

LANGUAGE TEACHING X LANGUAGE APPROPRIATION: sociolinguistic approach of public high school students

O ENSINO DA LÍNGUA X APROPRIAÇÃO DA LINGUAGEM: abordagem sociolinguística de alunos do ensino médio de escola pública

Adailton Di Lauro Dias¹ - UNEB
Deusira Nunes Di Lauro Dias² - UNEB
Marcus Antonius da Costa Nunes³ - UFS

ABSTRACT

This article aims to analyze the possible causes for the divergence that is observed between theory and practice in relation to the appropriation of language in a sociolinguistic approach in high school graduating students. Methodologically, it is situated as a research with a qualitative approach, which is based on the analysis of the main aspects that interfere in the appropriation of the student's language, through the collection of data observed in a natural context and in the interpretation of meanings. The data collection procedure was characterized by field research and its participants were 31 students from the 3rd Year of High School at night. The research universe consisted of a state school of basic education in Teixeira de Freitas - BA. The results indicated that the students surveyed have difficulties both in writing and in reading and speaking.

KEYWORDS: Sociolinguistic approach; High school; Appropriation of language.

RESUMO

Este artigo tem por objetivo analisar as possíveis causas para a divergência que se constata entre a teoria e a prática em relação à apropriação da linguagem em uma abordagem sociolinguística em estudantes concluintes do Ensino Médio. Metodologicamente, situa-se como pesquisa de abordagem qualitativa, que se sustenta na análise dos principais aspectos que interferem na apropriação da linguagem do estudante, através de coleta de dados observados em contexto natural e na interpretação de significados. O procedimento da coleta de dados caracterizou-se pela pesquisa de campo e seus partícipes foram 31 alunos do 3º Ano do Ensino Médio do período noturno. O universo da pesquisa foi composto por uma escola estadual de educação básica de Teixeira de Freitas - BA. Os resultados assinalaram que os alunos pesquisados têm dificuldades tanto na escrita quanto na leitura e oralidade.

PALAVRAS-CHAVE: Abordagem sociolinguística; Ensino Médio; Apropriação da linguagem.

DOI: 10.21920/recei72022826345362
<http://dx.doi.org/10.21920/recei72022826345362>

¹Licenciado em Letras pela Universidade do Estado da Bahia. Atualmente é professor de Língua Portuguesa no Instituto Federal de Ciências e Tecnologia da Bahia. E-mail: adailtondilauro@gmail.com / ORCID: <https://orcid.org/0000-0002-7935-7330>.

²Graduada em Letras - Língua Portuguesa e Literaturas de Língua Portuguesa pela UNEB. Atua como professora de língua portuguesa da rede estadual da Bahia. E-mail: deusadilauro@hotmail.com / ORCID: <https://orcid.org/0000-0001-5586-8964>.

³Doutorado em Engenharia Mecânica pela Universidade Federal de Santa Catarina. Graduado em Engenharia Mecânica pela Universidade Federal do Espírito Santo. É Professor Titular Aposentado da Universidade Federal do Espírito Santo. E-mail: marcus.nunes@ivc.br / ORCID: <https://orcid.org/0000-0001-7971-8768>.

INTRODUCTION

This study is relevant because it conducts research on language teaching and language appropriation by Portuguese speakers, students in their third year of high school. It is noticed, in this context, a series of situations that show difficulties of many individuals who, even after finishing high school, have deficiencies in the use of the rules that govern the mother tongue.

Several authors (BAGNO, 2011; KLEIN, 2003; SOARES, 2003) have observed that despite the numerous advances in language teaching methods, many students, especially those from public schools, finish this important stage of school life without effectively mastering the rules of the written register of the Portuguese language.

The elaboration of this work and the execution of the objectives are intended to go beyond the 'four walls' of any school, classroom and similar spaces, trying to foster a taste for reading in students, information and transformation through the different types of proposed readings, aiming at the formation of a reading society and, consequently, a producer of knowledge.

According to linguists, such as Bagno (2011), reading and writing means to encode in written language (write) and decode written language (read). However, this is not enough, since the individual needs to appropriate, to make use of the social practices of reading and writing. For Klein (2003), the appropriation of reading and writing is a complex process that involves both mastering the alphabetic/orthographic system and understanding and using the written language in numerous social practices, occupying a prominent place in the teaching-learning process.

Such appropriation should be interconnected to the dimensions that articulate themselves in a process involving: linguistic dimension, which makes the transition from orality to writing; cognitive dimension, which provides the mental activities to maintain themselves in interaction with the written language; cognitive dimension, which provides the mental activities to keep in interaction with writing both in the acquisition of the code and in the production of its meaning; and sociocultural dimension, which reveals the functionality and adequacy of reading and writing in social practices (SOARES, 2003).

In view of the above, it is observed that there is a gap between theory and practice in the teaching-learning process of the Portuguese language, which need to be in consonance so that it can be truly understood and used. To present this study, it was necessary to resort to a thorough analysis with the theorists, thus producing a more comprehensive research on the issues involving language teaching.

Based on studies about language teaching and language appropriation, we intend to analyze the factors that interfere in the process of language appropriation in the school career, emphasizing the 3rd year of high school and investigating the guiding questions of the study/research problem: What are the reasons why students, even having access to formal language teaching, do not appropriate the language and how can language teaching become more meaningful and efficient for speakers? In this way, this sociolinguistic approach gives new clues about alternatives that can lead to a teaching that effectively reaches Portuguese speakers and makes it possible to reflect on the pedagogical praxis.

The present study aims to analyze the possible causes for the divergence between theory and practice regarding the appropriation of language in a sociolinguistic approach in 3rd grade students of a public school in Teixeira de Freitas-BA. It also seeks to verify, through qualitative research, the bibliographic review of the main scholars in the area of languages.

Thus, the study has as specific objectives: to contextualize language teaching and social issues; to approach language teaching, from orality to writing, focusing on reading and text

production at school and, finally, to verify the relevance of new practices of language teaching by showing the applicability of Portuguese language methodologies in high school.

This study is justified by the constant concern of professionals who teach Portuguese language and who are faced with a discouraging reality in relation to reading, the practice of textual production, speaking and writing in general, by students who finish high school in the state public school. It is also based on the conception that methodological resources and the development of a taste for reading should be given due importance for the formation of a good reader, which made the execution of this work necessary.

Therefore, it is also justified due to the intention of seeking subsidies that will build solid bases for the reflections exposed above, seeking to understand the mechanisms that lead some educational institutions not to commit themselves to the formation of a critical citizen, reader, participative and active in their daily lives, subject of their own history and that, on the contrary, gives birth to the student-function - a passive being unable to establish an interlocution.

To this end, the school needs to value linguistic diversity and the diversity of knowledge, derived from previous experiences. Thus, some students believe that they are unable to match the teachers' teachings and feel unable to learn to read and write proficiently or, even, to interpret texts properly. In this scenario, the National Curricular Parameters (PCN) emphasize the diversity of texts that exists outside the school environment and that needs to be in line with the expansion of the learner's literate knowledge (BRASIL, 2001).

Knowledge is built, therefore, from various sources of reading that are presented to them, and the methodological resources, in this regard, will only help to obtain the pleasurable taste for reading and cause a motivational effect on the student.

THEORETICAL REFERENCE

Language teaching and the language

One does not enter the classroom without first being aware of two basic points: why one teaches and how one teaches. Travaglia (2009) insists that there is no good teaching without a deep knowledge of the object of teaching (in this case, the Portuguese language) and of the elements that shape what takes place in the classroom due to the many choices that are made and that are not made.

The most important thing is to realize that there is the possibility of taking several paths, and the teacher must be attentive to choose the one that is most pertinent and productive for his/her classroom activities.

It is important, here, to make an initial distinction between two terms that are apparently synonymous, but have a different theoretical charge: language and language. For Matta (2009), the expression language designates a universal human faculty, something that characterizes a phenomenon of the human species as homo sapiens, that is, as a reflexive subject, because through language we manage to become social, rational beings. The term language refers to a particular natural and historical language, which has its own characteristics, for example, "Portuguese language", "Japanese language", "French language", "German language", etc.

An important issue for the teaching of Portuguese language is the way the teacher conceives language and language, because the way one conceives the fundamental nature of language greatly alters how one structures the work with language in terms of teaching. The conception of language is as important as the attitude one has towards education.

It is necessary to know the different conceptions of language that guide the practice of the Portuguese Language teacher. The teacher seeks to exchange experiences and expand the knowledge of this immeasurable universe - language - so that it reveals itself as knowledge constitutive of his practice and social dynamics. For that, it is necessary to get in touch with each individual's truths, desires, certainties and motivations, for only then can one invest in formative experiences that, effectively, may contribute to pedagogical practice, going beyond frontiers that are always challenging and instigating (MATTA, 2009).

The first conception sees 'language as an expression of thought'. For this conception, people do not express themselves well because they do not think. Expression is built inside the mind, and its exteriorization is only a translation. The enunciation is a monological, individual act, which is not affected by the other or by the circumstances that constitute the social situation in which the enunciation happens (TRAVAGLIA, 2009).

Thus, for everything that one has to say there is an adequate expression, of the psychological subject, individual, owner of his will and actions. It is a subject determined by the ego that builds a mental representation and wants this mental representation to be perceived by his interlocutor in the same way it was mentalized (MATTA, 2009).

In this way of understanding language, if a person does not know how to express himself, it is because he does not think. It is as if language were the exteriorization, a translation of what is built inside the mind. Thus, language is an individual act, which is not influenced by others or by the circumstances of the social situation in which language occurs. Language, then, will be well articulated and organized as a consequence of each person's ability to organize his or her thoughts in a logical way.

Traditional Grammar (or normative or prescriptive Grammar) is based on this conception of language: the grammatical norms of speaking and writing "well" represent a good mental organization of the individuals who use them. The prejudice is precisely there, as it excludes those people who did not have the opportunity to learn Traditional Grammar. Would it be the case to say that these people do not know how to think? (MATTA, 2009).

The second conception sees 'language as an instrument of communication, as an objective means for communication'. In this conception, language is seen as a code, that is, as a set of signs that combine according to rules, and that is able to transmit a message, information from a sender to a receiver. This code must, therefore, be mastered by the speakers so that communication can take place. As the use of the code that is language is a social act, consequently involving at least two people, it is necessary that the code be used in a similar, pre-established and agreed way for communication to take place (TRAVAGLIA, 2009).

Language, through this conception, is the instrument of communication, therefore, language is seen only as a code (a set of signs that combine according to rules) and that enables the transmission to the receiver of a particular message (information). There is only one possibility of understanding the message given by the author (sender), thus what is said speaks for itself and it is up to the receiver (receiver) to understand and assimilate (MATTA, 2009).

In this conception, the speaker has in his mind a message to transmit to a listener, that is, information that he wants to reach the other. To do this, he puts it in code and sends it to the other through a channel. The other receives the coded signals and turns them back into a message. This is the decoding. Thus, as the use of the code (which is the language) is a social act, involving at least two people - the interlocutors (MATTA, 2009), for communication to be established between these interlocutors, it is necessary that the code be used in a similar way, agreed upon between them.

In this context, a new concept of Grammar - Descriptive Grammar - appears. This grammar admits the spoken or written language as a variable datum, that is, as non-uniform. Grammatical will be everything that meets the rules of language functioning, according to a certain linguistic variety (MATTA, 2009). Thus, one person understands another's message according to the characteristics of the variety of language they use.

The third conception sees 'language as a form or process of interaction'. In this conception, what the individual does when using language is not only to translate and externalize a thought, or transmit information to others, but also to perform actions, to act, to act on the interlocutor (listener/reader). Language is, therefore, a place of human interaction, of communicative interaction through the production of effects of meaning among interlocutors in a given communication situation and in a social-historical and ideological context. Language users or interlocutors interact as subjects who occupy social places and "speak" and "hear" from these places according to imaginary formations (images) that society has established for such social places (TRAVAGLIA, 2009).

As Neder (1992, p. 42-43) states, quoting Bakhtin (1986, p. 123), for this conception,

The true substance of language is not constituted by an abstract system of linguistic forms, nor by the isolated monologic utterance, nor by the psychophysiological act of its production, but by the social phenomenon of verbal interaction, performed by the utterance or utterances. Verbal interaction thus constitutes the fundamental reality of language.

According to this conception, the individual employs language not only to express thought or to transmit information to another individual, but it is the locus of action. In this way, language is seen as an activity as a form of action that constitutes and is constituted by subjects. According to Matta (2009), the evidence that languages exist only to promote interaction between people, in a functional and contextualized way, can legitimately ground a language teaching that is, individually and socially, productive and relevant.

Language appropriation and sociolinguistics

There is a constant questioning from language scholars, education professionals, and teachers in the area of language in relation to the appropriation, or rather, the non-appropriation of language by students who, even having access to different text carriers throughout their school career, do not always demonstrate mastery of grammatical norms, even the simplest ones. Besides, there is a concern of the governmental agencies that regulate the Brazilian educational system that, through external evaluations, have verified a deficit in the students' learning in relation to the Portuguese language.

It is known that the development of linguistic knowledge implies reading comprehensively and critically diverse texts: written production in standard language; analysis and manipulation of the structural organization of the language and perception of different languages (literary, visual, etc.) as a way to understand the world. However, the lack of ability with the Portuguese language in all its aspects, manifested in students belonging to the various levels, has been a constant concern that has provoked discussions among teachers and scholars of the mother tongue. These discussions are based on the following question: why do mother tongue speakers lack familiarity with the rules of the mother tongue?

In a 2003 reading assessment conducted by the Program for International Student Assessment (PISA), Brazil ranked last among the thirty-two countries assessed in relation to

reading ability, assimilation and interpretation of texts. This result is not consistent with the teaching objectives recommended in the National Curricular Parameters (BRASIL, 2001), which foresee the formation of proficient readers and competent users of writing.

Piaget (1995) states that the social environment is very important for cognitive assimilation and the student only reaches accommodation, that is, the fixation of the content if he is motivated, truly interested in the class, whether for professional or personal reasons. Otherwise, the student will just memorize the material for an exam, for example, and then forget it. Hence, the school's role is essential, since it is responsible for guiding the "good use" of language by intensifying a daily reflection on the language of each student, while observing and maintaining relations between the use of this language and activities of linguistic analysis and explanation of grammar, as well as different applications of linguistic variants, with values and functions of appropriate use, since there are no linguistically homogeneous communities.

On the other hand, heterogeneity is inevitable and each and every social stratum is willingly accepted in the interaction of the whole, whether controversial or not. However, the normative grammar should not be despised, because it is part of reality, besides being considered the standard norm of the Portuguese language. This is because the teaching of the Portuguese language, in addition to preparing the student to deal with different languages and their various manifestations, is essential to ensure access to other areas of knowledge.

As Gnerre et al. (1985) point out, the view of language as a code or as a simple item of the communication process is overcome and its complex nature, its relations with the notions of register and variation, and its social-functional aspects are faced.

In Brazil, in recent times, linguistic variation has been the object of intense linguistic-pedagogical debates, with the purpose of sensitizing the posture of teachers who, until a few years ago, had the predominant view that the main function of the school was to "fit" their students into the Portuguese cultic norm, that is, to correct the "wrong Portuguese" (MATTA, 2009).

Says Possenti (1984, p. 88) that: "It is necessary to say with all the letters that all varieties are good and correct, and that they function according to rules as rigid as one imagines them to be the rules of the classical language of the best authors. Varieties are therefore not errors, but differences".

Accordingly, language must be observed as a reality in essence dynamic, as a social act of those who use, create and recreate it, and is therefore a heterogeneous and dynamic set of varieties, with recognized equality and legitimacy.

Through the mastery of the resources of expression, language should become, above all, a real possibility to lead high school students to access cultural goods, to articulate these goods and this knowledge to the interests of their class.

There are still people who think that the way of speaking from one region is better than that of another. This is one of the most elementary prejudices that is propagated. Every regional variety is an instrument of identity for a given group. To be a nordestino, mineiro, paulista, to be gaúcho, carioca, etc. As Bertoni-Ricardo (2004, p. 33) says, "a reason for pride for those who are, and the way to feed this pride is to use the language of their region and practice their cultural habits". Usually these distinctions are manifested in the pronunciation of some sounds, in the rhythm, melody and vocabulary, characteristic of a given place.

It cannot be denied that some languages appear to be more prestigious than others in society. The cause of this view is usually social: in large Brazilian cities, for example, where speakers of several regional varieties live, groups with greater political and economic power end up having their variety considered more correct and more beautiful. It is, therefore, historical, political and economic factors that give certain varieties of speech greater prestige. However, such

fact is not supported by any scientific basis and must be rejected and fought, in order to effectively cultivate the true values of Brazilian cultural plurality in teaching activities and, especially, in life (MATTA, 2009).

In this scope presented, Camacho cites:

It is obvious that the distribution of social values becomes institutionalized by the elevation of a prestigious variety to the status of standard language that, as such, becomes conveyed in the school system, in the media, in the official language of the state, etc. The mechanism is simple: as the holders of the prestigious variety control the public power of the institutions, which emanates from economic and social relations, they also hold the authority to bind the language to the variety they employ (CAMACHO, 2003, p. 59).

Also, age, gender, and occupation may prove to be a lexical and syntactic inventory common to all members of a relatively homogeneous linguistic community. These are situations in which the grandfather cannot understand certain expressions used by his grandson, or those in which women are not allowed to use certain expressions or vocabulary proper to men.

It is common knowledge that special or technical languages occur, whose members share a special form of professional, scientific or recreational activity. This is where scientific jargon, soccer language, slang, the code of the drug dealers, for example, come in. In the case of slang, typical of young people, especially teenagers, the creative and "different" language has an excluding character, because only those who belong to the group can speak this way. So much so that, when other age groups begin to appropriate their terms, they no longer use them and start creating new terms and expressions (MATTA, 2009).

The same speaker may, in a single day or in a matter of hours, use a range of linguistic varieties, as long as he has at his disposal more than one variant, making it seem as if he adopts different characters for different scenes in which he acts. For example, a teacher, when he is putting some question to his principal, does it differently than when he is at home dealing with his children. It is the well-known question of dressing linguistically according to the occasion. Except in cases of the most extreme misery where the wearer has only one outfit for all occasions. This is also the case with speakers and their "lines" (BORTONI-RICARDO, 2004).

Even when the speaker has mastery and constantly uses a formal style, there are nuances of this formality - greater formality, less formality - for the different situations in which it is placed. In other words, speakers alternate monitored styles, which require more attention and planning, and non-monitored styles, which are more spontaneous and reveal the life story of that speaker.

The language when it is monitored needs to cause good impression to the interlocutor, when the situation itself requires a language style are the environment, the interlocutor or the topic of conversation (MATTA, 2009).

The important thing in this history of linguistic variation is that it is admitted at school, because it is present on school benches, in the person of each one of our students. Linguistic variation has to be seen as a fact of the language, its own and inseparable from it.

For Bagno (2003), this variation should be discussed with the students, showing them how the different languages are, why they are different, and what this represents; making comparisons between the variants, establishing the differences and similarities. Thus, Bagno (1999) cites that it is important to discuss how society views this variation, its prejudices and the consequences in everyone's life. To clarify them, finally, that the phenomenon of variation, to a greater or lesser extent, is a characteristic factor of most languages in the world. It is not exclusive to the use of language in Brazil, as many may think.

The linguistic variety(s) that each individual masters, in its oral modality, is the effect of a natural learning process in function of the interlocutive processes (relationship with the other) arising from his life, from his history, from his relations with his family, with his group of friends, in his community, with the media, at his work, in his church, etc.. In all these situations, he negotiated meanings, added new knowledge to the old, interacted, collaborated. And his language was being established, as an active, productive process (MATTA, 2009).

For Silva (2009), if the language domain in the private instance occurs by a natural, spontaneous process, proper of the act of interacting with family, friends, co-workers and others, in a tranquil way, without traumas, it would be logical to think that the language domain in the public instance should also follow the same step.

When entering school, especially through the acquisition of written language and its consequent skills - reading and writing - new interactions with language of different natures open up: these are the public instances of language use, distinct from the previous universe, the private instances.

METHODOLOGICAL PROCESS

As a scientific research methodology, in the first moment, readings were carried out whose premises addressed issues such as the history of language teaching in Brazil, the main obstacles of this teaching, as well as how the process of language appropriation occurred.

The need to establish a parallel between the most relevant issues on language teaching led us to resort to several works. This time frame allowed for a deeper understanding of language teaching and, consequently, of the changes that have occurred in the last decades.

In the second moment, through qualitative research and data collection, an analysis of the main aspects that interfere in the language appropriation of the high school student was carried out. Thus, the objects of the present study will be listed, such as the ideology present, the cultural issue, and the sociolinguistic approach.

The study presented the use of exploratory research as a methodological possibility, aiming at deepening the issues in question, since it aims at the development, clarification and change of concepts and ideas, also aiming at the formulation of essential problems or analyzable hypotheses in further studies. According to Lakatos and Marconi (2002), scientific research can be considered as a formal procedure with a reflective thinking method that requires scientific treatment and constitutes the way to know the reality or to discover partial truths.

The method used was field research, since this alternative allowed a more in-depth study with thirty-one (31) 3rd year high school students from a public state school in Teixeira de Freitas-BA, about the appropriation of language in a sociolinguistic perspective. According to Minayo (2006), through field research work, a basic characteristic of qualitative research, we have the possibility of approaching the event to create knowledge from reality.

Thus, the verification was done by means of data analysis in a qualitative way, with the purpose of obtaining quality information, bringing a broad view of the knowledge that was part of the Portuguese Language classes in the 3rd year classroom of the night period. It is a theoretical-practical study, which is also based on the perspective of Turato (2005).

The research was basically carried out through direct observation of the reading and textual production activities of the group studied (31 students of EM) and questionnaires answered by these collaborators of the study to capture the interpretations of what occurs in that reality. The approach method was the hypothetico-deductive one, which begins with the

perception of a gap in knowledge about which it formulates hypotheses and, by the deductive process, tests the occurrence of phenomena covered by the hypothesis (GIL, 2008).

To collect the data necessary for the development of this study, the infra-structural questionnaires were delivered to 3rd year high school students, participants of the field research in order to verify their views on the aspects that prevent or hinder the appropriation of the standard norm in the school trajectory in the Portuguese Language class.

Triviños (1987, p. 146) states that research with infrastructure questionnaires,

It is characterized by basic questioning that is supported by theories and hypotheses that relate to the research topic. The questioning would give rise to new hypotheses arising from the responses of the informants. The main focus would be placed by the investigator-interviewer [...], besides maintaining the conscious and active presence of the researcher in the information gathering process.

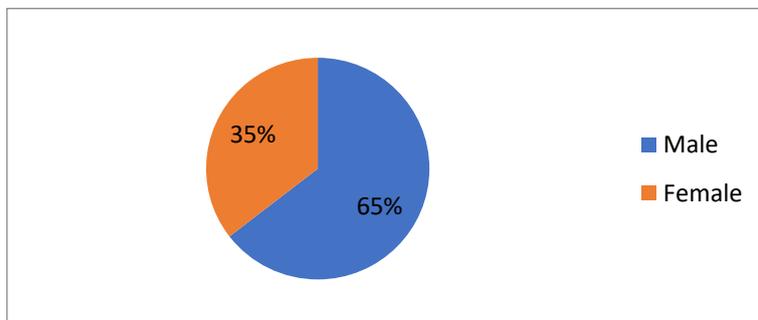
In the case of this research, as for the delivery of the questionnaires, it was done personally, relying on a semi-structured script. The research began in October 2021 and ended in November of the same year.

RESULTS OF ANALYSIS

A priori, we outlined the annual planning of Portuguese language of the 3rd year of high school and the Political Pedagogical Project (PPP) of the school participating in the research.

A posteriori, the 'impressions' of the 3rd year high school students were observed, which brought their vision about the appropriation of the language and the Portuguese language in the school context, in order to transform them into considerable information about the research objective. We also sought to understand the orality marks in the students' analyzed texts.

In the data analysis from the application of sociolinguistic questionnaires in the Portuguese Language subject classroom with respect to the 31 students of the 3rd year of night school, 65% of the collaborators of the research were male and 35%, female (Graphic 1).

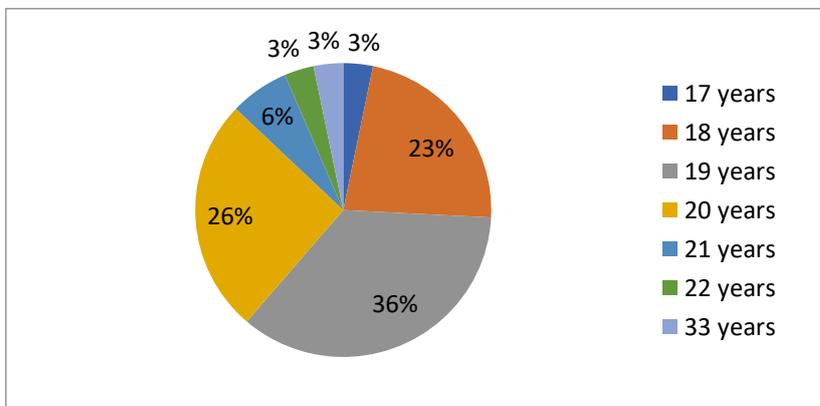


Graph 01: Gender of the respondents.
Source: Research data (2021).

Regarding the age range, a heterogeneity was observed (Graph 2). Most (36%) were 19 years old, 20 years old (26%) and 18 years old (23%). Some of them were 21, 22 and 33 years

old, which shows a high age/grade mismatch, since it would be expected that most students were between 17 and 18 years old (Graph 2).

The majority of students in the evening period is made up of a diversified public. It is made up of teenagers with age/grade gaps, who did not succeed in regular studies, and another part is made up of adults, who did not have the chance to study at the right time.



Graph 02: Age range of the research collaborators.
Source: Research Data (2021).

As for marital status, most of the students are single (25 students), 4 are engaged and 2 are married. Most of them were born in Teixeira de Freitas (21 students). Others were born in Alcobaca, Juerana, Caravelas, Guaratinga, Eunápolis and Itabela. 2 were born in Minas Gerais (Almenara and Belo Horizonte) and 1 in Diadema (São Paulo).

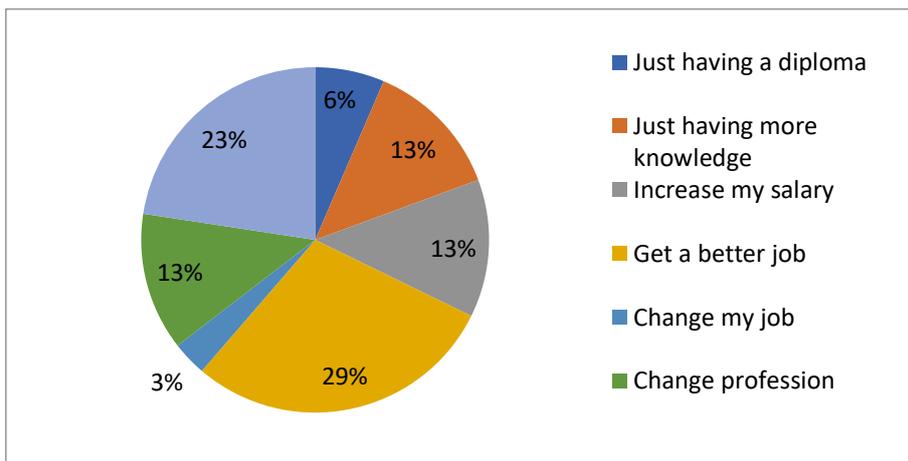
Regarding the time they have lived in Teixeira, this was quite varied: 2 years (4 students), 8 years (2 students), 10 years (4 students), 18 years (8 students), 19 years (6 students), 20 years (4 students), 21 years (1 student) 22 years (1 student), 33 years (1 student).

The professions are as varied as possible: 2 declared themselves to be students only, 2 automotive electricians, 1 electrician, 4 housewives, 1 saleswoman, 1 stock clerk, 1 industrial clerk, 2 day care assistants, 1 room attendant, 5 administrative assistants, 1 administrative technician, 1 registration clerk, 1 office boy, 1 self-employed, 1 mechanic, 1 sales administrator, 1 optician, 1 sales consultant, 1 carpenter, 1 general services assistant, and, finally, 1 gospel preacher.

Many students in the 3rd year of high school have low purchasing power, a predominant factor that makes daily school attendance difficult. Many of them have jobs on a shift schedule, which prevents them from constantly attending school. This leads to some restrictions in their lives.

In relation to home ownership, only 5 do not own a house. All the others (26 students) own their own homes. 100% of the interviewees have access to the Internet. The majority accesses it at home and on their cell phones; a minority access it at work as well. Of those interviewed, only 2 speak another language, 1 speaks English and the other, Spanish. Most do not speak another language (29 students).

When asked about the purpose of the high school education, the answers were quite varied. 29% wanted to improve their job; 23% said it was for another reason; 13% considered it was to increase their salary; 13% to change professions; 13%, just to have more knowledge; 6%, just to have a diploma, and 3% wanted to change jobs (Graph 3).

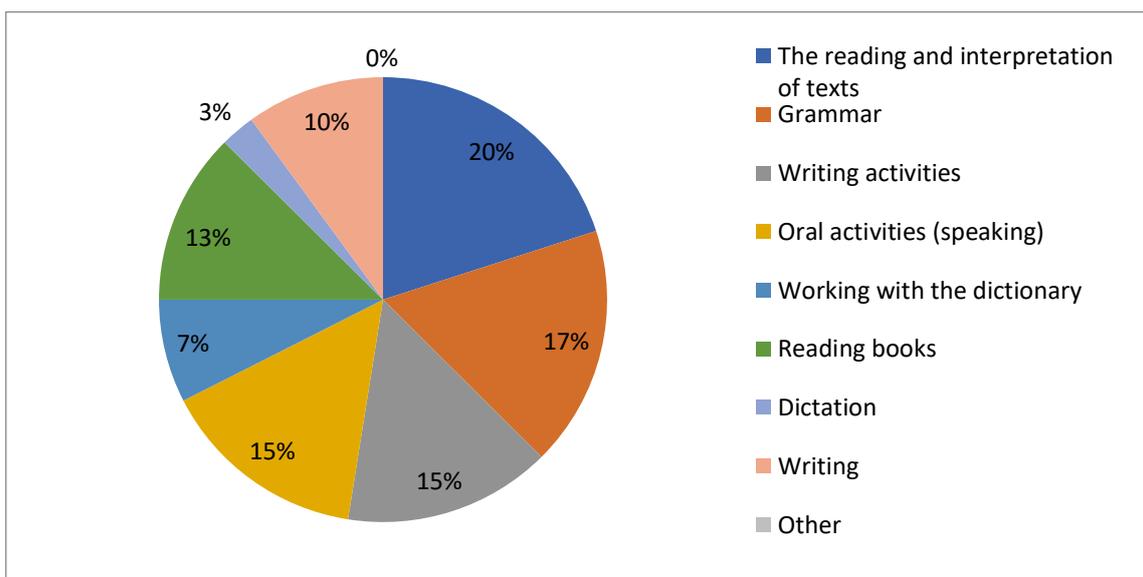


Graph 03: Purpose of high school education.
Source: Research Data (2021).

In relation to those who answered another reason, one of them informed that he wants to "form citizens" and one research collaborator stated that he needs to "improve the knowledge already acquired and train himself for the future".

The target public of the night shift has, in its majority, workers who seek personal fulfillment or, even, improvement in their jobs. Many are also looking for a better qualification for the job market.

When asked about what they liked most about teaching Portuguese classes, the answers were as varied as possible, with many answering more than one alternative.



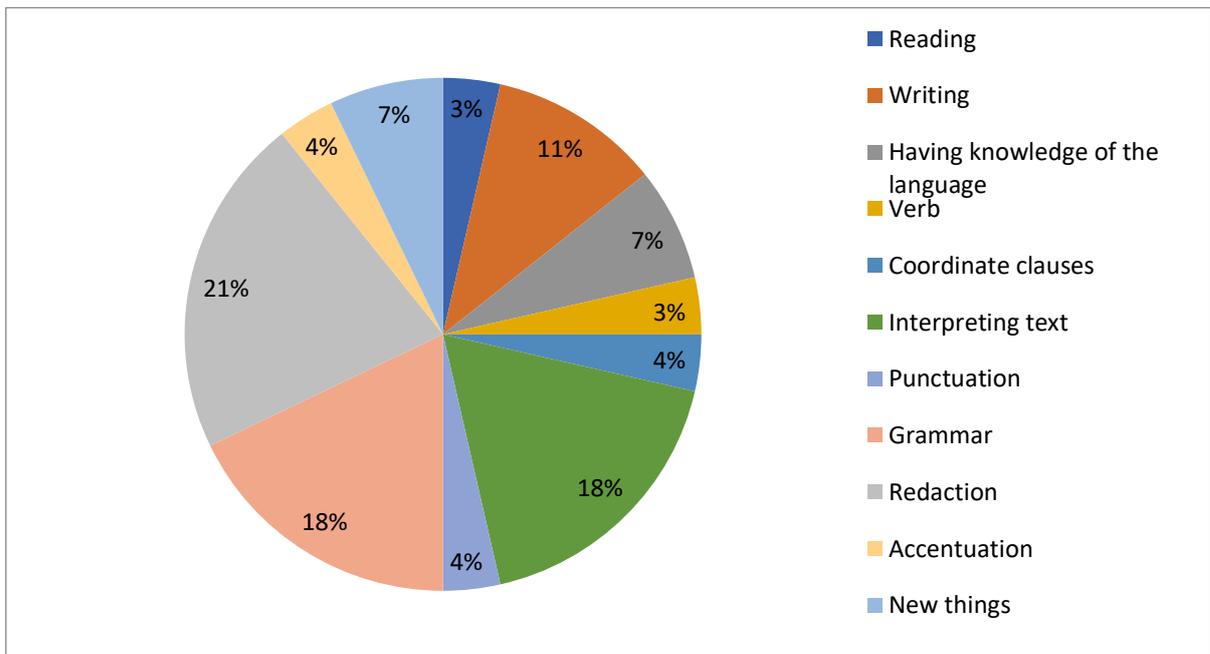
Graph 04: What you like most about teaching in the Portuguese Language classes.
Source: Research data (2021).

The answers were many: Reading and interpretation of texts (20% of the students); grammar (17%); writing activities (15%); oral activities (15%); working with the dictionary (7%); reading books (13%); Doing dictation (3%); and finally, some answered that it is doing writing (10%).

One of the research contributors wrote: "the activities, the use of the dictionary shows us several things that we have not seen or tried to learn. The oral activities would be a way to put our knowledge into practice.

These considerations are also present in Freire (2001) and Gerardi (2001), when both speak of reading the world, the right to the word, in order to form students who are the subjects of their own history. It is important to emphasize that students should be strongly encouraged to read, because all textual production requires from the writer a good knowledge of the world and encyclopedic knowledge, as well as a critical attitude towards facts.

Another question was asked: What would you most like to learn in Portuguese classes? They answered that they would like to learn reading (3%); writing (11%); have knowledge of the language (7%); verb (3%); coordinated sentences (4%); text interpretation (18%); punctuation (4%); grammar (18%); writing (21%); accentuation (4%); new things (7%) (Graph 5).

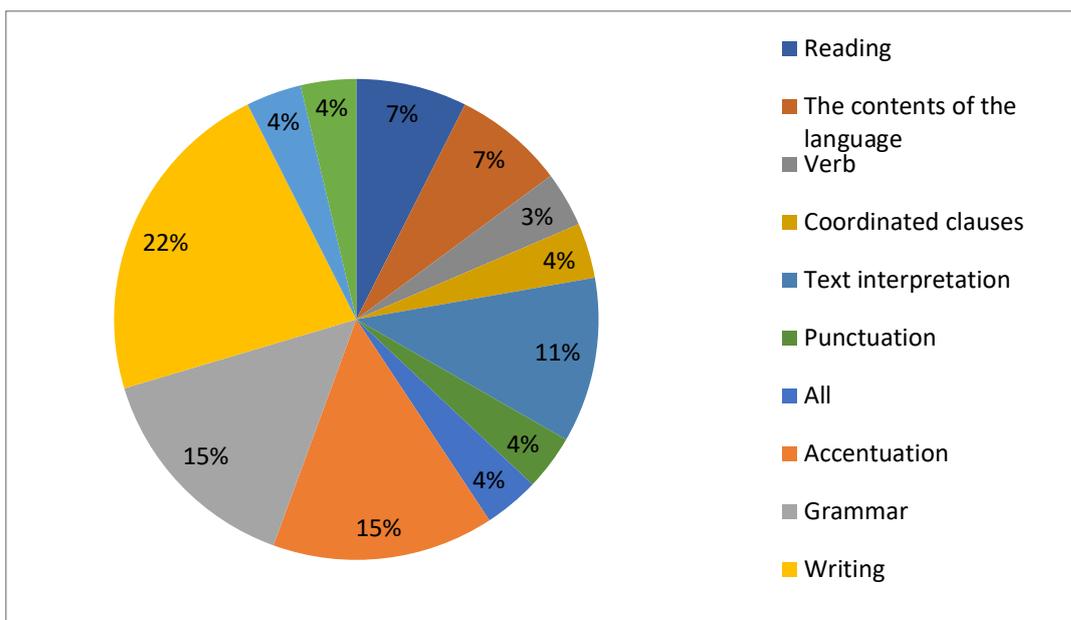


Graph 05: What do you most want to learn in Portuguese Language classes.
Source: Research Data (2021).

One student responded to the questioning by stating: "The way the language is adapted to so many different forms and how, many times, the meanings of words are transformed. It is important to emphasize that only those who read and write constantly write well, because only practice can improve any human activity. Luckesi (2005) wisely says that everyone is capable of transforming reality through actions, thus reaching the goal.

Regarding how long the students have been in High School, 26 answered that they have been there for 3 years; however, 4 have been there for 4 years and 1 for a long time. This result shows that most students are managing to finish high school in three years.

Another question was asked: What do you most like to learn in Portuguese class? They answered: reading (7%); language content (7%); verb (3%); coordinated sentences (4%); text interpretation (11%); punctuation (4%); everything (4%); grammar (15%); writing (22%); accentuation (15%); text genres (4%); subject (4%) (Graph 6).



Graph 06: What you most like to learn in the Portuguese Language class.
Source: Research data (2021).

Therefore, reading is to fill oneself with the new and launch oneself into the future carrying all the contents read and internalized. Therefore, it is necessary to bring together theory and pedagogical praxis in the search for transformation and new syntheses in the plane of knowledge (TRAVAGLIA, 2009).

Regarding the questioning of how much the school influenced the way of speaking and writing, 50% said it influenced a lot in the way they speak and 50% in the way they write. In fact, many students are judged by the language they use on a daily basis, even going through discrimination situations.

Many students answered this question brilliantly. Here are some excerpts:

"The school influenced me a lot by bringing me the knowledge of the language" (Angelo Gabriel).

"Influencing a lot and it will be very good there in front" (Érlita).

"A lot I learned everything about Portuguese at school" (Thassio).

"It influences a lot, because if we know how to read and write it was because of the school" (Loriane).

"It influenced everything I know" (Raissa).

For Botelho (2014), the positive influence of the school in the development of students' language competence and mastery of writing is a fact described by them and revealed a positive advancement of an ideology where the school is not only redeemer, but can be transformative.

The students were asked in relation to what it is to speak wrong. Many were the answers:

"Speaking wrong is a very rare and shameful thing" (Luiza).

"Failing with what is meant by grammatically correct speech" (Ergles).

"Lack of studying more" (Sara).

"There is no wrong form, it varies from where and what study it has" (Renata).

According to student Ergles' answer, one can consider that grammar teaching in schools has been primarily prescriptive, clinging to rules of normative grammar that are established according to the classical literary tradition, from which most examples are taken. Such rules and examples are repeated for years as "correct" and "good" forms to be imitated in the expression of thought. In the classroom there is an almost total absence of text production and comprehension activities (TRAVAGLIA, 2009).

The next question in the questionnaire sought to understand "What would it be to speak right?" The following are the answers of some students from the 3rd year of evening high school:

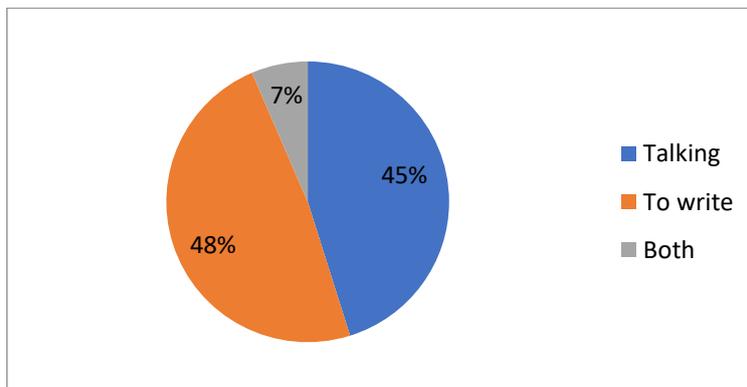
"Use all the words correctly within the Portuguese language." (Luiza).

"It's having good communication. It helps in job interviews" (Gilmarcos).

"Knowing how to pronounce the correct word" (Gilvan).

It is observed in relation to the answers of the students, research collaborators, that once again they alluded to the difficulty with the process of acquisition/learning of the standard language, the cultured variety in its oral manifestation, considered more prestigious (BOTELHO, 2014).

Another questioning was carried out through a subjective question. "Which is more difficult to learn, a more standardized way of speaking or writing?" The result can be found in Graph 7.



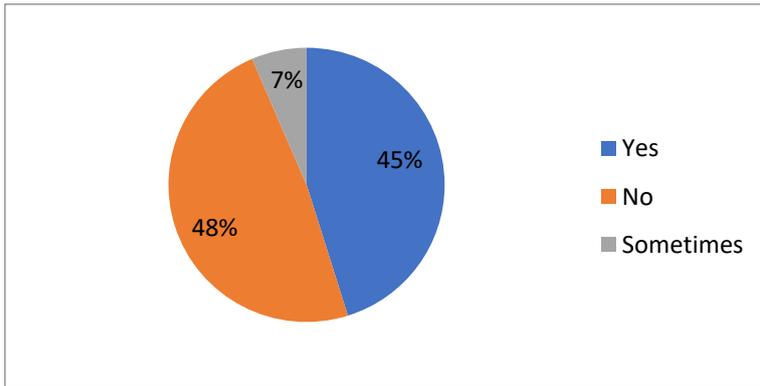
Graph 07: It is more difficult to speak or write.

Source: Research Data (2021).

The results show that for the students, subjects of the research, the most difficult is writing (48%) and speaking (45%). Some of them answered both (7%).

In relation to the stage they are at in the mastery of the official language rule, 29 of the 31 interviewees said they consider themselves to be in the average stage and 2 in the initial stage.

Regarding the fact that they have difficulty in expressing themselves (speak) correctly, the results are tabulated and show that the students were quite divided (Graph 08). 45% have difficulty, 48% do not. Some responded that sometimes they have difficulty in expressing themselves correctly (7%).

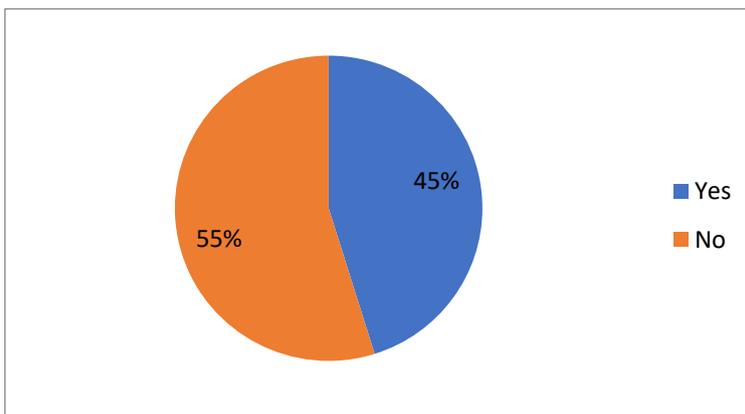


Graph 08: Difficulties in expressing oneself correctly.
Source: Research Data (2021).

The last question in the questionnaire was in relation to any form of discrimination felt regarding the students' way of speaking. If someone has ever corrected them or laughed at the way they speak (Graph 9). The results show that 45% of the interviewees feel discriminated against, however, 55% do not.

Some report that they have already been corrected at work; others, at school. One student answered: "Yes, in several places at school, at home, and even at work".

On this aspect presented, Travaglia (2009) cites that everyone knows that there is a large number of linguistic varieties, but, at the same time that linguistic variation is recognized as a fact, it is observed that our society has a long tradition of considering variation on a evaluative scale, sometimes even moral, which leads to label the characteristic uses of each variety as right or wrong, acceptable or unacceptable, picturesque, comical, etc.



Graph 09: Discrimination regarding the way of speaking.
Source: Research Data (2021).

For Camacho (2003), some speech or dialects take place in the social dimension and represent the variations that occur according to the social class to which the language users belong, because there is a "tendency for greater similarity between the verbal acts of members of the same sociocultural sector of the community" (CAMACHO, 2003, p. 32), usually with very close relationships and common interests.

CONCLUSION

The study sought qualitatively, to analyze the possible causes for the divergence that is found between theory and practice regarding the appropriation of language in a sociolinguistic approach in 3rd grade students of a public high school in the municipality of Teixeira de Freitas-BA.

We noticed that adolescents and adults who finish high school have many difficulties in reading and writing. Most of these students are still in an age/grade mismatch, since they cannot complete their studies in the required time due to several factors that interfere in the teaching-learning process, such as social factors, the conditions in which the student lives, the fact of working outside during the day and at night, already tired, going to school, which interferes with the student's concentration and, with great relevance, increases the difficulties in reading and writing in Portuguese Language and in other subjects.

At the end of the research, several aspects of orality in high school graduates were clarified. A priori, following the order of the research questions, it was found that the researched students present as part of their desires to have more knowledge, increase their salary, improve their job, and change professions. They also seek to develop their verbal expression, to speak better and write better, learning to produce texts such as essays, text interpretation and grammar.

Most of the research collaborators are aware that they do not speak and write correctly as they should, according to the official language rules. Thus, they yearn to learn grammar, reading, language content and text interpretation; they are also aware of their limitations to express themselves properly, because they speak and write with orality marks and have difficulties in writing according to imposed orthographic rules, which are intensified due to the fact that the standard variety is the almost unattainable model for their orality.

The study considered that the appropriation of language comes up against the appropriation of reading and writing, for being a complex process that covers the domain of the alphabetic/orthographic system and also the comprehension and use of the written language in multiple social practices, taking a relevant place in the teaching-learning process. According to the transcript, it can be seen that there is a gap between theory and practice in the teaching-learning process of the Portuguese language, which needs to be in conformity so that it can be really understood and well used.

Among the reasons why the students, even having access to the formal teaching of the language, do not appropriate it, are the unattractive methodology used in the classrooms, the lack of students' studies and out-of-class training, and the fact that the school curriculum does not have a greater focus on reading and writing, among other aspects. Thus, language teaching can become more meaningful and efficient for speakers, if regional texts are worked on, something that makes the students' eyes shine when they read; readings and production of texts that symbolize their own lived reality; and the diversity of textual genres for greater learning and fixation, which already answers the research's guiding questions/problems.

When it comes to the reasons why many young people are unable to use the rules, although they know how they work and know the importance of this domain for passing exams, contests, and other evaluations that society imposes on them, we can see the lack of constant reading and writing exercise both at school and in the daily life outside school. Those who read more, speak better and write even better, answering here, the last guiding question of the research.

Thus, it can be seen in the research that some students suffer prejudice because they "speak wrongly". The greatest prejudice, who knows, occurs because of the value judgment given to their own orality, since the students only partially understand the sociolinguistic principles.

Thus, the school needs to value linguistic diversity and the diversity of knowledge, which comes from previous experiences. In this context, according to the research, some students believe that they cannot match the teachers' teachings and feel unable to learn to read and write proficiently or to interpret texts properly.

In this perspective, it is necessary to emphasize the relevance of new practices in language teaching by showing the applicability of Portuguese language methodologies in high school, such as the use of textual diversity and textual genres, the use of the Internet in media education, and the implementation of diverse methodologies.

REFERÊNCIAS

BAGNO, M. **A norma oculta: língua & poder na sociedade brasileira**. São Paulo: Parábola Editorial, 2003.

BAGNO, M. **Gramática pedagógica do português brasileiro**. São Paulo: Parábola Editorial, 2011.

BAGNO, M. **Preconceito linguístico: o que é, como se faz**. São Paulo: Edições Loyola, 1999.

BAKHTIN, M. **Marxismo e a filosofia da linguagem: problemas fundamentais do método sociológico na ciência da linguagem**. São Paulo: Hucitec, 1986.

BORTONI-RICARDO, S.M. **Educação em língua materna: a sociolinguística na sala de aula**. São Paulo: Parábola Editorial, 2004.

BOTELHO, S. H. S. **A variedade padrão e a oralidade na EJA: uma abordagem sociolinguística e discursiva**. Dissertação, Mestrado, Universidade Federal do Amazonas. Instituto de Ciências Humanas e Letras. Manaus, 2014, 170 p.

BRASIL. Ministério da Educação. Secretaria de Educação Fundamental. **Parâmetros Curriculares Nacionais: introdução aos parâmetros curriculares nacionais**. 3. Ed. Brasília: MEC/SEF, 2001.

CAMACHO, R. G. Sociolinguística. In: MUSSALIM, F.; BENTES, A.C. (Orgs.). **Introdução à linguística: domínios e fronteiras**. v.2. 3. ed. São Paulo: Cortez, 2003.

FREIRE, P. **A importância do ato de ler: em três artigos que se completam**. São Paulo: Cortez, 2001.

GERALDI, J. W. (Org.) **O texto na sala de aula**. Campinas: Ática, 2001.

GIL, A. C. **Métodos e técnicas de pesquisa social**. São Paulo: Atlas, 2008.

GNERRE, M et al. **Linguagem, escrita e poder**. São Paulo: Martins Fontes, 1985.

KLEIN, L. R. **Alfabetização de Jovens e Adultos:** questões e propostas para a prática pedagógica na perspectiva histórica. Brasília: Universa, 2003.

LAKATOS, E. M.; MARCONI, M. A. **Metodologia Científica.** São Paulo: Atlas, 2002.

LUCKESI, C. C. **Avaliação da Aprendizagem Escolar:** estudos e proposições. 17. ed. São Paulo: Cortez, 2005.

MATTA, S. S. **Português:** Linguagem e interação. Curitiba: Bolsa Nacional do Livro Ltda., 2009.

MINAYO, M. C. S. **O desafio do conhecimento:** pesquisa qualitativa em saúde. São Paulo: Hucitec-ABRASCO, 2006.

NEDER, M. L. C. **Ensino de linguagem:** a configuração de um drama. Dissertação de mestrado. Universidade Federal de Mato Grosso. Departamento de Educação, 1992.

PIAGET, J. **Desenvolvimento e aprendizagem.** Porto Alegre: UFRGS/FACED/DEBAS, 1995.

POSSENTI, S. Gramática e política. In: GERALDI, J. W. (Org.). **O texto na sala de aula.** Cascavel: Assoeste, 1984.

SILVA, A. C. (et al.). **Aprendizagem em ambientes virtuais e educação a distância.** Porto Alegre: Mediação, 2009.

SOARES, M. **Linguagem e escola:** uma perspectiva social. São Paulo: Ática, 2003.

TRAVAGLIA, L. C. **Gramática e Interação:** uma proposta para o ensino de gramática. 14. ed. São Paulo: Cortez, 2009.

TRIVIÑOS, A. N. S. **Introdução à pesquisa em Ciências Sociais.** São Paulo, Atlas, 1987.

TURATO, E. R. **Métodos qualitativos e quantitativos na área da saúde:** definições, diferenças e seus objetos de pesquisa. *Revista de Saúde Pública*, 2005. Jun. 39(3): 507-14.

Submetido em: fevereiro de 2022

Aprovado em: maio de 2022