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## SOCIOLINGUISTICS AS SUPPORT FOR MULTILITERACY IN PORTUGUESE LANGUAGE TEACHING IN LIGHT OF THE BNCC

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**Abstract:** In addition to ensuring the ability to read and write as a right of every individual, the competencies of the Portuguese language subject of the National Common Curricular Base (2018) determine that students should understand, value, and respect language as a human, historical, social, and cultural construction. This research aimed to investigate how sociolinguistic knowledge can support teaching actions in the face of the pedagogical practice of working with multiliteracies. To understand everything from teacher training to classroom practice, a questionnaire was answered by four teachers. There is a need for a greater appreciation of sociolinguistics from the practice of teacher training to reality so that teachers can enjoy the practices of multiliteracies for sociolinguistics and bring the heterogeneous social-linguistic reality to schools.

**Keywords:** BNCC. Sociolinguistics. Multiliteracy.

## INTRODUCTION

Mastering oral and written skills in the mother tongue is a right of every individual, aiming to guarantee socialization. School is an institution that guarantees this right and aims to promote such skills, conceiving, among others, linguistic knowledge, which permeates the learning process of subjects, but with the main focus on teaching the Portuguese language.

The National Common Curricular Base (BNCC) is a guiding document for curricular learning in force since 2018 in education. Comparing it to other sets of regulations, but considering them in its development and creation and taking into account educational research and studies, the BNCC (2018) sets out the essential learning that must be present in the teaching of all subjects in basic education, based on skills and abilities that students must achieve in their learning process.

For the language area of the BNCC (2018), aiming at the six highlighted competencies, a school, mainly through teaching, must lead the student to understand language as a human, historical, social, and cultural construction. With this, it is necessary to guide the student to know different languages (verbal, corporal, visual, auditory, and digital) as a basis for communication, and exchange of ideas and information, in addition to using them to defend points of view, showing respect and guaranteeing human rights.

As it is one of the components of the language areas and considering other guidelines and parameters already existing for education, the BNCC (2018) determines that students be provided with the expansion and guarantee of literacy, defined as “[ ] the development of behavior and skills for the competent use of reading and writing in social practices [ ]” (SOARES, 2021, p. 64), that is, in social contexts and through multiple languages. However, contemporaneity deals with new literacies, and “the BNCC seeks to include digital culture, different languages, and different literacies, from those that are basically linear, with a low level of hypertextuality, to those that involve hypermedia” (BNCC, 2018, p. 70). The basis of hypertextuality and hypermedia are based on multiliteracy, defined as “the cultural multiplicity of populations and the semiotic multiplicity of the constitution of texts through which they are informed and communicate” (ROJO; MOURA, 2012, p. 13).

Therefore, one of the main arguments of the BNCC toward the cultural-linguistic pedagogical proposal points out that

[...] It is relevant in the school environment to know and value the national and international realities of linguistic diversity and to analyze different situations and human attitudes implied in linguistic uses, such as linguistic prejudice (BRASIL, 2018, p. 70).

## THEORETICAL FRAMEWORK

### PORTUGUESE LANGUAGE AND TEACHING ACCORDING TO THE BNCC

The Portuguese language spoken in Brazil is a consequence of Portuguese colonization of the territory. Gomes (2015, p. 78) points out, “We have the Portuguese language as a social entity that all of us, Brazilians, acquired as native speakers and that belongs to us, just as the identity of being Brazilian belongs to us.” Considering the varied populations and cultures, Rodrigues (2016, p. 187) explains that “Although most Brazilians have the impression of living in a monolingual country, Brazil is multilingual: around 200 languages are learned as mother tongues there.”

When reflecting on the teaching of the Portuguese language, it is both thought of and often applied based on rules, according to normative grammar, which can make such application complex for the student. To understand this, the path of the language must be analyzed according to the country’s legislative documents.

Before any national education document, the Federal Constitution of 1988 declared education a right of every citizen. §2 of Art. 210, focused on Education, ensures that “Regular elementary education will be taught in Portuguese, ensuring that indigenous communities also have access to their native languages and their own learning processes”. However, it is emphasized that this should not be any different for indigenous people, although the particular languages of each people must be respected.

The Law of Guidelines and Bases of National Education (LDB) of 1996 highlights the issue of curricula developed by schools for all basic education. In §1 of Art. 260, “The curricula referred to in the caput must include, without exception, the study of

In order to theorize linguistic diversity, sociolinguistics considers the language, the individual, their culture, and the society in which they live, as well as all the elements that interact in the communication process. This science uses linguistic variations as theorizing, which considers the language within a given context and can be scientifically analyzed in light of the relationships that unfold there (MOLLICA; BRAGA, 2015).

Thus, sociolinguistic considerations aim to help break down barriers against linguistic prejudice, which is still very present in social relations when considering the varieties of Portuguese. To break down such barriers, sociolinguistic approaches must be present in teaching Portuguese in classrooms, aiming to abandon the idea of a single Portuguese spoken in Brazil (BAGNO, 2007).

Based on these reflections, this study aimed to answer the following question: how can sociolinguistic knowledge support teaching actions, in light of the pedagogical practice of working on multiliteracy, given the BNCC?

Considering the knowledge derived from sociolinguistics in the didactics of teaching Portuguese in the face of multiliteracy, the objective of this research was to show that sociolinguistics is a critical area of knowledge for the work of the pedagogue in the face of multiliteracy, with its facets in the classroom, enabling better recognition of the expressive diversity among students to better approach literacy, respecting individualities and providing better social interaction, free from linguistic prejudice. Thus, the intention is to explore how much sociolinguistics can benefit from multiliteracy in the pedagogical context; to investigate how much teachers use media culture to expose the language in its various variations in the classroom, and, finally, to seek to understand how sociolinguistic studies were present in the pedagogical training of teachers.

the Portuguese language and mathematics, knowledge of the physical and natural world and social and political reality, especially in Brazil". The National Curricular Guidelines (DCNs) organize the teaching of Portuguese in the area of languages, which also includes Mother Tongue, for indigenous populations, Modern Foreign Language, Art, and Physical Education.

Similar to the National Curriculum Parameters (1997), the BNCC (2018) was developed to guide the development and application of curricula in schools. Also, part of the Languages area, the Portuguese Language curricular component in the BNCC (2018) focuses on an enunciative-discursive perspective of language, providing students with the expansion of literacy, placing them in situations that make them participate meaningfully and critically in social situations, considering the various manifestations of language, so that they can enjoy and respect them (BRASIL, 2018, p. 67-68).

## LEARNING LITERACY AND READING AND WRITING SKILLS

To understand the concept of reading and writing skills, it is important to understand its origins in literacy. It is common to associate the term *literacy* with the teaching of the Portuguese language since the idea of writing and learning words is linked to the root of the subject, that is, the mother tongue. As mentioned, since the 1980s, the term *literacy* has been used interchangeably with *reading and writing skills*, however, it is necessary to know how to distinguish between the two.

According to the LDB (1996), Portuguese language teaching begins in preschool, that is, between the ages of two and five. Jean Piaget (1896-1980), a biologist and psychologist, studied the cognitive evolution of human beings and his studies contributed to the field of education. In short, according to

Palangana (2015), Piaget classifies cognitive development into stages: sensorimotor (from 0 to 2 years old), pre-operational (from 2 to 7 years old), concrete operational (from 7 to 12 years old) and formal operational (from 12 onwards). In preschool, the pre-operational stage is considered, characterized by the "development of symbolic capacity in its different forms: language, symbolic play, delayed imitation, etc." (PALANGANA, 2015, p. 29). The child begins to understand as a being in the world, and thus, discoveries and explorations gain more meaning through symbolism and stimuli. They no longer need the concrete object in their hand to understand it as such, as they begin to understand the representation of the symbolic. It is from this considerable cerebral maturation of the child that the beginning of literacy is appropriated.

The main function of literacy for an individual is to learn reading, writing, and communication skills in their mother tongue. Thus, it is the "process of acquiring the written code, reading, and writing skills" (SOARES, 2021, p. 16). That is, writing is the representation of phonemes (sounds) in graphemes (writing), and vice versa for reading, the transformation of graphemes into phonemes.

However, it would be useless for a human being to read and write without actually understanding. Words, whether read or written, need to have a meaning to be understood. Thus, Soares (2021) gives a second meaning to literacy as a process of understanding and expressing meanings. Words are not empty, they carry a meaning to make sense in communication, whether verbal or written.

Nevertheless, since the individual acquires and understands reading and writing, according to Zen (2018), in the mid-1980s discussions arose about "functional illiteracy", from which it was found that people considered

“literate” had little command of reading and writing skills, that is, even the ability to understand was considered outdated given the needs of the world in which they lived, considering social and work factors. These were people who did not master the functions of alphabetic writing, as well as those with low levels of education. This occurred in the scope of education and linguistic sciences not only in Brazil but in countries such as France (*illetterisme*) and Portugal (*literacia*). Soares (2021) also highlights that, although it was a term that already existed in the United States and England (*literacy*), it was also at this time that the discussions became more precise in these countries.

From this context, “the concept of reading and writing skills emerged as a way of recognizing broader discursive practices and differentiating them from the appropriation of the writing system” (ZEN, 2018, p. 214). While literacy is the core of language, reading and writing skills appropriate this system and use it in social contexts, paying attention to its different functions and possibilities. It goes beyond simply putting the language into practice; it is knowing how to handle it according to the needs of the contexts of speech or use.

[...] it is necessary to recognize that *literacy* – understood as the acquisition of the conventional writing system – is distinct from *reading and writing skills* – understood as the development of behaviors and skills for the competent use of reading and writing in social practices: they are distinguished both about the objectives of knowledge and about the cognitive and linguistic processes of learning and, therefore, also of teaching different objects (SOARES, 2015, p. 64).

Although they are distinct terms, literacy and the concept of reading and writing skills are intrinsic, that is, for the acquisition of reading and writing skills to occur, the literacy process must have occurred, and mutually

this must be applied in social contexts and practices of reading and writing.

Although the literacy and reading and writing skills process of the Portuguese language follows the national curricular standards, it is important to reflect on the heterogeneity of Brazilian society, considering the linguistic issue, schooling, ancestry, economic factors, and the Portuguese language, which can change according to the context.

## SOCIOLINGUISTICS AND ITS TRAJECTORY

For linguistics, the relationship between language and the individual is fundamental. Ferdinand Saussure considered the father of linguistics at the beginning of the 20th century, had the book “Course in General Linguistics” developed by his students Bally and Sechehay in 1916 based on his linguistic theories. Saussure understood language as something individual and social, in addition to considering it stable, synchronous, and homogeneous. In order to organize linguistic studies, the theorist presents the dichotomies “language vs. speech, synchrony vs. diachrony, meaning vs. signifier, and syntagm vs. paradigm” (SALGADO, 2009, p. 94). Saussure classifies as language what is social, and as speech, what is individual.

Language, homogeneous by nature, is a social institution that belongs to all speakers of a given linguistic community. Speech, heterogeneous in nature, is individual and unpredictable. While language is endowed with order and systematization, speech is irreducible to a systematic pattern, since linguistic acts do not form a system (GOMES, 2015, p. 77).

Thus, based on Saussurean proposals

[...] it is proposed that the language be studied synchronously, making a cut of the historical moment and disregarding the action of time to, only then, analyze its structure. For him, this structuralist study could not be

done in the historical-comparative mold, a diachronic study carried out until then (SALGADO, 2009, p. 94).

In contrast to Ferdinand Saussure, Bakhtin also understands language as social communication but questions the author for removing its ideological character, in addition to criticizing him for considering it a system of rules (MACEDO, p. 3, 2009). Bakhtin considers that language evolves according to a historical phenomenon, denying an abstract system of forms and the individual characteristics of an individual. Furthermore, in an interactionist view and studying the language relations between individuals, Bakhtin considers language relations to be dialogical. “The dialogical relations with which he dealt are not a face-to-face dialogue, but relations between social positions.” (FIORIN, 2016, p. 18). That is, all communications are dialogical, regardless of the circumstances, also taking into account the statements.

There is an internal dialogization of the word in them [the statements], which is always permeated by the word of the other, it is always and inevitably also the word of the other. This means that the speaker, to constitute a discourse, takes into account the speech of another, which is present in his own. Therefore, every discourse is inevitably occupied, and permeated by the discourse of others. Dialogism is the relations of meaning that are established between two statements (FIORIN, 2015, p. 21-22).

In turn, influenced by Saussure, the Russian linguist Roman Jakobson (1896-1982) developed his studies focusing on the functional aspects of language, intending to understand its purpose in the medium, taking into account the speaker and the listener (BORIN, 2010). He then presents the factors that permeate communication: sender, message, recipient, context, code, and contact. Based on these factors, Jakobson defines the functions of language as emotive, conative,

and referential: emotive when expressing emotion, and feelings, evidencing, by the sender himself, the real expression of what he is really saying (WINCH; NASCIMENTO, 2012, p. 222); conative when it focuses on the recipient, since it “finds its purest grammatical expression in the vocative and imperative” (JAKOBSON, 2010, p. 159); and referential when the sender aims to explain and contextualize the message to the recipient.

It is worth noting that the Russian linguist had a great influence on the teaching of Portuguese, considering the communicative factors and functions, and became part of the organization of teaching aspects of the subject, certainly in teaching materials.

When tracing the main approaches of linguistic scholars regarding language, it was important to realize that there is always a relationship between language and the individual through different views and approaches and all of them influence the theory of sociolinguistics.

Labov, in his master's dissertation completed in 1963 in the United States, studied the English spoken on the island of Martha's Vineyard, based on sociolinguistics, which are variations. The place of study was influenced by citizens of European origin and American nationals. From then on, the theorizing of sociolinguistics began to gain recognition in language studies. Thus, for Labov, “language is not the priority of the individual, but of the community” (ETTO; CARLOS, 2017, p. 18).

Sociolinguistics is neither behind nor ahead of other conceptions of language, but, in a certain way, it embraces them all and goes beyond in its studies.

The central objective of Sociolinguistics, as a scientific discipline, is precisely to relate *linguistic heterogeneity* to *social heterogeneity*. Language and society are inextricably intertwined, interwoven, one influencing the other, one constituting the other. For sociolinguistics, it is impossible to

study language without studying, at the same time, the society in which that language is spoken, just as other scholars—sociologists, anthropologists, social psychologists, etc.—have already become convinced that it is not possible to study society without taking into account the relationships that individuals and groups establish with each other through language (BAGNO, 2007, p. 38).

Therefore, this linguistic and social heterogeneity is defined as linguistic variation. However, although this heterogeneity is considered and its recognition in the media is considered important, we cannot ignore the fact that there is an imposed linguistic reality based on the standard norm, which, according to Bagno (2007), is an effect of the language that is seen as correct, a prototype intended to absorb the effects of variation. Therefore, it exists in the social environment, it is part of a linguistic behavior that should not be undervalued since it becomes a linguistic study.

But it is necessary to analyze the concept of linguistic variation, which, according to Bagno (2007), is the “backbone” of sociolinguistics. It is a fact that when thinking about a country, or even a state, variation is present in all aspects of the language: phonetic, morphological, syntactic, semantic, lexical, and pragmatic. However, for an investigation, since it is based on language and the individual, sociolinguistics needs other social factors to identify linguistic variation, and becomes a specific terminology for its understanding, always considering the comparison.

- diatopic variation: considers the speech modes of different geographical places;
- diastratic variation: considers the speech modes of different social classes;
- diamesic variation: considers the differences between spoken and written language;

- diachronic variation: considers the historical time reflected in the change of language;

- diaphasic variation: considers the context of the individual’s speech act.

Therefore, regardless of the context, there will always be communication between individuals, due to this functionality of language. And due to ignorance of this scientific discourse, depending on the context of the act of communication, there may be strangeness on some part and pre-judgments arise from speech, even defined as mistakes. Based on this science, one cannot speak of linguistic error, because “if language is understood as a system of sounds and meanings that are syntactically organized to allow human interaction, each and every linguistic manifestation fulfills this function fully” (BAGNO, p. 61, 2007). In other words, the error is linked to social and cultural aspects, that is, ideas resulting from worldviews, which are not of interest to linguistics and use all of its factors as a basis to study language.

Given the current research proposal, it is necessary to think about sociolinguistics, especially in the pedagogy of linguistic variations, and to reflect on this within the classroom, since, to break down barriers of linguistic prejudice that arise in common sense, with the pointing out of the other’s error, it is necessary to address issues that lead to this path from an early age in individuals’ lives.

The Portuguese language in Brazil has many dialectal varieties. People are identified geographically and socially by the way they speak. However, there are many prejudices arising from the relative social value attributed to different ways of speaking: it is very common to consider linguistic varieties of lesser prestige as inferior or wrong (BRASIL, 1998, p. 26).

This declared knowledge carries a request for education to teach that language goes far beyond grammar and explore everything about the language, highlighting its differences to students, understood as varieties in the sociolinguistic view.

Therefore, it is necessary to make these differences present in the classroom, considering that this is part of the social environment. The school must work in sync with society, presenting real situations so that they can lead students to reflect, and have knowledge and awareness of situations they may experience when leaving the school environment (THOMAZ; OLIVEIRA, 2009).

Thus, given this heterogeneous linguistic and social scenario, Horta (2016, p. 615) assumes that “it is necessary to lead teachers, from the initial grades, to no longer believe that errors in Portuguese exist, replacing this view with the investigation of the phenomena of linguistic variation and change in a more critical and scientifically based way”.

Linguistic variations can be considered the basis for theorizing the linguistic diversity of the social environment. However, it is not necessary to start with the idea of taking this terminology to the social environment, nor to present theorized sociolinguistic theory, but to make it present based on diversity. It is possible to work with interdisciplinarity, mediating students to places in urban and rural areas, the historical process of changes, and social contexts, and to show that, in everything, language is present.

This must be part of the school’s curricular assignment (BAGNO, 2007, p. 31), keeping in mind the pedagogical methodologies necessary for this. Currently, especially when reflecting on technological advances, the teacher can have the support of several tools to highlight linguistic diversity in different contexts, that is, being able to have the support of the foundations of multiliteracy.

## MULTILITERACY

From these reflections, the question arises: how can sociolinguistics be brought into the classroom? Is sociolinguistics present in the school curriculum? Is there a teaching method or tools needed for this to happen?

Having exposed the sociolinguistic variations, it is understood that there are different contexts of speech, in different situations. This understanding refers to the properties of reading and writing skills, seen as something broader than literacy (TFOUNI; MONTE-SERRAT; MARTHA, 2013). In this sense, the authors also emphasize that “we have established a concept of reading and writing skills as a phenomenon that can act indirectly, also influencing cultures and people who do not master writing” (TFOUNI; MONTE-SERRAT; MARTHA, 2013, p. 27).

Since then, the pedagogy of reading and writing skills has been constantly studied, and updates have been necessary in this field, mainly considering the various media available to people.

With the advancement of ICTs, it was in 1996, based on the manifesto *A Pedagogy of Multiliteracies - Designing Social Futures* that the New London Group (GNL) saw the need to implement new literacies in schools, characterized as multimodal or hypermedia, based on contemporary society, globalization and the cultural diversity present in schools (ROJO; MOURA, 2012, p. 12), which results in the pedagogy of multiliteracies.

Rojo and Moura (2012, p. 13) conceptualize multiliteracy as “the cultural multiplicity of populations and the semiotic multiplicity of the constitution of texts through which they inform themselves and form a community”. The concept of literacy has expanded since it is characterized by the plurality of literate practices. This occurred taking into account linguistic and cultural diversity and the different forms of texts that exist today.

[...] the growing emphasis given to linguistic and cultural diversity, which means that, in a globalized world, we need to negotiate differences every day, as well as the influence of the language of new technologies. They require their users to master new languages for the construction of meanings that, in addition to typographic language (written texts), integrate other semiotic means, such as colors, sounds, and images, which are ways of using language for the construction of meanings necessary to act in the social world (BORBA; ARAGÃO, 2012, p. 232).

This pedagogy is based on the multiplicity of language, being semiotics and media of contemporary times. Borba and Aragão (2012) demonstrated this idea, considering multiliteracy as an umbrella and all its ramifications:



Source: Borba; Aragão (2012).

Based on the summarized multiliteracy scheme, it is understood that being capable of digital literacy means having computational skills and knowledge of digital languages. Now, when thinking about schools, students must have technological knowledge with subjects on technology and innovation.

Critical literacy “aims to make students aware of their active role in the construction and reconstruction of meanings, so that they reflect their purposes and perspectives” (TAGATA, 2017, p. 388). The teacher aims to mediate the student so that he or she is active in his or her learning process, being reflective and a subject of opinion.

The concept of hypertext is “the idea of non-linear reading and writing in a computer system that allows the user to access virtual

doors that open paths to other information” (SEIBERT, 2012, p. 74). That is, it is not necessary to follow the reading sequence in which a text is written but to advance the reading as the necessary ideas are developed.

Today, with technology, in addition to the textual genres that are worked on in the classroom with students, when the subject is the internet, we deal with several digital genres, exemplified by the BNCC (2018) by blogs, instant messages, emails, tweets, etc. They are genres because each one has its own specificity and characteristics.

According to Borba and Aragão,

The concepts of inclusion and citizenship involve the development of skills that promote the formation of active participants in society, with a critical awareness of heterogeneity, sociocultural and linguistic diversity, and, a pressing need, for training for digital literacy due to growing scientific and technological advances (2012, p. 234).

Finally, multimodality is nothing more than the different modes of communication, not represented only by writing, but by images, speech, gestures, etc.

## METHODOLOGY

To investigate the effectiveness of sociolinguistics as a support for multiliteracy in contemporary education, an explanatory study was conducted with four teachers working in early grades of elementary education in educational institutions in the capital of São Paulo. Graduates in pedagogy, between 28 and 50 years old. Since the aim was to evaluate different teaching points of view on sociolinguistic practice, from higher education to classroom application, to understand the current reality of language teaching, for ethical reasons<sup>1</sup> it was not relevant to identify the teachers, nor to reveal the names of the educational institution where

1. According to Resolution 510/16 of the Area of Human and Social Sciences.

<<https://acrobat.adobe.com/id/urn:aaid:sc:US:e961feae-5d20-4228-84fc-e748c6e3116d>>. Accessed on December 5, 2023.

they work, since the objective is not to judge the schools, but rather to analyze the situation of social linguistics in learning. Therefore, in the data analysis, the teachers are identified as 1, 2, 3, and 4.

Considering the theoretical basis, four questions were developed and, at the end of July 2023, contact was made via WhatsApp, since there was more contact through this platform, asking them if they could contribute with their knowledge and pedagogical practices. Given their agreement to contribute, a short text was sent to them via the Google Form platform describing the idea and objective of the study so that they could be aware of what would be done with their considerations, followed by the questions. Between three and seven days, the responses were received from all of them.

## RESULT AND DISCUSSION

**1st question** – Teacher training practice is believed to be the root of every teacher’s teaching method. Therefore, the first research question was to try to understand how studies on sociolinguistics were carried out in teacher training:

1- I had very few opportunities to study this topic during my undergraduate studies.
2- I studied sociolinguistics as part of the curricular component “Fundamentals for Teaching Portuguese Language”. I remember the focus presented by the professor on linguistic variation and the importance of respecting and valuing these variations, in addition to combating linguistic prejudice.
3- I was lucky enough to have a highly prepared professor with a PhD in Portuguese Language, so I was presented with a wealth of material on the subject.
4- During my education, I don’t remember having studied the topic in depth.

Table 1 – Teacher training practice.

Source: Google Form Questionnaire.

Teachers 1 and 4 had studied the subject at university, but it was superficial, and they did not have the opportunity to study it in depth and learn everything about it. This is

unfortunate because according to the path of this research, it is necessary to have in-depth teacher training, considering that Brazil is a heterogeneous country.

On the other hand, teachers 2 and 3 expressed their satisfaction in having followed the path of studying sociolinguistics and having the drive of teachers. As highlighted by teacher 2, when sociolinguistics is justified by linguistic variations, considering the subject as a social subject and the power of language, one of its main objectives is to lead the individual to respect others through speech and combat linguistic prejudice (BAGNO, 1999).

**2nd question** – Although the position on the importance of sociolinguistics in the classroom was expressed, the present objective was to ask teachers how relevant it is for them to apply sociolinguistics in the classroom.

1- It is extremely important when dealing with cultural and social differences in a classroom, as it allows the environment to be more respectful, with cultural appreciation and inclusiveness.
2- I believe it is quite relevant, as students must recognize that language is alive and that it is always changing and being constructed. Furthermore, addressing sociolinguistics can make proposals even more meaningful for students.
3- We must value the richness of our language and present students with the linguistic variations that exist in our country.
4- Both in my personal and professional training, I believe that working with this topic is valuable, even to include so many layers existing in Brazil. Applying sociolinguistics in the classroom means understanding that language is changeable and that there is an issue of regionality. The point I want to make is to eliminate the linguistic prejudices that exist in different parts of society. An example is the case of the writer Carolina Maria de Jesus, who suffered so much linguistic prejudice for being semi-literate, a black woman, and a homeless person. In the book “Ao revés do avesso”, Percival discusses important reflections on literature and social inequality.

Table 2 – The relevance of sociolinguistics in learning.

Source: Google Form Questionnaire.

In the first question on the form, teachers 1 and 4 had not had the opportunity to delve deeper into the topic in their teaching training. However, it is very satisfying to see their positive ideas about bringing this topic to the classroom.

As teacher 1 rightly pointed out, it is not just about talking about the language, but about the individual who lives in a heterogeneous society, regardless of where they live, to make a society inclusive and free from prejudice, especially when reflecting the linguistic differences in Brazil, as thought by teachers 2 and 4.

Since it is something that belongs to someone, in the case of this study, language, it is in fact alive and is always subject to change, as stated by teacher 2. This change is not only a function of the linguistic system, but if one lives in society and, even within it in different contexts, this change is justified as a social process, due to the political and ideological relations of our environment (BORIN, 2010).

Based on these considerations, teacher 4 positioned herself, not only as a teacher and considered the content but as a social individual, and highlighted the importance of taking this to the classroom. In addition, her association and reflection on the life of the writer Carolina Maria de Jesus (1914-1977) and the social provocations highlighted by Percival in his book “Ao revés do avesso” (2015) are very relevant. Based on this, Bagno (2007, p. 82) states that the teacher must take advantage of the school to form individuals who are aware of society and the scales of values each person has in exchanges through language.

**3rd question** – In the first question on the form, two opposites were seen in teacher training practices. However, it is a fact that a teacher and a school must always be in contact with both pedagogical innovations and updated knowledge of the world. Therefore, it was of interest to know whether sociolinguistics is present in the curriculum at the educational institution where they teach, as suggested by the BNCC (2018). If so, there was a desire to know how relevant this is and how it happens in their daily lives in the classroom.

1- I have no knowledge
2- It is not part of it. Since I work with literacy, at different moments during the writing process, ideas arise that encourage discussion about sociolinguistics.
3- Of course, after all, we work with several textual genres, as well as regionalism and, more recently, technological expressions.
4- In the school where I work, there is no concern per se with applying sociolinguistics and little research in this area. The coordinator is attentive to orality, but it is not yet necessary in the institution. In the other school where I worked, the plans were based on research focusing on the study of Magda Soares. Weekly meetings were held to discuss multiliteracy in the classroom and how the plans were applied in classes from 1st to 3rd grade.

Table 3 – Sociolinguistics in the school curriculum.

Source: Google Form Questionnaire.

The argument from teacher 1 gave us the understanding that the issue of valuing linguistic diversity may not be explicit in the educational institution’s curricular plans, and is somewhat limited. In other words, if she points out this scenario, we realize that this is not an issue that the school cares about embracing, nor is there any incentive to have such discussions with teachers. The same occurs in the teaching context of teacher 4, however, she went further by also highlighting the issue of research in the context that is not praised in the current educational institution where she works but gives credit to the institution where she previously worked, which supported the research and had a plan linked to multiliteracy, which, among its characteristics, carries multimodality, hypertext, citizenship, and inclusion of the individual (BORBA; ARAGÃO, 2012). Furthermore, thinking about an investigation, Bagno (p. 196, 2007) states that “research stimulates the development of investigative skills of intuition, critical analysis, interpretation, and questioning of crystallized knowledge [...]”; that is, since education must always be updated with society, an educational institution must be an investigative center, studying its practices, as well as the learning and personalities of students. In other words,

it must always be open to new things, whether in a collective with groups of teachers or even in the individual practice of each one.

Teacher 2 raises the same issue. Nonetheless, it is possible to see in her statement that she takes the lead in her planning decisions and seeks ways to apply this linguistic context in her classes. In addition, we give relevance to the fact that she exposes sociolinguistics in her literacy practice since this is linked to the systematized learning of the language. However, the child is exposed to linguistic heterogeneity in society. Therefore, Barrera and Maluf (2004, p. 45) emphasize the importance of the literacy teacher mastering the knowledge of sociolinguistics, to provide effective learning, but without disregarding spontaneous language.

Teacher 3 draws attention to the opposite of what was noted in the other statements when stating that sociolinguistics is present in the school curriculum when working with textual genres in class, that is, it is mainly in these moments that she gives space to show the language in its diversity. Therefore, we realize that the school must follow the BNCC (2018) standards and, consequently, the teacher has more freedom to expose linguistic diversity to her students. The work of textual genres based on national and exclusively regional texts is the very valorization of sociolinguistics.

**4th question** – Since our objective was to investigate sociolinguistics as a support for multiliteracy, it was of interest to know how it is possible to think about sociolinguistics based on multiliteracy in the classroom, even though, unfortunately, sociolinguistics is not present in the school curriculum.

1- Believing that multiliteracy is proposed to insert everyone into contemporary society, making students ready to navigate through the diverse situations of the globalized and technological world, sociolinguistics has the important role of being a means of cultural and social expression, transcribing the history of the community.
2- Multiliteracy, in itself, presents students with a great linguistic variation. Therefore, sociolinguistics must be incorporated into it, so that students respect and value the language in all its dimensions and places.
3- From now on, it is impossible to think about teaching the Portuguese language without incorporating digital language, which must be presented to students in a natural way, after all, everyone knows some social network.
4- Before starting multiliteracy and sociolinguistics practices, it is essential that the teacher undergoes constant training. I understand that there is a great deal of pressure to be a generalist teacher and teach content in mathematics, natural sciences, human sciences, and Portuguese and still deal with the social aspects of our students daily. I am critical of the adequate training for those who deal with teaching, little is said about language researchers and this worries me a lot when I come across large schools that do not look at current events, without concern for knowledge. Returning to the focus, planning should be done in advance and with a focus on orality, to understand how the language is influenced by different social and cultural contexts. Indigenous literature opens up a wide range of opportunities to discuss linguistic influences. I think we can also use videos on YouTube, as it is something that sparks interest. Curating videos that can enrich knowledge about linguistic variations.

Table 4 – Sociolinguistics from the perspective of multiliteracy

Source: Google Form Questionnaire.

Teachers 1 and 2 share a common view regarding the greatness of the manifestation of culture and language that multiliteracy already carries. Multiliteracy, according to Rojo and Moura (2012, p. 22), is “in the sense of the cultural diversity of production and circulation of texts or in the sense of the diversity of languages that constitute them”. Therefore, they agree that sociolinguistics can always be present, and reinforce it as an aid in breaking down barriers of social exclusion.

Still on multiliteracy, “new tools are required – in addition to handwriting (paper, quill, pencil, pen, chalk, and blackboard) and printing (typography, printing press) – for audio, video, image processing, editing, and layout” (ROJO; MOURA, 2012, p. 21).

Therefore, teacher 3 highlights digital culture as the main tool in the classroom, exclusively focused on the Portuguese Language subject. Well, it is the work with the use of digital genres that each social network can offer.

We believe that it is necessary, once again, to reflect on the scarcity of research in the field of linguistics raised by teacher 4. Considering linguistic research, Bagno (2007, p. 196) expresses this need for investigation because it is not possible to write only one grammar and textual genre of the language. In other words, language is alive, diverse, and in constant movement, so the investigative scope should not be static; on the contrary, there should always be studies that can contribute to teachers' practices. On the other hand, Bagno (2007) also reinforces "the autonomy of the teacher" when there is an investigation on her part, based on her students, appropriate teaching material, numerous sources of information, etc., so that it can also be shared with the entire teaching staff.

Finally, the teacher also gives examples of tools that can be used in this multiliteracy in the classroom, to expose cultural and social diversity. It is also very important to mention bringing indigenous literature into the classroom, as these people are the target of so much social exclusion, but they are part of the formation of our people. However, it is up to the teacher to be the mediator and bring current indigenous knowledge into the classroom, considering the changes made by the national government when it created the Ministry of Indigenous Peoples<sup>2</sup>, and giving more value and visibility to indigenous people. In the linguistic sphere, we cannot deny that it took a long time for this to happen, but in August 2023, the 1st National Constitution

2. <https://www.gov.br/povosindigenas/pt-br>

3. <https://www.cnj.jus.br/wp-content/uploads/2023/07/constituicao-nheengatu-web.pdf>

4. Art. 3 Education will be provided based on the following principles: XIV - respect for the human, linguistic, cultural, and identity diversity of deaf, deaf-blind, and hearing-impaired people. (Included by Law 14191, of 2021).

5. Although in some segments there is a manifesto for valuing and including sociolinguistics in the curricula, most of the time when this is stated, it mentions indigenous culture.

in an indigenous language<sup>3</sup> was launched. Now, if they are individuals from Brazilian territory, they must be part of the learning and knowledge of our children.

## FINAL CONSIDERATIONS

Of the national educational documents, laws, and guidelines, none so clearly demonstrates the duty to recognize linguistic, and consequently social and cultural, diversity in our society in Brazilian education as the BNCC (2018). Although the requirement to respect linguistic diversity is present in the LDB<sup>4</sup> and in some segments of the National Curriculum Guidelines of Basic Education<sup>5</sup>, the BNCC (2018) establishes a standard focused on diversity, equality in learning, which takes singularities into account, and equity, emphasizing that each student has their own needs (BRASIL, 2018, p. 15).

Based on the analyses, starting with the practice of teacher training, it was possible to perceive that, although sociolinguistic content may appear in the subject of fundamentals of teaching Portuguese, if there is no drive and interest on the part of the higher education professor to encourage students to delve into the topic and learn about its characteristics, especially linguistic variations, this will be just another subject that the student has been taught, but without actually mastering or understanding it. Now, this is an issue that permeates each one of us as social individuals and that causes so much inequality and prejudice, which is even more evident today. Therefore, the need to study it, given that it must be present in the training of a teacher, will be even more significant to take it to the classroom.

However, also due to this factor of the devaluation of the university, but based on reports from those who experience education daily, it was concluded that applying sociolinguistics in the classroom is still not a daily task for a contemporary teacher, because the devaluation is within the educational institution itself. If it is not explicit in the school curriculum and accessible to teachers, if there is no interest in research at the educational institution, the school will certainly be increasingly distant from social reality and the students will rely on common sense—which generates the indication of right and wrong in the face of people’s opinions and linguistic prejudice—and will have little support from what is scientific.

Theorizing the research question of how sociolinguistics knowledge can support teaching action, in light of the pedagogical practice of working with multiliteracy, it was possible to identify both by studying sociolinguistics, but especially in multiliteracy, that sociolinguistics is internalized in it, since for linguistic diversity to be present in the classroom, there is the possibility of using hypertexts and hypermedia,

supporting digital culture and making it enjoy textual genres, of which it is possible to find materials from numerous cultures in Brazil. With this, multiliteracy carries with it inclusion, that is, it is giving voice to cultures, forming individuals aware of the heterogeneity that permeates them.

In short, multiliteracy values sociolinguistics and is a necessary methodology in contemporary times to promote reading and writing skills, social readers, and subjects who are adept and aware of the plurality of languages and the languages that surround us.

Therefore, educational institutions need to be more engaged and committed to following the standards established by the basis of national education, which is grounded on linguistic appreciation, so that, aware of what the Portuguese language encompasses, children, adolescents, and, ultimately, individuals can be educated, who respect their mother tongue, without belittling others because of their speech, but rather becoming equal to them as social subjects and living with polite heterogeneity.

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