they receive is insufficient for their performance. In the fourth study, the objective is to compare the effect of training teachers and mothers to apply Module 3, with a focus on the work of reading comprehension of children's books, of the program *Learning to Read and Write in Small Steps,* developed by researchers from the Federal University of ABC, the National Institute of Science and Technology on Behavior, Cognition and Teaching and the Federal University of São Carlos. This program consists of the student's use of the *Individualized Computer Teaching Manager platform* and should be added to the teacher's work in the classroom. In teacher training, the teacher is trained so that, during the student's access to the platform, excessive instructions are not given. In the training of mothers, training is mainly anchored in the quality of interaction between applicator and learner and in the preparation of the environment.

After describing all the thematic axes, Chart 3 shows the research focused on the teaching reading from 2019 to 2023 located by the integrative review in each of the Brazilian States

Chart 3. Table of Brazilian States with research focusing on the teaching reading (2019-2023).

Estados	Qtde pesquisas	Estados	Qtde pesquisas
Acre	0	Alagoas	1
Amapá	0	Bahia	6
Amazonas	2	Ceará	2
Pará	1	Maranhão	1
Rondônia	0	Paraíba	23
Roraima	0	Pernambuco	0
Tocantins	2	Piauí	0
Goiás	3	Rio Grande do Norte	11
Mato Grosso	1	Sergipe	4
Mato Grosso do Sul	2	Espírito Santo	0
Distrito Federal	2	Minas Gerais	21
Paraná	9	Rio de Janeiro	21
Rio Grande do Sul	9	São Paulo	25
Santa Catarina	0	Total	146

Source: Elaborated by the authors.

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By comparing the results of the 2019 Saeb and the surveys focused on the teaching reading from 2019 to 2023 located in each Brazilian state, a remark can be made. Students from the Northern states and from the Northeast had low reading proficiency in this evaluation system, except for Ceará in the 5th and 9th grades, and Pernambuco in high school. It should be noted that, even after the publication of these results in 2019, no or very few studies on the teaching reading were in the Northern and Northeastern states, except for the institutions of Paraíba and Rio Grande do Norte – which is worrying if we consider the formative and knowledge-socializing role of the university.

When analyzing the number of studies by thematic axis, it can be seen that the seventh axis, *Didactic intervention for the teaching of reading,* is the one that contains the most surveys with proposals for teaching reading. This situation indicates that these higher education institutions have been mobilized to study and disseminate proposals for teaching reading, as shown in Chart 4.

Chart 4. Higher education institutions of the seventh axis with proposals for teaching reading (2019-2023).

Higher education institutions	Number of surveys
State University of Paraíba	12
Federal Rural University of Rio de Janeiro	7
Federal University of Rio Grande do Norte	7
Federal University of Triângulo Mineiro	6
Federal University of Campina Grande	5
Federal University of Minas Gerais	5
State University of Western Paraná	4
Federal University of Sergipe	3
Federal University of Ceará	2
State University of Campinas	2
Federal University of Pampa	2
Federal University of Juiz de Fora	2
Federal University of Tocantins	2
State University of Goiás	2
Federal University of Rio Grande do Sul	1
São Paulo State University	1
Federal University of Amazonas	1
Federal University of Mato Grosso do Sul	1
Federal University of Maranhão	1
State University of Londrina	1
College of Science and Technology UNESP of Presidente Prudente	1
State University of Feira de Santana	1
University of Vale do Rio dos Sinos	1
Federal University of Bahia	1
Total	71

Source: Elaborated by the authors.

This training and research action of these universities is of paramount importance so that students in Brazilian schools can have more chances to learn to read with comprehension

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with the teachers who attend the academic environment, often seeking continuing education.

The sixth thematic axis, which deals with the conceptions, strategies, and pedagogical practices around reading, is the second axis with the largest number of surveys. The investigation of the reading conceptions that guide the teaching work and the proposition in research of didactic strategies and practices for the teaching reading gain importance, as they can inspire public policies of teacher training in favor of obtaining more encouraging data in the external reading-comprehension evaluations. It is known that behind every pedagogical action there is a conception of teaching and learning that sustains it. The dissemination of didactic strategies and practices for the teaching reading can support basic education teachers in the elaboration of new proposals for teaching reading, as long as they can reflect on their conceptions and on the strategies and didactic practices, they use in teaching reading. If this occurs, it is likely that they will be able to plan situations in which the student needs to return to the text, with the mediation of the teacher or a more proficient colleague, within a communicative practice, to understand what he has read by means of reading strategies, as indicated in this text in the theoretical framework.

On the other hand, one of the thematic items least addressed in the research analyzed in the integrative review is reading-teaching-related teacher training. The knowledge produced in higher education needs to interact with the practice of teaching reading undertaken in basic education. Teacher training focused on the teaching reading could be one of the interaction links between university and basic school.

FINAL CONSIDERATIONS

This text seeks to present partial data from a literature review, in the form of an integrative review, conducted in the ongoing postdoctoral internship, on the trends of research on the teaching reading in Brazil.

The results of the integrative review shown in this article reveal that the trends in research on the teaching reading in Brazil, in the period from 2019 to 2023, in general, are materialized through studies that focus on: 1) the analysis of textbooks related to the teaching of reading; 2) the analysis of the implications of the Reading and Writing Program on the teaching work and on the formation of readers of literature within the school environment, as well as the National Curriculum Parameters of High School on the designations of the word text in the document; 3) the meanings attributed to the reading room, to books and to the role of the school library in the teaching-learning processes; 4) teaching knowledge and text comprehension activities that assess the reading ability of inference; 5) Information and Communication Technology and gamification in the teaching of reading; 6) the conceptions, strategies and pedagogical practices around reading; 7) didactic intervention for the teaching of reading; 8) the students' reading practice; 9) reading-related teacher development/training.

The integrative review allows us to observe that the themes developed in each thematic axis are relevant to the teaching of reading. However, in training, it is necessary that the teacher, mediated by the trainer, whether in the school or outside it, has access to the content of the research and can reflect on their practice based on this content.

The literature review makes it possible to conclude that there is progress in the production of knowledge about the different possibilities and forms of teaching reading, but there are gaps in the study of reading-related teacher training.

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