

Introduction to Sociolinguistics in the classroom: contributions of the PIBID

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Abstract:

This article presents a section of a sociolinguistic research conducted by 18 undergraduate students majoring in Portuguese Language and Literature at the *Universidade Federal do Pampa*, Bagé campus, during their participation in the Institutional Program of Teaching Initiation Scholarships (*Programa Institucional de Bolsas de Iniciação à Docência PIBID*). The research aimed to identify some social and linguistic characteristics of the students served by the Program, for the subsequent development of activities that effectively contributed to Portuguese language classes. The research was carried out with 48 first-year high school students from the *Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense (IFsul)* through the application of a questionnaire using the Google Forms platform. The results significantly aided the project's achievement, as they allowed for an intervention aligned with the identified real needs, with materials and strategies that facilitated the mission of teaching Portuguese language to enhance students' communicative competence, considering linguistic variation and combating prejudice.

Keywords: PIBID; Sociolinguistics; Portuguese Language Teaching.

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Introduction to Sociolinguistics in the classroom: contributions of the PIBID ¹

Helen Cristina da Silva

Introduction

By financially supporting its members and encouraging partnerships between higher education institutions and basic education schools, the Institutional Program of Teaching Initiation Scholarships (*Programa Institucional de Bolsas de Iniciação à Docência - PIBID*) plays a crucial role in Brazilian education. Its comprehensive nature enables undergraduate students to integrate theory with practice, promoting values such as collaboration, respect, and responsibility, while also providing opportunities to understand, reflect on, and propose solutions for strengthening quality education aligned with the real needs of students and their context. Furthermore, it allows for the continuous professional development of the teachers involved, as participation in the program requires ongoing knowledge recycling and updating.

Regarding the teaching of the Portuguese language, PIBID, through the subproject in question, enables work centered on a broader conception of language. The main objective is to enhance students' communicative competence based on contextual adequacy, mastery of various genres circulating in society, and knowledge and respect for linguistic diversity, always considering the multifaceted reality of Brazil, characterized by a linguistic mosaic marked by different norms.

In this article, we present a segment of the work developed by the Portuguese language core subproject, composed of 18 undergraduate students majoring in Portuguese Language and Literature at the *Universidade Federal do Pampa* (Bagé campus), under the coordination of Professor Hélen Cristina da Silva. Currently, the program serves Dr. João Severiano da Fonseca Municipal Civic-Military School and the Federal Institute of Education, Science, and Technology of Southern Rio Grande (*Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense - IFsul*), the former with a seventh-grade class in elementary school and the latter with first-year high school classes. Overall, the subproject works with approximately 80 students in basic education. However, in this article, we present and discuss only the work developed at IFsul, given the physical limitations and the intended thematic focus.

Among the specific objectives outlined for the subproject are: i) to recognize linguistic variation as a natural phenomenon of language that occurs due to internal and external factors, thus enabling the appropriate use of both spoken and written code; ii) to consciously and critically understand and appropriate studies from the areas of Sociolinguistics and Dialectology; and iii) to value the linguistic plurality that constitutes Brazilian Portuguese (BP) as a means to enrich the knowledge of the mother tongue and combat linguistic prejudice. To achieve these objectives, we draw on the theoretical and methodological assumptions of these two areas, with a special focus on Educational Sociolinguistics (Bortoni-Ricardo, 2004).

Thus, during the PIBID, we aimed to develop studies and practices that, firstly, led the scholarship holders to understand aspects of the socio-history of BP and its variation across various dimensions. In a second stage, the scholarship holders conducted research that served as a

¹ Translated by: Eliane Vitorino de Moura Oliveira.

basis for understanding the sociolinguistic reality—or part of it—of the students who would be served in schools during the classroom intervention period. This approach enabled the development of activities that were truly relevant and addressed the identified real needs.

It's worth noting that we do not intend to provide an exhaustive account of all the activities carried out during the program, which spanned from November 2022 to April 2024, nor would we have physical space to do so. Therefore, the objective at this time is to present and discuss some results stemming from the studies and, above all, the aforementioned research. In order to streamline the proposed discussion, this article initially provides data about the city and the institution served by the program. Subsequently, we present the theoretical framework intertwined with the adopted methodology. Following that, we address the data selection and analysis, presenting some of its implications in the practice of the scholarship holders in the classroom, and finally, we provide concluding remarks.

Profile of the city and the schools served by the portuguese language subproject

Bagé² is located in the southern region of the state of Rio Grande do Sul, in the Southwest Mesoregion and Microrregion of Southern *Campanha*. It shares its geographic boundaries with Lavras do Sul and Caçapava do Sul to the north, Aceguá and the Oriental Republic of Uruguay to the south, Hulha Negra and Candiota to the east, and Dom Pedrito and the Oriental Republic of Uruguay to the west. Established on June 5, 1846, by Law No. 65/1846, it covers an area of 4,090.360 km², with a population density of 28.43 inhabitants/km² and a total population of 117,938 inhabitants (IBGE - Census 2022), of which 83.70% are classified as urban population (IBGE - Census 2010). The per capita GDP is R\$ 30,846.53, and its main economic activities revolve around agriculture and livestock farming.

The city is the headquarters of the 13th Regional Education Coordination (CRE), which manages the state system and supervises the private education system in Bagé and its surrounding area. In the case of Bagé, there are 22 schools under the jurisdiction of the 13th Regional Education Coordination, comprising 21 State schools and one Federal school. In the latest assessment of the Basic Education Development Index (IDEB) in 2021, Bagé's state schools achieved the following scores: for the early years of elementary education (5.4); for the later years (4.6), with respective target scores of 5.7 and 5.4.

The Municipal Education Network, consisting of 61 schools, is coordinated by the Municipal Department of Education of Bagé. In 2019, the IDEB achieved in the early years was 5.7, reaching the established target (5.5). However, in the later years, the projected target (5.3) was not met, remaining at 4.5. In the realm of Higher Education, Bagé has four institutions: two private and two public. Among them, the *Universidade Federal do Pampa* (UNIPAMPA), founded on January 11, 2008 (Law 11.640), is the result of the community's demand in the region and is part of the expansion and renewal policy of federal institutions of higher education, with the objective and responsibility of contributing to the southern region of the state, which faces critical socio-economic development issues, including access to both basic and higher education.

The low indices indicated by the IDEB, coupled with the duty to ensure quality education for all stages, reveal the urgent need for programs like the PIBID, which aim at the initial and ongoing qualification of teachers, providing society at large with excellent education, lower dropout and failure rates, but above all, with higher levels of achievement.

The Portuguese language subproject of PIBID serves, in this edition, two institutions with

² Data available at: (IBGE, 2010, 2022).

very peculiar characteristics. One of them is the Municipal Civic Military School Dr. João Severiano da Fonseca, located in a peripheral region of the city, which accommodates around 460 students from the 6th to the 9th grade of Elementary School. The other institution served is the Federal Institute of Education, Science, and Technology of Southern Rio Grande (*Instituto Federal de Educação, Ciência e Tecnologia Sul-rio-grandense - IFsul*), whose campus in Bagé is part of Phase II of the Expansion Plan of the Federal Network of Professional, Scientific, and Technological Education, established by Law No. 11.892, dated December 29, 2008.

The focus of the activities developed at IFsul is to offer professional education capable of meeting regional demands and contributing to overcoming the structural problems of the region. In total, more than 600 students are served annually, distributed across two integrated courses in Agricultural Technician and Computer Technician, as well as in higher education courses such as Technology and Analysis in Systems Development, Food Technology, and Agronomy Engineering. The campus has its own area of 57 hectares, with 4,473.41m² of constructed space spread across 5 blocks. The unit includes an administrative area of 2,291.29 m², 1,271.79m² of classrooms and computer laboratories, 910.33 m² of practical training laboratories, totaling 2,182.12 m² of professional education area. It also features a library, auditorium, a mini-auditorium, a wastewater treatment plant, and a photovoltaic power station³.

From theory to practice: contributions of Sociolinguistics

It is indisputable that the original multilingualism, before the arrival of the Portuguese in Brazilian lands, their contact with the language of the natives, the mixture with African languages, and those of other immigrants decisively influenced the formation of Portuguese in the South American continent, which assumed over the centuries, its own characteristics. Thus, the Portuguese spoken today in Brazil is the result of a series of transformations, encompassing changes in usage, politics, and territory.

For over half a century, sociolinguists have been engaged in studies aimed at contributing to a more fruitful understanding and teaching of our language, taking into account its diversity, resulting from a complex network woven by the numerous varieties coexisting in Brazilian Portuguese (hereafter BP). According to Cyranka (2011, p. 144), "Sociolinguistics, considering the social counterpart of language, offers the path to the adequate treatment of linguistic heterogeneity in schools." The author further states that this science conceives linguistic variation and change as natural processes motivated by various issues ranging from the identity of speakers within their social group to those linked to geographical location.

When discussing this topic, Bortoni-Ricardo, a pioneer in the field of Educational Sociolinguistics, and Freitas, emphasize the importance of this area in the school environment, not only for enabling the understanding of social phenomena related to language, but also because it serves as a reminder that:

Since its inception, Sociolinguistics, both in its variationist and qualitative aspects, has shown concern for the academic performance of children from different ethnic groups or social networks. Since then, it has contributed significantly to advancements in research on educational issues in various countries worldwide, especially in the last four decades (Bortoni-Ricardo; Freitas, 2009, p. 02)⁴.

³ Data available at: Instituto Federal de Educação, Ciência e Tecnologia Sul Rio Grandense (2023).

⁴ Original text: "desde o seu berço a Sociolinguística, tanto na sua vertente variacionista quanto na sua vertente qualitativa, demonstrou preocupação com o desempenho escolar de crianças provenientes de diferentes grupos étnicos ou redes sociais. Desde então muito tem contribuído para os avanços na pesquisa das questões educacionais em diversos países do mundo, principalmente nas últimas quatro décadas."

Based on Sociolinguistic studies, the Common National Curricular Base (BNCC), recognizing the phenomenon of linguistic variation, proposes, among others, as a skill to be developed in the Portuguese Language component:

Analyzing the phenomenon of linguistic variation, at its different levels (phonetic-phonological, lexical, syntactic, semantic, and stylistic-pragmatic), across its different dimensions (regional, historical, social, situational, occupational, age-related, etc.), in order to broaden understanding of the living and dynamic nature of language and the phenomenon of the formation of linguistic varieties, both prestigious and stigmatized, and to underpin respect for linguistic varieties and the combat against linguistic prejudices (Brasil, 2018, p. 508).⁵

Therefore, reflective work with Sociolinguistics in the classroom, which takes into account the social and interactional factors inherent in the real use of language, can contribute to reducing the discriminatory gaze that, even today, is a "concrete and lived fact by citizens who belong to socioeconomically less privileged layers and whose language is often considered inferior, poor, of low level, as is also the culture of those who use it" (Oliveira; Cyranka, 2013, p. 77).⁶

With the support of these discussions, the group of PIBID scholarship holders, in the initial stage of the subproject, had access to various studies on the topic, especially research on the origins of BP (Ilari; Basso, 2014), on linguistic variation in Brazilian territory (Cardoso et al., 2014), on fundamental concepts of Sociolinguistics (Coelho *et al.*, 2015; Taralo, 2004), and finally, on the studies of Educational Sociolinguistics by Bortoni-Ricardo (2004, 2005). Through these materials and others studied during this phase, several debates, seminars, socializations, and other activities of this nature were carried out, so that they could appropriate, within the limitations of first-half undergraduate students, the necessary theory that would later support interventions in the classroom.

Upon completing this stage, the undergraduates conducted a sociolinguistic survey with the students from the schools served, in order to gain a deeper understanding of some social characteristics of these students and, based on this, develop activities, methodological strategies, and teaching materials aligned with the real needs of the class. To do so, the PIBID participants, with the assistance of the supervisors and coordinator, developed a questionnaire (appendix 1), containing thirty questions that address, on one hand, social issues such as: age, place of birth; residence (rural or urban area); number of family members and their education level; frequency of trips to other states/regions, and so on. On the other hand, questions regarding the dynamics of studying Portuguese language, such as: assistance from guardians in school activities; frequency of reading; the most used means of access for studies; the importance of the Portuguese language component and the most and least preferred contents, among others.

The questionnaires were filled out by the students via the Google Forms platform. After completing this stage, the scholarship holders conducted quantitative surveys and qualitative analysis of the results, some of which we will now present and discuss in the next section.

Snippet from the research

⁵ Original text: "Analisar o fenômeno da variação linguística, em seus diferentes níveis (variações fonético-fonológica, lexical, sintática, semântica e estilístico-pragmática) em suas diferentes dimensões (regional, histórica, social, situacional, ocupacional, etária etc.), de forma a ampliar a compreensão sobre a natureza viva e dinâmica da língua e sobre o fenômeno da constituição de variedades linguísticas de prestígio e estigmatizadas, e a fundamentar o respeito às variedades linguísticas e o combate a preconceitos linguísticos (Brasil, 2018, p. 508)."

⁶ Original text: "concreto e vivido na pele por cidadãos que pertencem a camadas menos privilegiadas socioeconomicamente e cuja linguagem é, muitas vezes, considerada inferior, pobre, de baixo nível, assim como também o é a cultura de quem a emprega" (Oliveira; Cyranka, 2013, p. 77).

The analyzed corpus consists of 48 questionnaires collected via the Google Forms platform from students aged 15 to 18, in the 1st year of High School, at IFsul. For the sake of organization and explanatory clarity, we divided this section into two sections that present the analysis and discussion of questions that proved to be most relevant and contributed to the subsequent development of activities: the first section presents the excerpt of results related to the students' social profile as well as some questions related to their school habits; the second section presents the excerpt of specific questions about the Portuguese language, which also involve aspects concerning linguistic variation.

Snippet of research: students' social characteristics

For this discussion, we've selected specific questions from the survey to delve into the social characteristics of the students: 1. *In which city were you born?*; Do you usually travel?; 6. *Guardian 1 (degree of relationship)*; 8. *What is the educational level of guardian 1?*; 9. *Guardian 2 (degree of relationship)*; 11. *What is the educational level of guardian 2?*; 12. *Do your guardians help you with school activities?* 13. *Do you have internet access at home?*; 14. *Do you have a cellphone?*; 16. *Do you have a computer/laptop at home?*; 17. *To do schoolwork, do you use.....*; 19. *Have you always studied in public school?* 20. *Have you ever repeated a grade?*; 21. *Do you usually read outside of school?* E 23. *In what format do you usually read?*

Regarding the social characteristics of the students, we found that all of them were born in the state of Rio Grande do Sul, with 84% born in Bagé and the remaining 16% born in other cities within Rio Grande do Sul, with Porto Alegre, the capital, being the farthest among those mentioned in the survey; 74% of them have always studied in public schools, while 20% have repeated a grade at some point in their school life; 55% stated that they have the habit of traveling, but only to cities within the state; 23% reported traveling to other regions as well, while 22% do not usually travel.

For the questions regarding *guardians 1 and 2*, the results showed that 80% indicated the mother as *guardian 1*, 19% indicated the father, and 1% did not respond. For *guardian 2*, 65% reported it to be the father, 25% the mother, 6% other family members such as grandmother, aunt, and stepfather, and 4% responded that they did not have a second guardian. Regarding the educational level of these guardians, the analysis of the results reveals that, for *guardian 1*, predominantly mothers, 43% have completed High School, 41% have completed Higher Education, and 16% have completed Elementary School. For *guardian 2*, the percentages are respectively 39%, 37%, and 24%.

Finally, regarding questions related to school activities and the tools used for them, we found that: 55% receive help from guardians to complete their tasks, while 45% rarely or never receive such assistance. 96% stated they have internet access at home, with 76% exclusively using it for their activities, while the remaining 24% reported using both the internet and books. All respondents reported owning a cellphone, and 84% have a computer or laptop. Concerning access to books and reading habits, 57% stated they read outside of school, 29% do so rarely, and 14% never do. More than half, 63%, said they use digital formats for reading, while 38% prefer physical books.

In summary, the presented excerpt reveals that the students served by PIBID at IFsul are mostly speakers of the Bagé variety of the Portuguese language and tend to have little contact - at least physically - with other cultures, as indicated by the responses related to the question about travel habits. Additionally, we found that, in general, these students have their mothers playing the role of the main guardian, with less than half of them having completed Higher Education. The data also indicated, as expected, that the use of digital tools and media outweighs physical means, and that reading is a reasonably prevalent habit in the students' lives.

Based on these results, it was observed the necessity for a work that provides opportunities for understanding other varieties of Brazilian Portuguese, coupled with consistent reading spaces. Furthermore, we found that such activities would require closer monitoring, given the fact that almost half of the students do not receive help at home with school activities, which may be linked to the low level of education of most guardians.

Snippet from the research: questions related to the Portuguese language component

Similarly, in this section, we selected some questions that proved to be relevant for achieving the objectives proposed by the subproject. They are as follows: 25. *Do you think it is important to study the Portuguese language? Explain a little regardless of your answer;* 26. *Do you enjoy studying the Portuguese language?;* 27. *When you think of the Portuguese language, what is the first thing that comes to your mind?;* 28. *What do you enjoy studying the most in the subject of Portuguese language?;* 29. *Do you think your speech is closer to the standard norm or to the colloquial? Explain your answer;* 30. *Have you had contact with different "accents" than yours? If yes, which ones? What caught your attention the most?*

Regarding the first question, all students affirmed that studying the Portuguese language is important. In explaining their answers, they related the study of the curriculum component to the ability to communicate and express ideas clearly, the fact that it is the language they speak, and also to the stereotypical notion of right versus wrong. This is evidenced by excerpts 1 through 7⁷:

Excerpt 1: Yes, even if superficially, to have sufficient understanding for communication in various contexts.

Excerpt 2: I think so, after all, we are in Brazil, it is essential to know our native language well, besides, it is very important when taking exams to have a good command of Portuguese because there are questions that are often asked.

Excerpt 3: I think it's important because even though we are Brazilians and speak Portuguese, we have to speak correctly and know the rules of the Portuguese language.

Excerpt 4: Yes, because we need to know more about Portuguese so as not to speak incorrectly.

Excerpt 5: We have been using Portuguese since forever, so I think it's important to study it.

Excerpt 6: Yes! Studying Portuguese helps us to speak and write better, to understand what others say, and to express ideas clearly. The language is an important part of our culture, and learning more about it makes us better communicators. It's a valuable skill that we use

⁷ Original texts: Excerto 1: *Sim, mesmo que de forma superficial, para ter um entendimento suficiente para a comunicação em diversos contextos.* Excerto 2: *Acho que sim, afinal estamos no Brasil, é essencial conhecermos bem a nossa língua natal, fora que é muito importante na hora de fazer concursos saber bem o português, porque são questões que são bastante pedidas.* Excerto 3: *Acho importante pois mesmo sendo brasileiros e falarmos português, temos que falar corretamente e saber as regras da língua portuguesa.* Excerto 4: *Acho sim, porque precisamos saber mais sobre o português, para não falar errado.* Excerto 5: *Nós usamos o português desde sempre, então eu acho importante estudá-lo.* Excerto 6: *Sim! Estudar a Língua Portuguesa nos ajuda a falar e escrever melhor, a entender o que os outros dizem e a expressar ideias de forma clara. A língua é uma parte importante da nossa cultura e aprender mais sobre ela nos torna melhores comunicadores. É uma habilidade valiosa que usamos em tudo, na escola, no trabalho e na vida em geral.* Excerto 7: *Acho, pois assim melhor nos comunicaremos, e mostraremos mais conhecimento em situações formais, além de poder ler textos mais complexos.*

in everything, at school, at work, and in life in general.

Excerpt 7: I think so, because then we will communicate better, show more knowledge in formal situations, and be able to read more complex texts.

The responses indicate a limited and uncritical understanding of the language, although students unanimously agree on the importance of studying it. From these results, we can infer that the prevailing conception is based on the prescription of normative grammar, which is often taken as the language itself. In this sense, the work we have developed throughout the program has always been guided by the idea that:

Teaching normative grammar is not teaching how to speak, read, or write. It is teaching conscious linguistic knowledge of native language(s) and aspects of one or more second languages. Considering that expanding knowledge is always a positive fact, the teaching of grammar is of special interest. However, it is extremely harmful to confuse the teaching of normative grammar with the language of a people. The major conflict that arises in people's minds, especially students, is that most of the time, normative grammar is taught under the assumption of teaching the native language. Linguistic research and the teaching of normative grammar should therefore go hand in hand so that changes in teaching attitudes can effectively occur⁸ (Scherre, 2012, p. 221).

When asked if they enjoyed studying Portuguese language, we obtained 45% positive responses, 30% negative responses, and 25% of students responded as being indifferent. These results, when related to those obtained from the previous question, reveal that despite all students affirming the importance of studying the language, a considerable number of students expressed not liking or being indifferent to the subject. This may be related to a feeling of not belonging to their own language, given that in many situations, students' linguistic variety is not taken into consideration.

When asked about the first thing that comes to mind when thinking about the Portuguese language discipline, 70% of the students mentioned grammar; 25% mentioned reading and text interpretation, and 5% mentioned textual genres. These results lead to the inference, once again, that the grammatical conception of language outweighs other aspects. Furthermore, it is worth noting the misconceived notion that the interviewees seem to have about what constitutes a text, given that they separate reading and interpretation of genres into different modalities. This becomes even more evident when analyzing the data from question 29, as when asked about what they enjoy studying the most in Portuguese language, we obtained a variety of responses, namely: 30% for grammar; 28% for text interpretation; 10% for textual genre; 13% for literature; 5% for textual production; 8% for figures of speech; 3% for the history of the Portuguese language, and 3% for linguistic variation. As mentioned, these results indicate a modularized understanding that students have of elements that should go hand in hand, specifically those related to reading and textual production.

In terms of social perception, 38% of the students stated that their speech is closer to the standard norm, 41% to the colloquial norm, and 21% responded that it depends on the situation. In this part of the research, the results possibly indicate that students do not have clarity regarding the concepts of norms and their implications, as can be seen in excerpt 8: "*I think my speech is closer*

⁸ Original text: ensinar gramática normativa não é ensinar a falar, não é ensinar a ler, nem é ensinar a escrever. É ensinar conhecimento linguístico consciente de língua(s) materna(s) e de aspectos de uma ou mais segundas línguas. Tendo em vista que a ampliação de conhecimentos é um fato sempre positivo, o ensino de gramática se reveste de especial interesse. Todavia, é deveras pernicioso a confusão que se faz entre o ensino de gramática normativa e a língua de um povo. O grande conflito que se estabelece na mente das pessoas, dos alunos, em especial, é que, na maioria das vezes, se ensina gramática normativa na suposição de estar ensinando língua materna. Pesquisa linguística e ensino de gramática normativa devem, portanto, caminhar lado a lado para que mudanças de atitude no ensino possam efetivamente ocorrer (Scherre, 2012, p. 221).

to the standard form of Portuguese⁹, given that I do not usually engage in contexts that require colloquial speech frequently." On this subject, Martins, Vieira, and Tavares (2014, p. 11) emphasize that:

[...] regarding the polysemy of the term "norm," it is convenient to establish two general conceptions: one at the level of idealization of what would constitute a model for a certain group of language users (idealized, abstract, subjective norm); and another at the level of concretization, the most productively preferred uses in a particular speech community (*usage norm, concrete, objective*).¹⁰

Finally, when answering question 31 (*Have you had contact with different "accents" from yours? If yes, which ones? What caught your attention the most?*), the majority, 87% of the students, affirmed they have had contact with varieties different from their own, while 13% stated they haven't. Excerpts 9 to 14¹¹ provide examples of the responses obtained:

Excerpt 9: *Mainly from Pernambuco, but thanks to the internet, I've had contact with practically all accents from Brazil and even from abroad. What catches my attention the most is the Northeastern accent, I find it beautiful. What stands out to me the most about their accent are mainly the slang terms, which I haven't seen as much in other accents/places in Brazil.*

Excerpt 10: *Carioca, the way of speaking, for example, "vocês" is pronounced as "vocêix."*

Excerpt 11: *Yes, I've had contact with different accents from mine, in fifth grade with the Minas Gerais accent of a classmate. What caught my attention the most was when this classmate said that it was us who spoke differently, as he noticed the different accent in our speech. It was interesting to notice how linguistic variations can be perceived differently by different people.*

Excerpt 12: *Yes, mainly on the internet, we have access to practically all of them. What caught my attention the most was the Portuguese from the interior of Africa, also called Creole, because I had difficulty understanding it even though it's Portuguese.*

Excerpt 13: *Yes, the Northeastern accent. The fact that they ignore certain letters in words and replace certain existing letters with sounds that are similar and easier to pronounce. Example: "minin" (menino).*

Excerpt 14: *I've never had contact with accents from other regions of the country.*

⁹ Original text: "Eu acho que minha fala está mais próxima da forma padrão do português, dado pelo que não costumo me envolver em contextos que necessitem de uma fala coloquial com frequência."

¹⁰ Original text: "da polissemia do termo norma, convém estabelecer duas concepções gerais: uma do nível da idealização do que configuraria um modelo para determinado grupo de usuários da língua (norma idealizada, abstrata, subjetiva); e outra do nível de concretização, dos usos mais produtivamente preferidos em determinada comunidade de fala (norma de uso, concreta, objetiva)."

¹¹ Original texts: Excerto 9: *Principalmente de Pernambuco, mas graças a internet já tive contato com praticamente todos sotaques daqui do Brasil e fora também, o que mais me chama atenção é o nordestino, acho um sotaque lindo. E o que mais me chama atenção no sotaque deles é principalmente as gírias que eu não vi tantas em outros sotaques/lugares do Brasil.* Excerto 10: *Carioca, o jeito de falar, por exemplo vocês é vocêix.* Excerto 11: *Sim, já tive contato com sotaques diferentes do meu, na quinta série com o sotaque mineiro de um colega. O que mais chamou minha atenção foi quando esse colega falou que éramos nós que falávamos diferente, já que ele percebia o sotaque diferente na nossa fala. Foi interessante notar como as variações linguísticas podem ser percebidas de maneira distinta por diferentes pessoas.* Excerto 12: *Sim, na internet principalmente a gente tem acesso a todos eles praticamente. O que mais chamou minha atenção foi o português do interior da África, também chamado de crioulo, pois tive dificuldade de entender mesmo sendo português.* Excerto 13: *Sim, o Nordeste. O fato deles ignorarem certas letras da palavra e trocarem certas letras existentes pra letras com sons semelhantes e mais fáceis de pronunciar. Exemplo: minin(menino).* Excerto 14: *Nunca cheguei a ter contato com sotaques de outras regiões do país.*

The question 31, although revealing that the majority of students have had contact with other accents, when associated with the fact that they do not have the habit of traveling, especially outside the state, as presented in the discussion of their social characteristics, leads to the conjecture that such contact is mainly mediated by television media and the internet, spaces where linguistic varieties are often presented as stereotypes that do not contribute to real language knowledge and, worse, endorse linguistic prejudice that is often manifested in a camouflaged manner, as can be inferred from the use of the verb "ignore" in excerpt 13.

The data provided by these questions significantly assisted in the work with linguistic variation and linguistic prejudice during the program. With the aim of contributing to these aspects, for example, the PIBID students presented and analyzed, together with the IFsul students, linguistic maps from the *Atlas Linguístico do Brasil* (Cardoso *et al.*, 2014), and thus had the opportunity to learn, based on scientific study, about the linguistic plurality of the country, in addition to other fun activities such as variation battleship and bingo. As for the work with linguistic prejudice, posters, opinion articles, and various discussions were conducted.

Some conclusions

As we have sought to demonstrate throughout this article, the research and activities carried out by the PIBID group in question resulted in contributions for all involved parties. The teacher trainees had the opportunity to: deepen their knowledge of the language; be involved in scientific research and all its inherent stages; learn, reflect upon, develop, and apply activities based on real needs. As presented, the research results significantly contributed to the development of activities that were subsequently implemented during the interventions.

The students in basic education, in turn, were engaged in various activities aimed at expanding their knowledge of the mother tongue, aligned with the issues that proved relevant through the research. Thus, throughout the project, mobilizing activities were developed to enhance various linguistic skills and competencies in real-life usage situations, such as working with textual genres like email, fanzine, mind map, biography, poem, summary, seminar, among others. Additionally, there were explanatory classes designed to clarify some concepts that proved imperative during the course, especially those related to language norms, variation, linguistic adequacy, and standard and non-standard variants.

We emphasize that all the work developed during the program was based on the premise that it is essential to foster among students the knowledge and respect "for the linguistic diversity present in Brazilian Portuguese, including variable patterns related to distinct linguistic norms, nuanced by different geographic regions, social roles, modalities, registers, genres, and textual sequences, among others"¹² (Martins; Vieira; Tavares, 2014, p. 33).

In summary, the students in basic education served by the PIBID had the opportunity to engage with innovative methods and updated teaching materials, resulting in increased involvement and interest in Portuguese language classes. Moreover, we believe that interaction with program participants could even inspire these students to pursue a teaching career. Therefore, it does not seem presumptuous to assert that the program impacts both the present and seeds promising prospects for the future, both for the students and society as a whole.

Attachments

Attachment 1 - Research Questionnaire

¹² Original text: sobre a diversidade linguística existente no português brasileiro, incluído padrões variáveis relacionados a normas linguísticas distintas, matizadas por diferentes regiões geográficas, papéis sociais, modalidades, registros, gêneros e sequências textuais, entre outros" (Martins; Vieira; Tavares, 2014, p. 33).

INFORMED CONSENT FORM

You are being invited to participate in a sociolinguistic research. By answering the questions below, you agree to provide data that will be used solely for study purposes. This questionnaire consists of 30 questions, including 15 open-ended and 15 multiple-choice questions. It is estimated that you will need approximately 30 minutes to complete it. The purpose of this questionnaire is to understand the social and linguistic reality of the students participating in the PIBID program (2022-2024). The accuracy of your answers is crucial for the quality of the research. The researchers guarantee and commit to the confidentiality and secrecy of all information provided by you for this study. Similarly, the treatment of collected data will follow the provisions of the General Data Protection Law (LGPD - Law 13.709/18)."

1. What is your age?
2. In which city were you born?
3. Where do you live? () City (urban area) () Countryside (rural area)
4. Do you usually travel?
() Yes, only to cities within the state.
() Yes, to cities outside the state.
() Yes, to cities within and outside the state.
() No, I don't usually travel.
5. Who are the members of your family group? (all the people who live with you.)
6. Responsible 1 (degree of kinship):
7. What is the age of responsible 1?
8. What is the educational level of responsible 1?
() Completed elementary school
() Incomplete elementary school
() Completed high school
() Incomplete high school
() Completed higher education
() Incomplete higher education
9. Responsible 2 (degree of kinship):
10. What is the age of responsible 2?
11. What is the educational level of responsible 2?
() Completed elementary school
() Incomplete elementary school
() Completed high school
() Incomplete high school

Completed higher education

Incomplete higher education

12. Do your guardians help you with school activities?

Yes, always

Yes, frequently

Yes, sometimes

Rarely

Never

13. Do you have internet access at home?

Yes, cable internet

Yes, radio internet

Yes, mobile internet (3G)

No

14. Do you have a cell phone?

Yes, but without internet access

Yes, with internet access

No

15. If yes, do you share it with any family member?

16. Do you have a computer/laptop at your home?

Yes, but without internet access

Yes, with internet access

No

17. To do schoolwork, do you use:

Internet

Books

Books and internet

18. When you are on the internet, what do you like to do the most?

19. Have you always studied in public schools? Yes No

20. Have you ever repeated a grade? Yes No

21. Do you usually read outside of school?

Yes, always

Yes, frequently

Yes, sometimes

Rarely

Never

22. If yes, what do you usually read? What genre do you like the most?
23. In what format do you usually read?
- Physical books
 - Digital books (E-books, PDF)
24. Do you usually buy books?
- Yes, always
 - Yes, frequently
 - Yes, sometimes
 - Rarely
 - Never
25. Do you think it's important to study Portuguese? Explain a little, regardless of your answer.
26. Do you like studying Portuguese?
- Yes
 - No
 - Indifferent
27. When you think about the subject of Portuguese language, what is the first content that comes to your mind?
28. What do you LIKE the most to study in the subject of Portuguese language? And what do you DISLIKE the most to study in the subject of Portuguese language?
29. Do you think your speech is closer to the standard or colloquial norm? Explain a little your answer.
30. Have you had contact with different "accents" from yours? If yes, with which one(s)? What caught your attention the most?

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