

Literacies in the Classroom

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Abstract:

Our goal in this article is to reflect on writing uses developed from the work with textual genres in Portuguese classes and its relations with the multiplicity of literacies. Thus, based on Barton and Hamilton (2000), Bazerman (2011), Gee (1990), Hamilton (2000), Kleiman (1995a, 1995b, 2007, 2010a, 2010b), Marcuschi (2008), Oliveira (2010), Street (1984, 2003, 2014), we contextualize the concepts of literacies and domains of social life, as well as others linked to these and essential for our discussions. Data generation occurred through interviews and observations in secondary school classes in Brazil in 2016. As a result, our reflections contribute to the understanding that the students' writing practices that occur in school space prioritize just a few categories of social domains. Our findings still show that the teaching of writing in school may be poorly integrated into the reality of the community that surrounds it.

Keywords:

Domains of social life. Uses of writing. Teaching-learning.

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INTRODUCTION

There is much information available to the subjects nowadays and writing is present in most of them. Outside of school, the subjects use writing differently. The dynamics of these uses are based on the parameters of communicative needs, *i.e.*, society itself designs, regulates and modifies the diverse uses of writing. Thus, the literacy events and textual genres present in the social environment are idiosyncratic, full of the singularities of the subjects and contexts to which they are linked.

At school, activities with writing from the variety of textual genres tend to be less comprehensive. Generally, it is chosen to develop only a few types of knowledge, determining a specific way to use writing. Therefore, there is an appreciation for certain activities, prioritizing textual genres, and specific literacy events, often disregarding existing textual diversity.

In view of this reality, we aim to reflect on the uses of writing developed from the work with textual genres in Portuguese classes and their relations with the multiplicity of literacies. Specifically, our goal is to present a reflection on the uses of writing developed in Portuguese classes and their relationships with the diversity of uses that occur outside the school. Our reflection seeks, therefore, to understand the daily use of writing in school and to what extent the textual genres of the different domains of social life are contemplated through teaching-learning actions involving texts.

For data generation, we used classroom observations and interviews with students from a public high school located in Recife, Pernambuco. These tools were pertinent because they allowed us to think about the daily use of writing and reading of students at school and outside it.

With a view to the basis of the discussions, it was necessary to detail some concepts, such: literacies (KLEIMAN, 1995a, 1995b; BARTON; HAMILTON, 2000; OLIVEIRA, 2010), writing (KLEIMAN, 2007), dominant literacies and vernacular or local literacies (GEE, 1990; BARTON; HAMILTON, 2000; HAMILTON, 2000), literacy at school (STREET, 1984, 2014; KLEIMAN, 2010b), domains of social life (BARTON; HAMILTON, 2000; MARCUSCHI, 2008) and textual genres (BAZERMAN, 2011).

Thus, our goal is to develop a reflection that emphasizes the daily use of writing that occurs in the school space and the connection of these uses with the different categories of genders of the multiple domains of social life, since the uses of writing in school can enable activities from the diversity of literacies and, consequently, to lead students to recognize themselves, legitimizing the uses of writing that are common in various social environments (STREET, 2014).

UNDERSTANDING THE LITERACIES

We started these considerations by dealing with the concept of literacy from our understanding. For this, we begin by highlighting Kleiman's classic explanation (1995b) about alphabetization: alphabetization configures a literacy practice, in this case, specific to a given domain of social life, the school. Inserted,

therefore, in this perspective, alphabetization is just one of the many literacy practices existing in society. Its relevance stems from the fact that it is performed out by one of the most important literacy agencies, the school (KLEIMAN, 1995b).

From this perspective, it is pertinent to emphasize that other practices can, marginally, enable individuals to literacy practices. Inserting an individual into literacy perspectives is not a school-only prerogative. “Alphabetization, therefore, has specific characteristics, different from those of literacy, but it is an integral part of it” (KLEIMAN, 2010a, p. 16).

We also find in Kleiman (1995a) an explanation for the term *literacy*. According to the author, literacy concerns a set of social practices, whose “functioning has important implications for how the subjects involved in these practices build relations of identity and power” (p. 11). Thus, literacy is extensively understood, “as a plural social practice motivated by principles of an ideological nature” (OLIVEIRA, 2010, p. 339).

Literacy is dialogically connected to social reality, inseparable from the socio-historical and ideological contexts in which reading and writing are used. In this perspective, Oliveira (2010) points out that

Understand literacy as something ‘singular’ is to forget that social life is permeated by language in multiple ways and destined for different uses. In it, various textual genres are used by different people in the most diverse social activities, oriented from specific purposes, functions, interests and communicative needs, despite the understanding that some texts are considered canonical and, therefore, more legitimized than others, socially (p. 329).

People and groups are subject to literacy in various social spaces, participating in the most distinct practices. Through the different literacy agencies (family, church, work, etc.), an individual can learn to make use of writing and, in this sense, we can consider that literacies are multiple and vary in time and space. There are different modalities of literacy, resulting from spaces and the different mechanisms of production and dissemination of uses of writing.

Understanding literacy dialogically connected to social instances reveals numerous possibilities of communicative situations. Literacy, therefore, is plural, has different communicative needs, is practiced for different purposes, also trigger different literacies (BARTON; HAMILTON, 2000). There is no reason to believe in literacy as a homogenizing practice, since the conception that emphasizes it as an ability to read and write for specific purposes has given way to the understanding of a new concept, plural in nature – literacies (OLIVEIRA, 2010).

Literacies understood in this way lead us to understand the uses of writing in the context of social practices in which they occur and allow us to look at the effective uses of language in different social contexts. This understanding reveals, therefore, that the uses of writing and language never occur decontextualized, but always in a concrete historical and social situation, through interaction.

In this sense, writing is understood from a social point of view. Because it is a discursive practice, whose multiple functions are inseparable from the contexts in which it develops; writing varies because of the heterogeneity of the people and social groups, and the various actions of these people happen in very varied ways, through the use of writing (KLEIMAN, 2007).

Thinking, therefore, of a conception of writing as a practice independent of the subject, of history, not situated in time and space, makes little sense because it is through social action that we act discursively in a situation, that is, when we can make use of writing. From the needs arising from a social action we use writing concretely, making use of the textual genres most pertinent to a given situation.

Thus, the appropriation of writing allows people to enter and participate in the activities of social spaces, since the different ways of relating to individuals and interacting in society predict the use of writing. We need to think politically about how writing can become an instrument to transform the power structures imposed by society (GOMES-SOUZA, 2019).

Writing, in this perspective, is closely linked to forms of social insertion, since in the society in which we live, it represents a powerful tool, with its varied uses not being fully accessed by the population as a whole.

Due to this understanding of writing as a discursive process that involves different social positions, it is natural that there are numerous possibilities of situations in which literacies are an integral part of social practices. Literacies, delineated by different purposes, are realized through textual genres.

As a result, the conception of textual genre adopted by us is the one that evokes social action, as proposed by Bazerman (2011, p. 23) when he says that “Genres are not just forms. Genres are forms of life, ways of being. They are frames for social action.” Bazerman (2011) also adds that

genres form our actions and intentions. They are a means for the agency and cannot be taught divorced from actions and situations in which these actions are meaningful and motivating. Like human actions, intentions, and situations, a genre theory needs to be dynamic and always changing (p. 10).

Textual genres constitute and are constituted by different discourses that coexist socially. They have certain dimensions, formats, multimodal features and are anchored in textual support, so they can be recognized.

Social life is permeated by multiple languages, destined for different uses, and textual genres are an unfolding of these uses; “everything we do linguistically can be realized in one genre” (MARCUSCHI, 2002, p. 35).

According to Oliveira (2010), in society

different genres are practiced by different people in the most diverse social activities, oriented from specific purposes, functions, interests, and communicative needs, despite the understanding that some texts are considered canonical and, therefore, more legitimized than others, socially (p. 329).

This theoretical perspective considers the dynamic, interactive and agentic profile of textual genres, since the conception of students being able to perceive in writing a powerful tool to accomplish things and be present in the world becomes quite relevant (SANTOS MARQUES; KLEIMAN, 2019).

Existing dynamics in the social environment occur through different literacy practices that unfold into two categories of literacy called dominant and vernacular or local (GEE, 1990; BARTON; HAMILTON 2000; HAMILTON, 2000).

Dominant literacies are associated with formal organizations, the legal system, bureaucracies such as school and commerce. They are part of the specialized discourses and are standardized and defined in terms of the formal purposes of the institution, and not in terms of multiple and specific purposes of citizens and their communities (BARTON; HAMILTON, 2000). In dominant literacies, there are professional specialists, teachers through whom access to knowledge is controlled, receive high value, legal and cultural, “are powerful in proportion to the power of the institution that shapes them” (HAMILTON, 2000, p. 6).

A category of dominant literacy that interests us to understand is that which stems from literacy in school. Historically, schools are characterized as institutions that develop only a few types of skills, determining

a specific way to use knowledge. Concerning the text, its interpretation and conception are determined by the functioning/articulation of its internal elements (STREET, 1984).

Thus, there is a certain appreciation for a type of literacy practice, in this case, the one that believes in the process of acquiring codes and conducts necessary for the development of individual competencies that are important for the school itself. These codes and conducts are not restricted only to the ability to read and write; in fact, “student is learning cultural models of identity and personality, not just decoding writing or writing with certain calligraphy” (STREET, 2014, p. 154).

Based on these assumptions, Kleiman (1995b) draws attention to the literacy that both the school and society recognize, that is, the acquisition of reading and writing skills necessary to achieve the school’s own goals. Author’s points out, however, that, despite the different practices that occur in other contexts, “school practices of learning the use of written language, although ‘strictly school’, are also social practices” (KLEIMAN, 2010b, p. 380).

In school, therefore, the predominance and maintenance of some literacies are common. About this, Gee (1990) presents some considerations. The author states that the effective presence of the dominant discourses permeates the universe of the school and adds:

The acquisition of many dominant school-based discourses by part of the students is facilitated by the fact that their primary discourses have adopted some of the features of these dominant discourses, by their early practice at home with these dominant discourses (which their parents have usually mastered), and by the constant support their houses give to the schools. Their mastery is also facilitated by the lesser conflict they feel in acquiring and using these dominant Discourses (p. 179).

We also emphasize that literacy, as it happens in school, occurs because learning actions that emphasize writing are planned, instituted and selected according to pedagogical purposes. Goals are almost always predetermined and aim at learning, which is often driven by verification and evaluation activities.

About vernacular or local literacies, they are essentially rooted in everyday experience, serve the purposes of every day. They are not regulated or systematized by the formal rules and procedures of the institutions, because they have their origin in the purposes of everyday life. Thus, vernacular or local literacies are not highly valued by formal social institutions, although sometimes they develop in response to these institutions (BARTON; HAMILTON, 2000). They can be disapproved and trivialized and can be contrasted with the dominant literacies, which are seen as rational and of high cultural value.

These literacies are more common in private spheres than in public spheres. Often, they are represented by humorous, playful, disrespectful, oppositionist texts, branded informality. Another feature of these literacies is the deliberately hidden way of practicing them, as they include personal and private ways of dealing with reading or writing: secret letters of love, criticism and subversion, scandalous jokes, horoscopes, pornography, etc. In the words of Hamilton (2000),

Vernacular literacy practices are learned informally. They are acquired in homes and neighborhood groups, through the everyday perplexities and curiosities of our lives [...] are rooted in action contexts and everyday purposes and networks. They draw upon and contribute to vernacular knowledge, which is often local, procedural, and minutely detailed. Literacy learning and use are integrated into everyday activities and the literacy elements are an implicit part of the activity (p. 7).

In summary, dominant literacies are practices that “can be seen as part of the whole discourse formations, institutionalized configurations of power and knowledge which are embodied in social relationships”

(BARTON; HAMILTON, 2000, p. 12). On the other hand, vernacular literacies that exist in people's daily lives are less socially valued. This means affirming that literacy practices are modeled by institutions and power relationships, and some literacies are more socially supported. Noteworthy, however, that "vernacular and institutional literacies are not independent and always separated categories of activity, but they are in dialogue, and the boundaries between them are permeable and shifting".

In this sense, both the dominant and vernacular literacies are intertwined in the domains of social life. These domains are not texts or discourses, but they originate very specific types of discourses. They are, therefore, discursive practices in which it is possible to identify a set of textual genres and discourses that are their own, such as religious, school, journalistic, literary, among others. Domains are therefore discursive practices within which it is possible to identify a range of typical textual genres. To explain the concept, we evoke Barton and Hamilton (2000). These authors state that

Domains are structured, patterned contexts within which literacy is used and learned. Activities within these domains are not accidental or randomly varying: there are particular configurations of literacy practices and there are regular ways in which people act in many literacy events in particular contexts. Various institutions support and structure activities in particular domains of life. These include family, religion and education, which are all social institutions. Some of these institutions are more formally structured than others, with explicit rules for procedures, documentation and legal penalties for infringement, whilst others are regulated by the pressure of social conventions and attitudes. Particular literacies have been created, structured and sustained by these instructions (p. 12).

Domains are present in all spheres of social life, from home to more formal institutions. What characterizes these domains are the literacy practices that coexist in them because routines organize forms of interaction and typical reading and writing strategies. Domains produce typical forms of communication

that are stabilized and transmitted from generation to generation with defined and clear purposes and effects [...] lead to forms of action, reflection, and social evaluation that determine textual formats that ultimately unfold in the stabilization of textual genres (MARCUSCHI, 2008, p. 194).

Some institutions are socially more powerful and tend to encourage dominant literacies. Commonly, some of these institutions disregard, devalue and disbelieve literacies that are strange to them, that derive from social domains of the private sphere, such as home and community. This means that there are consecrated literacies, considered better because they are modeled by socially recognized institutions.

Finally, it should be noted that literacies do not occur exclusively in specific domains, but can occur in different other domains, such as media, work, family. These different domains include different social practices that provide characteristic ways to make use of writing, according to the communicative needs that are configured in their specific contexts. For this reason, each of these domains begins to characterize literacy in a particular way, giving rise to various literacies.

OUR METHODOLOGICAL OPTIONS

Data generation occurred through semi-structured interviews (LÜDKE; ANDRÉ, 1986) and classroom observations. The interviews and observations were conducted in 2016 in public school secondary classes of Recife city.

For the interviews, developed with 12 students from regular classes of the three high school grades, we elaborated a previous questionnaire with a set of predefined questions, but that did not dictate exactly how the interview happened, as predicted in the semi-structured interview. In this questionnaire, they answered questions about the uses of writing developed inside and outside the school. On the other hand, the observations led to considerations about the teaching-learning actions that occurred during the Portuguese classes of the students interviewed.

All data generation actions were developed with the consent of the collaborating parties. To elaborate the terms that explain the details of the research, procedures, risks, benefits and rights of the participants, we use the instructions established by the Research Department of Universidade Federal do Rio Grande do Norte (UFRN, 2016). All the procedures foreseen by the research had the necessary ethical commitment on the part of the researchers.

FOCUSED APPROACH TO THE DISCOURSE OF CERTAIN DOMAINS OF SOCIAL LIFE

The first evidence of the research concerns the understanding that in this school context much of the texts that help the activities that involve writing come from the textbook. The use of the textbook is intermediate of most classes. It is an important instrument of support and influencer of teaching strategies and texts adopted for writing in Portuguese classes.

Categories of textual genres that are addressed in the classes presented variety, but many of the categories belong to the same domain of social life (GEE, 1990). Students, for example, were invited to transcribe poems (see Figure 1, on the next page) for performing exercises.

From the point of view of the diversity of texts worked in the classroom, the textual genres coming from the classical literary and media social domains are very present. Textual genres of these domains are widely explored and become priorities for Portuguese teaching. Thus, it is perceived that the dominant presence of texts from some domains of social life permeates the uses of writing in school.

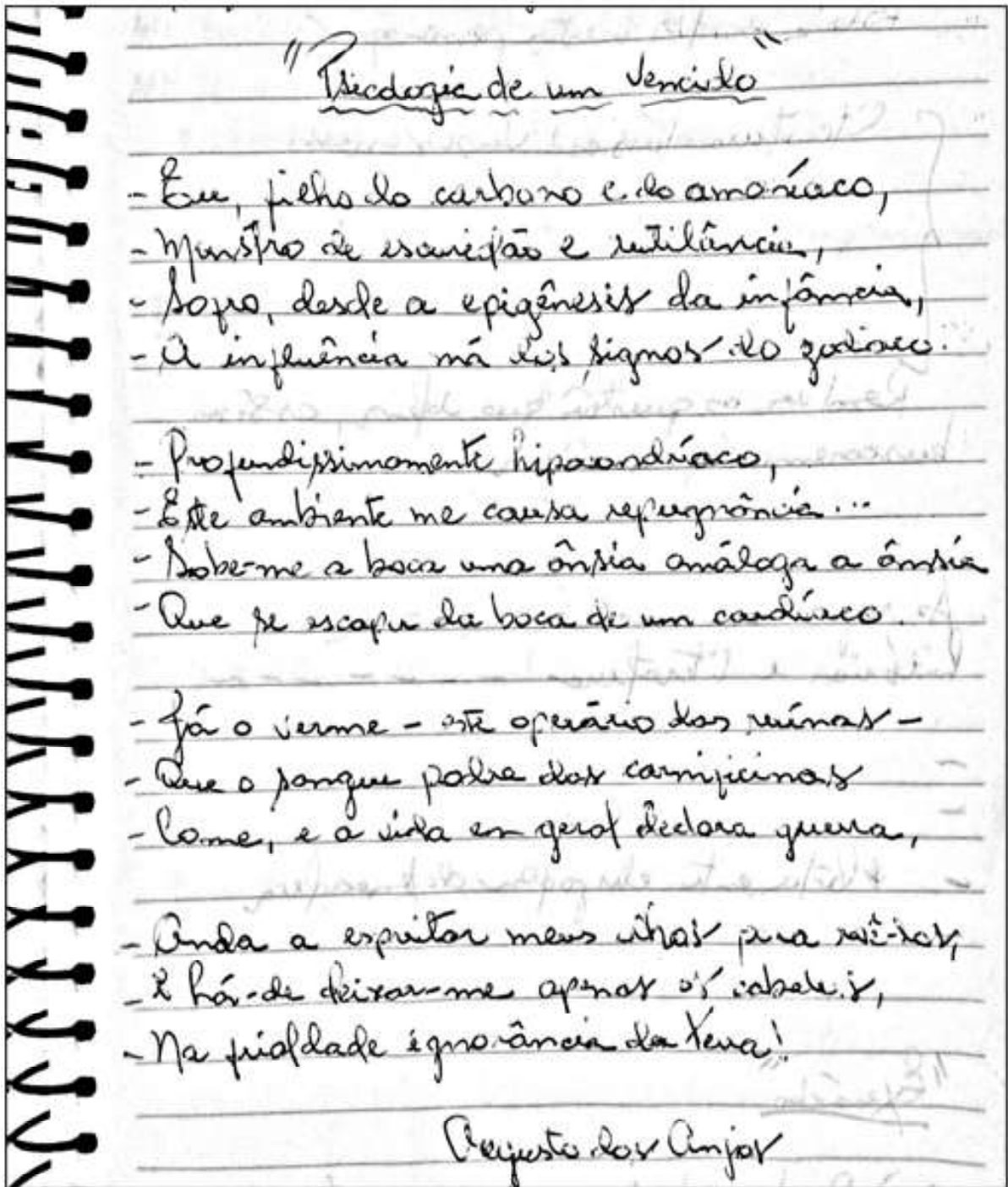
In this sense, the activities require the approach of textual genres that do not refer to vernacular or local literacies, originating from the social domains closest to the students and that were mentioned in the interviews: notes, letters, comments, resumes, statement, emails, forms, subtitles, song lyrics, lists, memes, messages/chats¹, text messages, social network posts² and reviews of games and movies.

Exploration of texts from home, religious, digital, community and work discourses, closer to the domains of social life that encompass students and community, is little emphasized. However, there is a lot of interpretative studies and resolution of exercises based on poems, tales, charges, comic strips, news, editorials, chronicles, as well as fragments of novels, reports, and comics.

Thus, school tends to distance itself from the hybridization process between the global and the local, the dominant and the vernacular, suggested and stimulated by the new studies literacy. It welcomes students from different social strata, but addresses textual genres, to be read or produced, in a way disproportionate to familiarity with the world representations contemplated in school (STREET, 2003).

¹ Communication in which two interlocutors or specific groups interact, dialogue, send messages, warnings, exchange information, through mobile or remote devices in digital environments with internet access, and maybe in real-time or not (GOMES-SOUZA, 2019).

² It is a textual genre specific to the digital environment, since it has as textual support the social network. This genre is used by the members of a given community in order to make something public in an eminently interactive context. The content or product of the post is variable, according to the function of the social network, and may be verbal texts, pictures, links, videos, etc., or these elements intertwined (GOMES-SOUZA, 2019, p. 245).



Source: Research collection.

Figure 1 – Poem

In this classroom context, special attention is paid to activities that suggest textual genres and discourses that derive from a few domains of social life. In this case, certain textual genres and discourses are prioritized, from more prestigious domains, making school literacy refers to knowledge considered necessary and relevant for the school itself. In this perspective, the practices and literacy events of social life in which the subjects are inserted and which are important for the school are not emphasized because they contrast with the traditional view that understands literacy as a skill for specific purposes (BARTON; HAMILTON, 2000).

In this sense, learning actions do not reverse the multiple uses of writing, especially textual genres derived from vernacular or local literacies. School, thus, emphasizes the practices of writing use that oppose the sociocultural perspective of literacies in the mother tongue (KLEIMAN, 2010a).

Texts derived from the classical literary social domain occupy significant space, since teaching has a strong commitment to the teaching of traditional literature in Portuguese. Marked presence of textual genres of the literary domain often occurs in a fragmented way, and these can be used for textual interpretation activities based on written exercises, extraction of information or meanings and, mainly, for the study of phenomena of specific linguistic order. Thus, the school is understood as an important literacy agency focused mainly on the acquisition of written code and not on the social functions of writing (KLEIMAN, 1995b).

Excerpts from classics of the literature are used in order to support activities in the form of written exercises of questions and answers. These texts are also addressed for the study of curricular contents: comma, the process of verbal formation of words, the regency of the verb, verb concordance, irregular verbs. There is also a great emphasis on the study that seeks to trace panoramas of trends literary.

Similarly, textual genres of the media social domain are also present in the classes. The presence of textual genres that start from this domain is very recurrent. In addition to the strong frequency of genres derived from the literary discourse, the implementation of activities anchored in genres of the media social domain is very intense. Thus, there is a certain prioritization of the approach of texts that come from a small diversity of domains of social life, and one of these domains in which there is a certain privilege is that of the media³. Textual genres from the mass media, such as comic strips, charges, cartoons, journalistic chronicles, news, reports and editorials are evidenced.

These results show that the school is a privileged space for teaching with textual genres but does not value the approach with texts coming from discourses closer to the social interaction of students. However, bringing the family textual genres to the students in school is an aspect that can be considered important for teaching, because “the student’s previous knowledge can favor the articulation between curriculum content and the context of life, that is, the reality that surrounds them” (GOMES-SOUZA, 2019, p. 265).

Textual genres derived from the dominant literacies, resulting from more prestigious social domains, are the most exploited ones in the activities that involve writing. One prioritizes the approach of texts of social domains that have greater representativeness and prestige in the social environment, to the detriment of texts that start from vernacular literacy, from domains closer to the students’ daily lives.

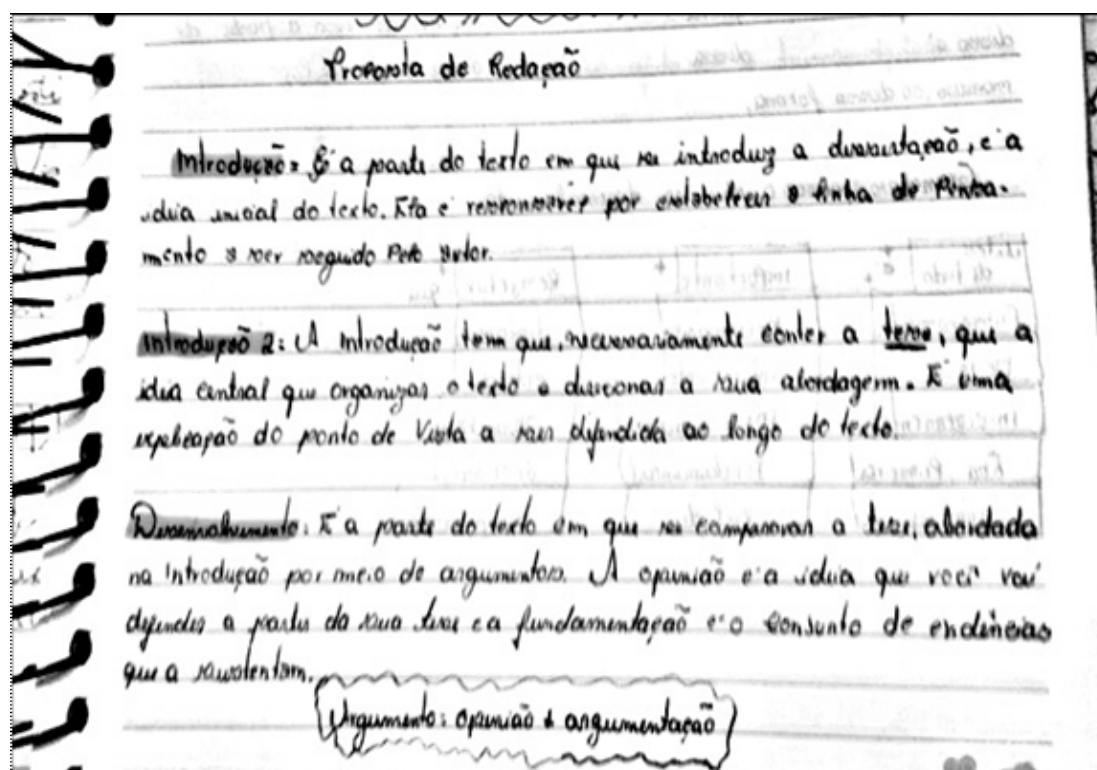
The predominance of teaching from genres of the literary and media social domains makes the work with writing contemplate only the textual diversity that the school believes is necessary for the student’s education. Activities with textual genres, in this sense, reflect the ideological focus of literacy related to the cultural and power structures of society (STREET, 2014).

Moreover, it is important to emphasize that the approach of textual genres in school usually bumps into a process of exploitation unrelated to the contextual experiences of the circulation of texts. Uses of the text draw a little closer to the complexity of conditions that coexistence in the social environment can provide.

Uses of writing in this school context are constituted in such a way that individuals may not identify a link between literacy practices at school and what they do with writing on a daily basis. In this context, literacy aims to develop skills and competencies for specific purposes (KLEIMAN, 1995b).

³ Zanchetta Junior (1995) investigated the frequency of texts from the media in high school textbook and found that genres such as news, report, opinion article, comics and advertisement, among others, are very present in their pedagogical proposals.

Regarding the predominance of texts based on certain domains of social life, a textual genre was very present: school writing. When it comes to the literacy process in the investigated school, this genre is undoubtedly very emphasized. In the image below, it is possible to observe part of an activity dedicated to explaining points to produce the textual genre school writing.



Source: Research collection.

Figure 2 – Activity that addresses the textual genre school writing

Most approached textual genre comes from the social domain of the school sphere itself. School writing, which has an almost exclusive circulation in the institutional context of the school, is very present in the students' conviviality with writing. This is a textual genre very present in the daily routine of students.

In high school where the research took place, writing is widely used to meet the socio-communicative purposes of the school itself. Many activities involving school writing are intended for the teacher and the preparation for learning verification assessments, such as the Exame Nacional do Ensino Médio (ENEM) and SAEPE.⁴

As with the preparation for school writing, students participate in other activities that have a close relationship with the school social domain: written exercises based on research with to understanding the meanings of the text and seeking meanings of terms and expressions; resolution of written exercises morphosyntactic; written activities based on the copying of texts; notes of exhibition classes supported by oral reflections and explanations and multimedia presentations, etc.

⁴ Sistema de Avaliação Educacional de Pernambuco - set of tests applied to assess the skills in the area of Portuguese and Mathematics of students from state and municipal schools in the 2nd, 4th, and 8th grades or 3rd, 5th, and 9th years of Elementary School and 3rd year of High School, including school flow correction projects (SIEPE, 2016).

Thus, the teaching-learning process of writing is configured as a world apart, as it seeks to lead the student to specialize in language skills of some specific spaces of use. Uses of writing, therefore, are still far from a teaching vision that favors the inclusion and participation of students in the diversity of literate culture, expanding their possibilities of social emancipation (KLEIMAN, 1995b).

The research showed students also had access to textual genres in which literary, media, or school discourses are not included. This is the case of the genres culinary recipe, tutorial (used through the use of the textbook) and interview, however we chose to explore the evidence of more recurrent use of writing.

Finally, the learning actions that focus on writing often turn to the treatment of textual genres that prioritize discourses from certain domains of social life. School literacy hardly recognizes the importance of the diversity of uses of the writing for the entire social environment. School, acting in this perspective, loses the opportunity to value the multiplicity of existing textual discourses and genres, since it bets on the relevance of the approach of texts that start from textual genres of a few domains of social life.

OTHER REFLECTIONS

From the analysis and discussions developed it is possible to understand that the uses of writing in Portuguese classes emphasize textual genres derived from the domains of social life literary (classical), media and school. Teaching in this research context prioritizes the work with genres of socially consecrated domains.

The general idea of this research, however, is not to situate the work with the text in this school reality as unproductive or unnecessary, but to show that it is also necessary to approach the writing associated with contemporary reality, which is marked by technological development and interpreted by the multiple literacies, discourses and textual genres.

From this perspective, it is relevant that the activities having writing as a focus demand teaching-learning actions that address both texts derived from the dominant literacies and vernacular literacies. May the approach of writing also evidence texts that come from the context of the school and the community, marked by the circulation of discourses from the various domains of social life: media, scientific, home, religious, digital, community, professional, school, political, etc.

To face teaching-learning in this way is to contribute to the process of legitimization of genre texts often marginalized, which start from domains of social life that are not valued by instances of society such as school. Thus, the work with writing in the classroom approaches the effective writing practices present in society.

The research shows, therefore, it may be necessary to introduce activities that provide effective work with diverse textual genres, from the various domains of social life, recognizing the place of different discourses and texts, in order to expand the communicative competence of students and the effective participation of these subjects in the world around them. Moreover, taking into account the characteristics revealed by the students' conviviality with writing in the various social environments is relevant because it can "inspire didactic-pedagogical activities concerned with the teaching of writing guided by social issues" (GOMES-SOUZA; OLIVEIRA, 2018, p. 414).

Teaching-learning actions articulated to the literacy practices from outside the school can cause students to establish relationships and make interpretations based on activities with pleasurable potential, since the writing in the school would be similar to that developed in the social instances in which the students circulate. Thus, writing can be situated and significant, based on the diverse uses, taking into account students' own values, motivations and interests.

Textual genres from the digital environment, for example, are increasingly part of students' daily lives, and this is a reality. More than entertaining, these textual genres can become valuable interaction tools. Bringing them into the classroom can be an opportunity to help students in producing multiple communicative possibilities, making them learn new language resources from the uses of writing they already master. The Idea is for students to produce their linguistic knowledge, understand the world and transform their own experiences and ways of reading and writing.

Moreover, teaching with textual genres that evidences textual diversity can provide an approach to literacies in their multiple social situations, recognizing the diversity of literacy practices and, consequently, leading students to recognize themselves, since they would be using in school those uses of writing that they usually experience in other social environments.

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