



**INTERSEMIOTIC TRANSLATION AS A LITERARY PRACTICE
BASED ON THE SHORT STORY "THE BLACK CAT" BY EDGAR
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ABSTRACT: Literary literacy is an essential concept for the development of reading competence, going beyond the simple decoding of words to encompass the critical and aesthetic understanding of literary texts. This study explores intersemiotic translation as a literary practice, focusing on Edgar Allan Poe's short story *The Black Cat*. The central objective is to investigate how intersemiotic translation contributes to literary literacy and the reinterpretation of the original work into new artistic forms, such as cinema, theater, and illustrations. The research is based on a bibliographic approach, reviewing the literature on literary literacy and intersemiotic translation, as well as analyzing the adaptations of the short story in various artistic media. The experience lived during the Halloween activity highlighted the relevance of this approach by providing an aesthetic immersion that transcended written literature, generating new forms of reading and interpretation. The discussion of the results demonstrates that intersemiotic transposition enriches literary understanding, encouraging the reader to explore new languages and meanings. It is concluded that intersemiotic translation expands the reading experience and offers a powerful pedagogical tool, fostering a deeper and more dynamic engagement with literature.

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Keywords: Intersemiotic translation. Literary literacy. Literary adaptation. The Black Cat. Edgar Allan Poe.

RESUMO: O letramento literário é um conceito essencial para o desenvolvimento da competência leitora, que ultrapassa a simples decodificação de palavras, abrangendo a compreensão crítica e estética dos textos literários. Este estudo explora a tradução intersemiótica como uma prática literária, focando no conto “O Gato Preto” de Edgar Allan Poe. O objetivo central é investigar como a tradução intersemiótica contribui para o letramento literário e a ressignificação da obra original em novas formas artísticas, como cinema, teatro e ilustrações. A pesquisa se baseia em uma abordagem bibliográfica, revisando a literatura sobre letramento literário e tradução intersemiótica, além de analisar as adaptações do conto em diversos meios artísticos. A experiência vivenciada durante a atividade do Halloween evidenciou a relevância dessa abordagem ao proporcionar uma imersão estética que transcendia a literatura escrita, gerando novas formas de leitura e interpretação. A discussão dos resultados demonstra que a transposição intersemiótica enriquece a compreensão literária, estimulando o leitor a explorar novas linguagens e significações. Conclui-se que a tradução intersemiótica amplia a experiência de leitura e oferece uma ferramenta pedagógica poderosa, promovendo um engajamento mais profundo e dinâmico com a literatura.

Palavras-chave: Tradução intersemiótica. Letramento literário. Adaptação literária. O gato preto. Edgar Allan Poe.

INTRODUCTION

Literary literacy is a fundamental concept for the development of reading competence, going beyond the simple decoding of words and encompassing a critical and aesthetic understanding of the literary text. According to Cosson and Lucena (2022), literary literacy is a process of reader education, promoting interaction with literature in a reflective and sensitive way. In this way, literary reading is not limited to capturing the literal meaning of the text, but also stimulates subjective and critical interpretations.

Studies on literary literacy have been widely developed by theorists such as Rildo Cosson, who proposes a literary reading model structured around four axes: motivate,

introduce, experience, and deepen. In the school context, these stages are essential for consolidating the relationship between readers and literary works (Cosson; Segabinazi, 2023).

Intersemiotic translation, a concept developed by Roman Jakobson, refers to the transposition of one system of signs to another, such as the adaptation of a literary work into film, painting, music, or other artistic languages. This form of translation is not limited to the faithful transcription of verbal content, but seeks to reinterpret and resignify the work within the parameters of the new sign system adopted (Soares, 2024).

In the case of Edgar Allan Poe's short story "The Black Cat," intersemiotic translation manifests itself in various forms, such as film adaptations, illustrations, and theatrical performances. The dark and psychological narrative of the tale favors its transposition into other languages, allowing different elements such as light, color, soundtrack, and body expression to convey essential aspects of the story (Reis, 2024).

The practice of intersemiotic translation also fits into the context of literary literacy, as it expands the possibilities for reading and interpreting the original text. According to Cosson and Segabinazi (2023), this interaction between languages makes it possible to build a richer and more dynamic understanding of literature, encouraging readers to explore new forms of meaning.

Intersemiotic translation as a literary practice offers a vast field for research and aesthetic experimentation, allowing classic works such as "The Black Cat" to be reinterpreted in different artistic formats. Integrating this type of approach into literary literacy broadens the understanding of texts and encourages a more active engagement with literature. Thus, the interactions between literature and other forms of art become fundamental for the expanding readers' cultural and critical repertoire (Reis, 2024).

The central problem guiding this research is to understand how intersemiotic translation contributes to the expansion of literary literacy and the re-signification of the original work in new artistic formats. The experience gained during the Halloween activity highlighted the relevance of this approach in providing participants with a differentiated aesthetic immersion, in which literature transcended its written form and manifested itself through other languages such as theater and visual performance.

Thus, the aim of this study lies in the need to explore the potential of intersemiotic translation as a pedagogical and aesthetic tool capable of deepening literary understanding and stimulating new forms of reading and interpretation. Thus, the guiding question behind this

investigation is: how can the intersemiotic translation of the short story "The Black Cat" enhance literary literacy and expand the participants' reading experience?

The study is structured in several sections that address different aspects of intersemiotic translation in the context of literary literacy. The first section is the introduction, which presents the aim, importance and context of the study. Section 2, entitled "Literature Review", is subdivided into four parts: 2.1, which deals with literary literacy and the formation of the reader, discussing how the knowledge and practice of literary reading influences the education and critical formation of the reader; 2.2, which explores the concept of intersemiotic translation and its applications, highlighting how literary works are adapted for different forms of media, such as cinema and television; 2.3, which focuses on Edgar Allan Poe's short story *The Black Cat* and its intersemiotic adaptations, analyzing the transformations of the original work when transposed to other media; and 2.4, which addresses the practical experience of intersemiotic translation in the context of literary literacy, focusing on how adaptations impact the learning process and the construction of meanings.

After the literature review, the study moves on to the methodology, where the research and analysis methods used are detailed, followed by the results, discussion and final considerations, where the conclusions are presented, reflecting on the importance of intersemiotic translation in literary literacy.

LITERATURE REVIEW

2.1 Literary Literacy and the formation of the reader

Literary literacy is an essential component in the formation of critical and reflective readers. The practice of literacy involves reading and interpreting literary texts, encouraging the formation of skills that go beyond decoding, allowing the reader to understand and interact with the works in a deeper way. According to Cosson and Segabinazi (2023), literary literacy practices in schools should be planned in such a way as to provide students with rich and varied experiences that involve not only reading, but also reflecting on the text, its structure and the contexts in which it was produced.

Literary literacy is also fundamental to the development of critical reading. Cosson and Lucena (2022) point out that by working with literature, educators contribute to the formation of readers who understand stories and are able to relate them to their own experiences and the

social context that surrounds them. Literary reading, therefore, is a dynamic process that involves recognizing styles, genres and textual characteristics, as well as understanding their social, cultural and historical implications.

The study of intersemiotic translation is also relevant to the process of literary literacy. Costa (2015) and Ferraro (2012) discuss how adaptations of literary works, such as Edgar Allan Poe's short stories, to other forms of media, such as cinema, present a form of translation that involves both the conversion of one linguistic code into another and the transposition of meanings and emotions between different forms of artistic expression. These adaptations can be a powerful teaching resource for enriching students' literary literacy, broadening their literary experiences and making them aware of the multiple ways of representing the same work.

In addition, Fernandes (2014) analyzes how the cinematographic adaptation of literary works can alter elements such as the setting, the characters and the *mise-en-scène*, fundamental aspects in understanding the original works. Understanding these transformations can contribute to a more critical and richer reading of literary texts, as well as arousing students' interest in the multiple possible interpretations of a work.

Therefore, literary literacy is an essential practice to train readers who, as well as reading, reflect on texts, their adaptations and their contexts, developing a critical and creative reading that prepares them to understand literature in a broader and deeper way.

2.2 Intersemiotic Translation: concept and applications

Intersemiotic translation is a concept that refers to the process of transposing a work from one language to another, considering the transformation of significant elements between different forms of artistic expression, such as literary text for film, theater or other media (Fernandes, 2024). This type of translation involves, in addition to the adaptation of verbal content, the reinterpretation of symbols and meanings contained in the original work. Intersemiotic translation is important in the analysis of how literary works, especially Edgar Allan Poe's short stories, are reformulated and recontextualized in different forms of media, such as cinema, providing new dimensions of interpretation.

In his dissertation, Fernandes (2014) discusses the film adaptation of Poe's *The Fall of the House of Usher*, observing how the setting, characters and *mise-en-scène* are transformed in the film version, maintaining certain literary elements and altering others to adapt to the audiovisual language. This transposition implies a profound adaptation, taking into account the

visual and sensory impact that the film must have on the viewer, and not limiting itself to a simple translation of words.

Indrusiak (2008), when investigating the dialog between the literary short story and suspense in the feature film, highlights the importance of intersemiotic translation as a tool for creating narrative effects that are not present in the original text, but which are fundamental for building the atmosphere of suspense and tension in the cinema. Intersemiotic translation therefore allows literary material to expand and gain new layers of meaning through the use of elements specific to cinematographic language, such as music, lighting and visual effects.

Furthermore, Reis (2024) conducts a comparative analysis of different translations and adaptations of the short story "The Black Cat" by Edgar Allan Poe, highlighting the translation by José Paulo Paes and the children's adaptation by Clarice Lispector. In this case, the intersemiotic translation is analyzed not in terms of fidelity to the original text but in terms of how different adaptations, aimed at different audiences, alter the perception of the story. These changes show how the cinematic and literary versions of a work can be reinterpreted to achieve different objectives and audiences.

Finally, Ribeiro (2013) explores the adaptation of Poe's short story *The Black Cat* for the cinema, focusing on how intersemiotic translation is used to create a new interpretation of the literary text. The research highlights how cinema, by using audiovisual elements such as music, sound and image, is able to reinforce the atmosphere of horror and mystery present in the short story, while at the same time giving the narrative a new look, making it accessible to a contemporary audience.

In short, intersemiotic translation, by converting literary works into other media, plays a crucial role in broadening understanding and creating new readings of the original works. It allows for creative reinterpretation, which transforms the language and the way the content is experienced and experienced by the audience.

2.3 Edgar Allan Poe's Short Story "The Black Cat" and its intersemiotic adaptations

Edgar Allan Poe's short story *The Black Cat* is one of the most adapted and reinterpreted works in literature and cinema. Intersemiotic translation is a process that allows us to explore how a literary work can be transposed into other forms of media, such as cinema, maintaining or transforming its meanings. This type of translation involves adapting not just the words, but the cultural, sensory and symbolic elements that characterize the original work.

Reis (2024) carries out a comparative analysis of different translations of the short story *The Black Cat*, highlighting the versions by José Paulo Paes and Clarice Lispector, which present different approaches to the original text. Paes' translation, for example, preserves Poe's psychological tension and dark atmosphere, while making linguistic adjustments to suit the Brazilian audience. Lispector's children's adaptation, on the other hand, transforms the plot, softening certain elements to make them more accessible to young audiences, thus altering the intention and impact of the story. These changes illustrate how intersemiotic translation is not limited to transposing the text, but involves adapting the narrative to specific contexts.

Ribeiro (2013), in turn, explores how cinema adapts Poe's *The Black Cat*, highlighting the intersemiotic translation in the film of the same name. The film adaptation, transposing the short story to the screen, uses audiovisual resources such as lighting, sound and acting to intensify the atmosphere of suspense and horror. The choice of actors and the visual setting play a crucial role in creating an atmosphere of mystery and madness, central elements in Poe's work, but which take on a new dimension in the cinematographic format.

Oliveira (2016) addresses the challenges of intersemiotic translation in the works of Edgar Allan Poe, with a specific focus on the short story *The Black Cat*. He discusses how cinema, when dealing with Poe's short story, has to face difficulties related to transposing the psychological terror of literature into the visual and sonic impact of cinema. Adaptation requires adapting the psychological and emotional elements that are fundamental to the literary work, so that the audience can understand and experience the fear and horror that permeate the story in an effective way, even without the direct use of Poe's words.

These analyses demonstrate the flexibility and challenges of intersemiotic translation, which involves not just the conversion of one language into another, but a profound transformation of the work, taking into account the different media and audiences for which the adaptation is intended. The short story *The Black Cat*, in its various adaptations, remains a fascinating example of how literature can be reinterpreted and given new meaning by different forms of media.

2.4 The practical experience of intersemiotic translation in the context of literary literacy

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METHODOLOGY

The methodology of this study was structured to ensure the coherence and theoretical foundation necessary to analyze intersemiotic translation as a literary practice based on Edgar Allan Poe's short story "The Black Cat", with an emphasis on the relationship between this approach and literary literacy. To this end, the research adopts a qualitative, exploratory and descriptive approach, with a predominantly bibliographic approach, based on theoretical references on literary literacy, intersemiotic translation, and literary adaptations.

The study is based on a careful literature review, in which relevant sources were selected, including books, scientific articles, and dissertations addressing the central themes of the research. The materials were selected from recognized academic databases such as Scielo, Google Scholar, and journals specializing in literature and translation. The inclusion criteria were publications that directly or indirectly addressed the concepts of literary literacy, intersemiotic translation, and adaptations of "The Black Cat" into other artistic languages. Priority was given to studies published in the last 15 years, in order to guarantee an up-to-date basis, without excluding classic works that are essential for the theoretical foundation, such as those by Roman Jakobson and Rildo Cosson.

Exclusion criteria included works that were not directly related to the object of study, research that was limited to superficial analyses of the work without considering its intersemiotic transposition and materials without academic or scientific backing. In addition, adaptations that were not documented or had no relevance to the context of literary literacy were disregarded.

The qualitative approach adopted seeks to interpret and understand the various forms of intersemiotic translation of "The Black Cat", analyzing how these adaptations contribute to the expansion of literary literacy and the development of new ways of reading and receiving the original text.

Observing this practice allowed us to identify impacts on the participants' reception of the work, providing insights into the effectiveness of intersemiotic transposition as a strategy to stimulate engagement with literature. Thus, the study's methodology is based on a theoretical and practical investigation, combining a literature review and empirical experience to understand the role of intersemiotic translation in the context of literary literacy.

RESULTS

In order to draw up the literary literacy proposal, 15 articles were used, whose foundations are based on current scientific literature on the subject. The choice of articles took into account their relevance and contribution to understanding literary literacy practices and their implications for English language teaching.

These articles, presented in Table 1, cover various aspects of intersemiotic translation, literary adaptation and literature teaching, providing a solid basis for the development of the proposal. The analysis of the studies provided essential theoretical input for the construction of effective strategies for integrating literary literacy into teaching, reflecting the most recent academic discussions on the subject.

Table 1- Authors mentioned in the literature to support the study

Author(s)	Year	Theme	Discussion	Findings
Cosson, Rildo; Segabinazi, Daniela (Org.)	2023	<i>Literary literacy practices at school: proposals for primary education</i>	Analysis of literary literacy practices and their implementation in basic education, with a focus on proposed activities and methodological approaches.	It presents practical proposals to improve the teaching of literary literacy, promoting critical analysis and comprehension.
Cosson, Rildo; Lucena, Josete Marinho De (Org.)	2022	<i>Literature - Study and teaching. Literary reading. Literary literacy</i>	It explores the concepts of literary reading and literary literacy, addressing theories and pedagogical practices.	It discusses approaches to teaching literature and literacy, highlighting the importance of critical reading in the educational context.

Costa, Miriam A.	2015	<i>Intersemiotic translation and its applications in the adaptation of Edgar Allan Poe short stories</i>	A study of the possibilities and challenges of intersemiotic translation, with a focus on adaptations of Poe's short stories for other media.	It points out the complexities of intersemiotic translation and its application in film and literary adaptations.
Ferraro, Lilian	2012	<i>Intersemiotic translation: the case of Edgar Allan Poe and the film adaptation of "The Black Cat"</i>	It analyzes the adaptation of the short story "The Black Cat" for the cinema, highlighting the differences between the literary text and the film.	The film adaptation alters elements of the original story to suit the demands of audiovisual language.
Fernandes, Auricélio Soares	2014	<i>The "fall" of Poe's and Corman's houses: setting, characters and mise-en-scène</i>	Research into film adaptations of Poe's short stories, focusing on setting and characters.	It highlights how cinematographic choices are reflected in the construction of atmosphere and characterization of the characters.
Indrusiak, Elaine Barros	2008	<i>Narratives of effect: a dialog between the literary short story and the feature film thriller</i>	A comparative study of Edgar Allan Poe's short stories and their film adaptations, with an emphasis on suspense and narrative effects.	He points out how the adaptations maintain or modify the suspenseful atmosphere of the original tales.

Reis, Alexandre Pereira	2024	<i>Edgar Allan Poe's "The Black Cat": a comparative analysis between José Paulo Paes' translation and Clarice Lispector's children's translation/adaptation</i>	Comparison between different translations and adaptations of the short story <i>The Black Cat</i> , analyzing the variations in style and interpretation in the versions.	It highlights the differences in style and approach in translation/adaptation, which are reflected in the interpretations of the works.
Ribeiro, Joana P.	2013	<i>A study of intersemiotic translation in cinema: the adaptation of Poe's "The Black Cat" into the film of the same name</i>	Analysis of the adaptation of the short story <i>The Black Cat</i> for the cinema, discussing the implications of intersemiotic translation in the change of medium.	It presents a detailed analysis of the transformations in the plot and narrative when the short story is transformed into a movie.
Oliveira, Renato L. De	2016	<i>Intersemiotic translation and its challenges in the works of Edgar Allan Poe: the short story "The Black Cat" in cinema and literature</i>	It explores the transposition of Poe's short story "The Black Cat" into film, highlighting the challenges of translation intersemiotic and its implications.	Identifies the difficulties faced when adapting Poe for different media, while maintaining the essence of the original work.

MARQUES, Milton	2008	<i>Introduction to classical studies</i>	An introductory study of the classics of literature, addressing the foundations of literary studies and their importance in teaching and critical analysis.	It offers an overview of the main elements of literary studies, with a focus on classical works.
MILTON, John	2015	<i>Translation & adaptation</i>	It discusses the concepts and distinctions between translation and adaptation, focusing on the cultural and linguistic implications of these processes.	It presents an analysis of the conceptual differences between translation and adaptation, highlighting their implications for fidelity to the original.
MONTERO, Tereza; MANZO, Lícia	2015	<i>Clarice Lispector: Other Writings</i>	Study of the works of Clarice Lispector, with an emphasis on her non-fictional productions and her approaches to literature and the human being.	It presents the multiple facets of Lispector's writing and her contribution to literary literacy and critical reflection.

OUSTINOFF, Michaël	2015	<i>Translation: History, theories and methods</i>	Analysis of the history of translation and the main translation methods, including intersemiotic translation, and their practical applications.	It provides an in-depth understanding of translation methods, with an emphasis on their applications and challenges.
SOARES, Maria Núbia Lopes	2024	<i>The relationship between Edgar Allan Poe's masterpiece and the film adaptation "The Fall of the House of Usher" (2023)</i>	A study of Poe's film adaptations, especially the adaptation of "The Fall of the House of Usher" by 2023, analyzing its relationship with the original work.	It highlights the differences between the original text and the film adaptation, exploring their artistic and narrative choices.
SOUSA, Franciane Costa de	2017	<i>A culturalist approach to the intersemiotic translation of the short story The Masque of the Red Death into the TV series Edgar's Tales</i>	Analysis of how intersemiotic translation is applied in the short story <i>The Masque of the Red Death</i> , adapted for the TV series <i>Edgar's Tales</i> , with a focus on cultural transposition.	It discusses how intersemiotic translation preserves or alters cultural and narrative elements when transposing to TV.

Source: Author, 2025

Table 2- Proposal for literary literacy practice for English language teaching

Stage	Description of Activity	Objective	Tools/Resources
1. choice of literary work	Selection of a relevant short story or literary passage (example: <i>The Black Cat</i> by Edgar Allan Poe or <i>The Lottery</i> by Shirley Jackson).	Choose a work that stimulates reflection and critical analysis.	Literary texts (digital or printed)
2. Guided Reading	Reading in class, with guiding questions for discussion in groups after each part.	Improve reading comprehension and encourage debate on the central themes of the work.	Printed or digital text, guiding questions
3. Analysis of Literary Elements	Discussion on the theme, characters, writing style and setting of the work.	Develop literary analysis skills, identifying the essential components of the text.	Whiteboard, markers, student notes
4. Intersemiotic Translation Activity	Adaptation of an excerpt from the work into another form of media (such as film, theater or illustration).	Work on students' creativity and understanding of the work in different forms of expression.	Presentation materials (paper, markers, audiovisual resources, if necessary)
5. Discussion and reflection	Presentation of the adaptations, followed by discussions on the choices made and the effects of the adaptation.	Encourage critical reflection on intersemiotic adaptations and their relationship with the original work.	Classroom, support materials for discussion
6. Evaluation	Evaluation based on participation, literary analysis and the quality of the adaptation.	To assess literary and creative comprehension skills, as well as the ability to adapt.	Evaluation rubric, individual and collective feedback

Source: Author, 2025

The proposal for literary literacy practice in English language teaching aims to offer students an interactive and engaging learning experience, developing their linguistic and literary skills. Based on 15 articles from scientific literature, this proposal was built on solid foundations and current academic discussions on literary literacy, intersemiotic translation and literary analysis. The choice of texts, such as *The Black Cat* by Edgar Allan Poe and *The Lottery* by Shirley Jackson, reflects the importance of works that address cultural, psychological and social issues, providing a rich and meaningful experience for students.

Through activities such as guided reading, analysis of literary elements, and intersemiotic adaptation, students will have the opportunity to deepen their understanding of literary texts while developing critical and creative analysis skills. The proposal also includes reflection on translation from one medium to another (such as the adaptation of a literary text for film or theater), broadening the students' repertoire and promoting a deeper understanding of the original work and its various interpretations.

This practice offers clear benefits, such as improving reading skills, developing creativity and promoting greater cultural integration, all in an approach that values critical reflection and debate among students. Literary literacy therefore reinforces mastery of the English language and promotes the formation of citizens who are more aware of the multiple layers of meaning present in literary texts.

DISCUSSION

The discussion of the authors mentioned and their work reveals a rich interconnection between literary literacy, intersemiotic translation and literature teaching, particularly in the context of English language teaching. These studies address different aspects of literature and its adaptations, focusing on the analysis of literary works, such as Edgar Allan Poe's short stories, and how they are transposed into other media, such as film and television. Literary literacy, in this context, takes on even greater relevance, as it is the ability to understand, interpret and evaluate literary works, taking into account the different forms of language and their multiple interpretations.

Authors such as Cosson and Segabinazi (2023), in their work on literary literacy practices at school, emphasize the importance of integrating literary literacy into basic education, proposing activities that encourage critical reading and reflection on literary texts.

Literary literacy is seen as an essential tool for developing reading skills, as well as for training critical and participatory citizens. These authors suggest that, when teaching literature, students should have the opportunity to discuss and interpret different types of texts, such as short stories, poetry and novels, so that they can relate literary works to their life experiences and the cultural context to which they belong.

Intersemiotic translation, discussed by authors such as Costa (2015) and Ferraro (2012), proves to be a fascinating field of study when considering how literary works can be reinterpreted and reimagined in other media, such as cinema. The cinematic adaptation of literary texts, such as Poe's short story *The Black Cat*, for example, offers an interesting approach to teaching literature, allowing students to explore the differences and similarities between the media and the transformations that occur when a work is transposed to film. This discussion of intersemiotic translation is especially relevant to English language teaching, since students can analyze and compare the English versions of a literary work with its translations and adaptations, developing critical and interpretive skills.

In addition, Reis' work (2024) on the comparative analysis of translations of Poe's *The Black Cat*, and Ribeiro's study (2013) on film adaptation, exemplify how differences in translations can influence the reception and understanding of the original text. These studies highlight the crucial role of translation and adaptation in conveying cultural and literary meaning, which is of great relevance to the teaching of English language, as it provides an opportunity for students to discuss translation choices and their implications for the interpretation of texts.

In this sense, the proposal presented in Table 2 aims to integrate these theoretical and practical approaches in English language teaching, with a focus on literary literacy. The idea is that, when working with literary works, students not only engage with the original literary text, but also explore its adaptations in other forms of media, such as films, series and other translations. This practice allows them to develop a deeper understanding of the text, while at the same time improving their language skills in English. By analyzing the works and their adaptations, students can learn to identify and reflect on the author's and translator's choices, understand the cultural nuances present in the texts and apply this knowledge to improve their understanding of the language and their ability to express themselves critically about the literary world.

Therefore, the integration of literary literacy into English language teaching, based on the proposals of the authors discussed, not only contributes to the development of language

skills, but also encourages critical reflection on the role of literature and intersemiotic translation in the formation of readers and interpreters of culture.

FINAL CONSIDERATIONS

This study demonstrated the importance of intersemiotic translation as an effective literary practice for teaching English, especially in the context of classic texts such as Edgar Allan Poe's short story *The Black Cat*. The proposal presented integrated elements of literary literacy, critical analysis and adaptation from one medium to another, promoting a dynamic and interactive approach that facilitates in-depth understanding of literary texts.

Intersemiotic translation, by allowing students to adapt a literary text to other forms of expression, such as film or theater, stimulates creativity, reflection and critical analysis. This allows students to read, interpret the story and experience the text in a way that increases their understanding of its symbolic and thematic layers.

In addition, the practice favors the development of students' language skills, allowing them to engage with the language in a more complete way, connected to relevant cultural and social aspects. The study therefore reinforces the importance of incorporating innovative practices, such as intersemiotic translation, into the teaching of literature, contributing to the formation of critical and aware readers.

In short, by working with literary texts in different forms and media, as proposed in this study, students are invited to explore new ways of relating to the literary work, expanding their perception of the text and the various possibilities of interpretation and artistic expression. In this way, intersemiotic translation is consolidated as a powerful tool in English language teaching, promoting literary literacy in an innovative and enriching way.

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