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ABSTRACT

This study aimed to investigate how linguistic prejudice manifests in the learning process of 6th, 8th, and 9th grade students in a public school in the municipality of Gurupi, TO, Brazil. The interest in

this subject matter arose from the studies and discussions in Linguistics classes during the undergraduate program in Bachelor's Degree in Languages - Portuguese/English, supported by the internship experience, where it was observed that Portuguese language instruction in schools had a traditionalist approach, centered on normative grammar as the only acceptable language variation, disregarding other linguistic varieties. Consequently, this led to language prejudice against other varieties that were strongly ignored in the formal school setting. Based on these observations, the following research question guided the study: What learning situations can be implemented to mitigate linguistic prejudice experienced by students from the 6th grade onwards in elementary school? To answer this question, a research methodology combining literature review with a field study of qualitative approach was employed, involving observation, informal conversations, focus groups, and activities aimed at innovative practices related to the subject matter. The research results were promising, providing significant contributions to the main objective of the study. They demonstrated that working with active methodologies and strategies based on discourse genres and multiliteracies positively influences the reduction of linguistic prejudice in relation to the use of formal language. This, in turn, fosters students' development and learning.

Keywords: Linguistic diversity, Sociocultural context, Teaching and learning.

1 INTRODUCTION

Brazil is a country composed of distinct regions, a fact that contributes to the diversity in the way of speaking. The present research addresses this aspect, as well as the cultural and the way it influences the language, as well as the difficulty in accepting the use of the language of each region. Many studies have already been conducted on this reality in the classroom, in order to understand the need and insufficiency of working and programming content appropriate to the prejudice and sociolinguistic integration suffered and submitted to students.

In this sense, our objective is to identify the possible interferences of linguistic prejudice in the teaching-learning of students of Elementary School II of a public school of Gurupi-TO. It is expected that this work can contribute to the growth of knowledge and reduction of linguistic prejudice, which is impregnated in Brazilian society, developing from the basis of education, ways to minimize this type of prejudice. In addition, the article aims to highlight the linguistic forms and the constant debate for the respect in relation to the diversity of the speech of each citizen.

This concern arose from the discussions and experiences in the compulsory discipline of the Course of Letters of the University of Gurupi: Linguistic Fundamentals, Supervised Internship of the Teaching of Portuguese Language I and II, when it was realized that the focus given to the discipline of Portuguese Language, in basic education, starts from traditionalist conceptions of teaching, centered on normative grammar, as a correct form, disregarding other conceptions of the teaching and learning process that refer to teaching, starting from the competencies and individual and collective performance of the students. Thus, we were instigated to reflect on more effective methods and theories in teaching activities for the teaching of the Portuguese Language to students of basic education. And, in this context, did the theme about linguistic variation and how linguistic prejudice interfere in the learning of elementary school students emerge?

To answer this question we used bibliographic research referenced in: (BAGNO, 2010), (BORTONI-RICARDO, 2005 and 2008), (SALOMÃO, 2011), in addition to field research with the insertion of researchers in a school of the municipal network of Gurupi to perform diagnosis, informal conversations and application of action plans with a theme focused on linguistic variation found in the classroom, aiming to show if there really is an interference of linguistic prejudice in the development and learning of students.

Linguistic prejudice is a problem faced by many people, especially students in early adolescence, when they are entering the second phase of elementary school. It is necessary to research, to reflect together with the students on all the existing diversities, where they are inserted, how they manifest themselves and why they manifest themselves, so that they understand the cultural process of each one.

From this, you will be able to understand that everyone has peculiarities and that we are not different because we have an accent, a dress or any other custom different from each other. This is a practice in the classroom, by students who do not yet know and do not understand the variation of customs, language and culture in Brazil. The sociocultural realities are still a myth that needs to be unveiled, so that the school and non-school community understands the linguistic peculiarities of each one, as well as other sociocultural aspects.

Thus, the research was based on the search to understand why so many children suffer linguistic bullying; what is known as linguistic prejudice in the classroom, and why there is so much neglect or non-observance with such a relevant topic. In this way, we propose some suggestions so that this problem is faced more rigorously, and does not allow people to undergo vexations in schools or other places of study.

In this sense, we consider that the research will have a great contribution to society, because the studies done will serve to help teachers in the classroom to work better with this type of problem, when it occurs. It will also be of great personal relevance, because in the face of the suffering of many children from situations like these we will be able to intervene as education professionals. Within the scientific relevance, we searched in previous studies by other researchers, methods that minimize these attitudes in the classroom, and that contribute in some way to the formation of the student, in addition to contributing to future researchers.

2 LANGUAGE AND ITS COMPLEXITIES

Language can be defined as a means of communication between human beings which enhances it and makes it responsible for the process of interaction. According to Terra (1997), we give the name of language to every system of conventional signs that allows us to perform acts of communication. Language allows us to interact and create life experiences, and can manifest itself verbally and non-verbally. Verbal language is seen as a necessary means of social communication. Without language there is no communication, so it is essential for a society to have language as a factor of interaction.

Human language presents a finite group of elements, such as gestures, sounds and words, which serve to develop an apparent infinity of expressions, being much more complex than the forms of communication of other species. A recent study points out that the complexity of our language did not take thousands of years to be reached, as some currents of studies in the area claim. For Peirce (1977, p.47), "language is as an element of human communication par excellence". Human language is structured into verbal and non-verbal, thus making it a form of interaction between people. According to Terra (1997, p. 12), "[...] non-verbal language is that which uses for acts of communication signs other than words." Often non-verbal language serves as support for what we want to express.

Verbal language can be approached under two modalities: written and oral language. As Nicola (2009, p. 126) states, "[...] verbal language is that which uses spoken or written language." Although spoken language is the most used, in communication it is writing that acquires greater importance for grammatical theories, since it is considered that the latter has an aspect of greater durability. There is also mixed language, also called hybrid, in which elements of the two types of language (verbal and non-verbal) arise in an adjusted way.

Sociolinguistics can be defined as the systems of a language, according to the words used, the way of speaking of the people of a given place, among other variables that apply to the structuring of the written and spoken language. For Sociolinguistics, every spoken language presents variations resulting from the heterogeneity present in linguistic phenomena, which are identified and analyzed through field research, in which the socio-linguist systematically records, describes and analyzes different speeches, relating these variations with social factors, in an attempt to identify which factor or group of factors is responsible for a given variation.

According to Solomon (2011), the term 'sociolinguistics' appeared in the year 1939, in the article Sociolinguistics India. With the passage of time several scholars emerged who brought definitions and notes on the study of language in society, thus contributing to a better learning about the subject for those interested in the study of this area. For Sociolinguistics, language is endowed with "systematic heterogeneity", a fact that allows the identification and demarcation of social differences in the community, constituting as part of the linguistic competence of individuals, the domain of heterogeneous structures (WEINREICH; LABOV; HERZOG, 2006, p.101).

Sociolinguistics is an area that brings as study and concern the issues of linguistic prejudice in society, because it understands that it is a relevant field for living in society. Sociolinguistics is also known as the Theory of Variation, as its scholars seek to analyze the variations that are in affluence.

Linguistic prejudice is also perceived as a social and often racial variable, because the less favored classes tend to have a more informal language, thus causing them to suffer prejudice because of the way they speak. It is seen as something present in the speaking society, and the different forms of these speeches, even if in the same language, bring prejudice to the surface. The social classes considered as poorer are the most impaired in terms of speech, because they have less schooling, thus causing them to suffer prejudices for not 'speaking well'. Prejudice is also present in regionality, in the accent used in a given place, being more exposed in the differences of social classes. In addition to economic differences, the difficulty of access to school generates individuals who think they do not know, think they do not have the capacity.

And, starting from this premise, it is understood that the school is an environment of human formation, in the fields of languages, exact and related. With this idea of training the classroom becomes an atmosphere of scientific, human and social learning in each individual. For this reason, awareness in the construction of language is relevant, because the way of speaking often has similarity with the way of life of each region or the social environment of each individual. Others yes, the teacher must be aware of showing the students that, although there is a cultured language, within the standards of the Brazilian Normative Grammar, there are other linguistic manifestations that are formed within the cultural aspects of each one. Therefore, for there to be a reduction of linguistic prejudice in the

school environment, it is necessary a whole work of awareness and explanations about the subject, because from there, positive results can emerge. In this way, it is possible that the school is a means of social transformation and starts to contribute to the formation of the individual, because it is in the school that guidelines like this, the types of prejudices, must be treated reflected for change. Because we consider this to be a way to promote respect among society.

3 METHODOLOGY

The research took place in two stages: bibliographic and field. For the first stage we perform readings on the basis of sociolinguistics and others that address teaching methods and strategies, multiliteracies, focusing basically on authors who opt for socio-interactionist conceptions, as well as official documents such as the BNCC, the school's Pedagogical Political Project and the normative instructions of the Municipal Department of Education of Gurupi - SEMEG.

For data generation, five workshops were held, involving one hundred and six students and one teacher of the Portuguese Language discipline, totaling one hundred and seven participants in this research. Data collection took place from February to May 2023. As a criterion for the selection of these participants, it was considered that the selected school is one of the partner schools of the Institutional Program of Scholarships for Initiation to Teaching – PIBID, of the University of Gurupi – UnirG, in which the researchers are active scholarship holders in 2023, in addition to being also a field for the Mandatory Internship of the Literature Course - UnirG.

For the fieldwork, we systematized the offer of workshops held in a Municipal School of Elementary Education II, of the 6th and 9th grades, in the period from February to June 2023. The selection of these classes was based on three criteria: representativeness, availability and potential impact.

For the first criterion our justification is that these classes represent in a significant way the diversity of the students enrolled in the institution, being composed of students from different social and cultural backgrounds, which will allow a more comprehensive analysis and the results obtained.

For the second criterion, we considered the questions related to interest and availability to participate in the research. The students and the teacher expressed interest and cooperation during the recruitment phase, showing themselves to be open and committed to the study. This will ensure an active and engaged participation, contributing to the quality of the data collected.

The selected classes present characteristics that facilitate the realization of the research in terms of location, schedules and availability of the necessary resources. This will allow for more efficient tracking and consistent data throughout the project.

For the potential for impact, the third criterion, we conceive that the results obtained through this research can have a significant impact both for the selected classes and for the school community, in general. The data collected can generate information that will contribute to the understanding of specific issues and to the implementation of improvements in the educational context.

We emphasize that all ethical and legal procedures were strictly followed during the conduct of the research, including data confidentiality and obtaining informed consent from the participants. This project is a subproject of the research whose Opinion – CEP / UnirG is No. 4,671,538.

The study was qualitative, exploratory. For this, the observation was made with the use of a diagnostic script, informal conversations to collect data on the educational process and strategies adopted by the teachers of this school for their daily practice and perceptions of the students regarding the theme of linguistic prejudice.

3.1 FIELD ACTIONS

The actions were systematized in three stages: diagnosis, planning of the activities and application of the workshops. For the first stage, we present a questionnaire (teacher) and a semi-structured script (student) for spontaneous conversation. These instruments were applied to teachers, aiming to identify didactic postures, motivation and persistence in focusing on normative or orality activities with the group of students, and to students to survey orality traits, as well as situations experienced regarding linguistic prejudice. It was important to be attentive to the speech of the participants, observing all the details that were outside the standard established by the grammatical prescription.

Then, from the analysis of the instruments applied in the first stage, we continued with the planning of the activities that were applied in the form of a workshop, following the methodology adopted by PIBID, because our research interfaces with what is proposed in this policy of teacher education.

In the planning, we organized a total of ten classes, which were structured in five workshops, and every two classes counted one workshop for the classes of the 6th, 8th and 9th grades. In these moments, we applied teaching practices with games and games worked individually and collectively so that we could obtain information from students about situations in which they were bullied due to the linguistic way of speaking. In addition, we also use interactive games, regional surveys, group debates and presentations of works in order to convey the perception, of each one, in relation to the theme. The proposed activities were focused on the assumptions of multiliteracy, seeking to expand teaching methods in activities that comprise different languages, contributing to the critical formation of students.

Therefore, in the first intervention, we proposed dialogued classes explaining the linguistic diversities existing in Brazil and that we should respect each one regardless of place, color, race, creed, etc. The proposal also integrated debates in which it was possible to develop the oral skills of the students, which were divided into two groups, proposing that each group manifest itself favorable or contrary to what was discussed in the didactic material used.

In another workshop we created a card game, in which the different linguistic stereotypes were represented. Players needed to discuss why these stereotypes were harmful and how they could be countered. In this activity, the focus was to raise the level of awareness about linguistic bias and how it can be overcome.

We also present the game of "Answer if you know", in which the class was divided into two groups and the teacher asked a question about a dialect used in a certain region of Brazil; The student who raised his hand first would have the opportunity to respond, and by responding appropriately, would earn points for the group, beating the group that got the most hits. To contribute to the formation of reflective individuals on the uses of language we applied a fourth workshop in which the student could analyze the vocabulary used by him in social networks. For this, we advised him to choose a corpus of analysis whether messages published in a group on WhatsApp, or on Instagram, for reading, analysis and elaboration of a text in which to compare: is writing on the social network similar to orality or writing? Are there similarities/differences in the language of people from different generations?

To finish the practices in the classroom, but not ending this discussion, we propose research on Brazilian regionalism and its local diversities, in two the students had to make exposure to the front and present to the whole class what were their discoveries about a certain region. The one who did not feel good about going 'ahead to speak, could express himself in the form of a drawing, being able to use the data show projector to expose his text.

Always, at the end of the activities, we would make a moment with the class for the students to comment and discuss the discoveries made.

3.2 DATA ANALYSIS

During the observations we evidenced that the orality of both the teacher and the student, are monitored by the use of the variety of prestige, although the teacher of the selected grades, seeks constant reflection of the student for the various other forms of manifestation of language. Given this, we highlight that it is necessary to accentuate efforts to demystify stigmas that students do not know how to speak correctly, requiring a discussion that the aggressions related to their speech are also cases of prejudice and that in school they are about to learn that there is a variety of language that is

considered socially required for situations of use appropriate to certain contexts and social domains. The fact that the school does not stick to the perceptions of linguistic uses as its identity, ends up reproducing ideologies of a ruling class subjugating social differences, generating prejudiced actions in fact.

In our moments of diagnosis we noticed that when the teacher is explaining the content her language is more monitored, but when it is necessary to intervene in organizational processes of the environment, her speech is more spontaneous, we relate this data to the fact that the teacher is in search of strategies for greater approximation with her students. By the way, it is perceived that the observed teacher maintains an excellent relationship with her students, demonstrating humanistic attitudes behaving as a facilitator of knowledge, always respecting the individualities and characteristics of each student. We show that attitudes such as these stimulate learning and promote the interest of the student for what is presented to him. In the conversation with the teacher we highlighted some points, according to Appendix 01.

After the observations and conversations with the teacher, we set out to conduct the focus group with the selected students, based on the criteria already mentioned. At this moment, we encouraged the students to express themselves orally so that we could list the maximum use of language, demonstrating that it was a form of variation and could be used in less formal situations. To direct the conversations with the students we used a semi-structured script highlighting points according to Appendix 02.

Subsequently, we held other workshops so that we could lead students to reflect on everything that had been discussed for days, so that the classes would be more motivated with the insertion of multimodal and easily accessible texts.

4 RESULTS

In the discussions of the focus group we observed that the students did not relate the sense of prejudice to language issues, thus, gradually, we highlighted orality traits, as well as postures and attitudes in various situations.

During our participation in classes and conversations with the teacher, it was evidenced that some forms of speech are more valued than others when the teacher highlights that the cultured norm should be more valued, because what is required in the entrance exams, in the essays and nomenclature. Regarding her opinion regarding the valorization of a certain language to the detriment of others in education or in the labor market, the teacher presents to be favorable to this phenomenon, because the system itself requires capacity of the human being. Although, it is also favorable to the uses of other variations, depending on the interlocutors of the conversation.

As for the linguistic prejudice related to the correction and self-esteem of the student, it was highlighted that "the person may feel inferior to someone, however, it is necessary to know how to correct the student" and also about the fact of hearing someone making these corrections she points out that "I try to respect her point of view and show mine". (excerpt from the interview with the professor, 2023)

The teacher recorded evidence of some episodes (types) of linguistic differences among her students, such as: "Nóis foi", "Nóis vai", "Eu ficço". "Fessôra, have you ever been able to leave?" "Is it shovel do?" "Iscrevê all this?" and in the face of such occurrences the teacher "tries to show the correct form, showing them what language she defended" (excerpt from the interview, 2023) the teacher, still, reported that "she makes correction daily and that by presenting a very open relationship with my students, when they say, for example, "nois vai" I answer correctly "we will".

By the reports, reading and debate are strategies adopted for working with orality and that there is a search to present examples of everyday life "sometimes I take strings that have linguistic varieties or music" these methodologies are very receptive on the part of students. We noticed that the teacher presents a profile that although she accepts and respects the linguistic variations still disregards this process in the school environment, because it emphasizes a lot of what should be taught and learned according to the social standards of standardized language.

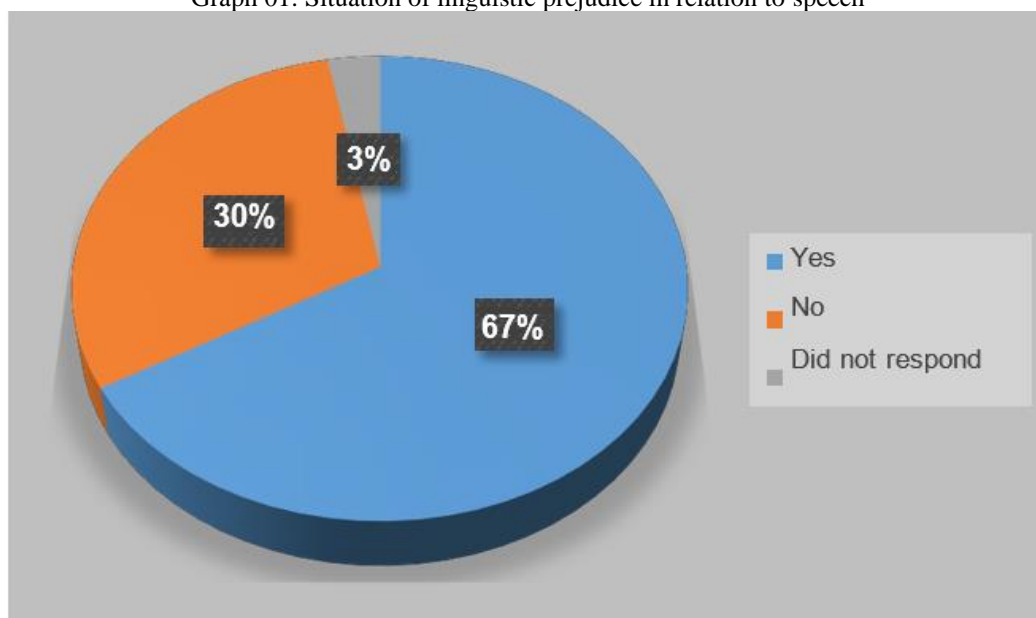
The role of the teacher in the classroom is fundamental for the development of students, not only in the scientific aspect, but also in the construction of a more inclusive and respectful society. However, when a teacher does not recognize and value the linguistic varieties of students, he ends up reproducing a linguistic bias that perpetuates prejudice and discrimination. This can have negative consequences on students' self-esteem and performance, as they feel devalued and discouraged from expressing themselves in their natural way of speaking. Therefore, the teacher who ignores the linguistic variation, reinforces the idea that there is only one "correct" way of speaking, disregarding the cultural and linguistic diversity existing in society.

As for the focus group with the students, we noticed that the students' opinion about the linguistic variation in the classroom is extremely important, since they are the main protagonists of the educational process. By giving students a voice and listening to their perspectives, we can better understand how the issue of linguistic variation affects their learning and well-being in the school environment.

Many students have been victims of linguistic prejudice and, although they feel affected by it, they perceive linguistic variation as an intrinsic part of their identities. They recognize that the way they speak reflects their culture, origin, and belonging to certain social groups. Therefore, they value their linguistic variety and want to be respected and recognized in their way of expressing themselves.

When asked to help students if they have already been victims of linguistic prejudice for speaking differently, we obtained the following result:

Graph 01: Situation of linguistic prejudice in relation to speech



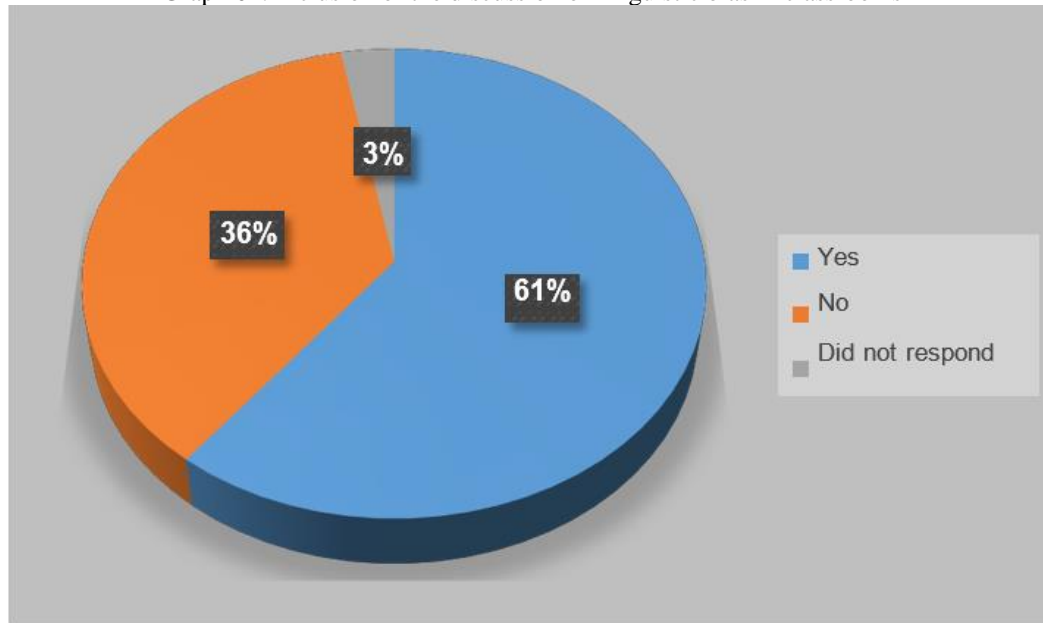
Unfortunately, some students report experiences of discrimination and stigmatization in relation to their linguistic variety. They feel embarrassed and ashamed when they are corrected or ridiculed for speaking differently than is considered "standard" in the classroom. These experiences can negatively affect their self-esteem, motivation, and active participation in school activities.

On the other hand, there are students who advocate the appreciation of linguistic diversity. They believe that the classroom is a space conducive to the exchange of experiences and mutual enrichment, in which linguistic varieties can coexist harmoniously.

These students understand that this variety is a valuable cultural heritage that deserves to be respected and valued. In addition, some students realize the importance of learning about linguistic variation as a way to broaden their horizons and prepare for a globalized world. They recognize that in a diverse social context, the ability to understand and communicate effectively in different linguistic forms is an advantage and an essential competency.

When asked about the inclusion of subjects related to linguistic prejudice in the classroom, what was achieved was:

Graph 02: Inclusion of the discussion on linguistic bias in classrooms



Given these diverse opinions of students, it is evident the need for a pedagogical approach that promotes respect and appreciation of linguistic variation in the classroom. Educators have a responsibility to create an inclusive environment in which all voices are heard and respected, regardless of how they express themselves.

5 DISCUSSION

After the performance in the field and observations of the whole process used in the Portuguese Language classes we elucidate that the strategies adopted by the official educational bodies are focused on the maintenance of social differences, evidencing prejudice, we emphasize that we do not ignore the teaching of the prestigious norms of linguistic uses, but that it should be emphasized, in the school, that language adequacy is necessary, because in the same way that the teacher in spontaneous moments deprived herself of language monitoring, students also need to recognize that a linguistic process cannot be stigmatized by attenuating forms of linguistic prejudice.

We point out the need for a teaching that reflects the linguistic adaptations to the discursive domains and their production conditions. The beliefs established around a dominant society no longer have a place in the surrounding society, coexisting a linguistic pluralism and socio-cultural diversity in all spaces.

The activities carried out brought to light sociolinguistic dimensions based on the interlocutors and their socio-interactive process of speech. We raised in our discussions the issues of linguistic prejudice and its relations with social aspects of the subject, as well as the importance of changing behavior through such situations. Thus, it is essential that educators stimulate open and reflective

discussions about linguistic variation, promoting mutual understanding and respect among students. In addition, it is important that teachers are sensitive and attentive to the individual needs and experiences of each student, seeking to create a welcoming and safe environment for all.

Finally, we noticed that after the discussions and the activities we had a group that was really conducive to changes in linguistic behavior and certain that it is necessary to carry out these discussions in various intricacies, aware of the need for a linguistic adaptation and not correction of the language. By considering students' opinions about linguistic variation in the classroom, we can build more inclusive educational practices that value linguistic diversity and contribute to the formation of critical, respectful and aware citizens of their linguistic identity.

6 FINAL CONSIDERATIONS

This research allowed us to reflect on the importance of the role of the teacher to minimize issues related to linguistic prejudice, because in the field practice we evidenced that the combat and deconstruction of stereotypes and discriminations related to linguistic varieties, initially part of strategies and perceptions of teaching that the regent teacher adopts in his daily trajectory. It is essential to value all forms of linguistic expression, recognizing that each variety has its cultural and historical richness.

It is necessary to develop educational programs that encourage respect for and appreciation of language varieties, as well as providing an inclusive and welcoming environment for all students and teachers. Linguistic prejudice is often rooted in stereotypes and misconceptions. It is important to challenge these prejudiced ideas, deconstruct stigmas and promote a more open and respectful view in relation to the various ways of speaking, especially in the classroom with students of basic education, where the initial formation of the student is being constituted.

Everyone has the right to express themselves in the linguistic variety with which they identify. It is critical to promote linguistic empowerment by encouraging people to take pride in the way they speak and to use their voice to express their ideas and emotions. Combating linguistic prejudice requires an open and respectful dialogue between the different language communities. We must promote active listening, the exchange of experiences and mutual understanding to build a more inclusive and equitable society.

The fight against linguistic prejudice is not the responsibility of a single person, but of the whole of society. It is essential to emphasize that overcoming linguistic prejudice is a continuous process, which demands the active participation of all. It is essential to promote a more inclusive society, in which all voices are heard and valued, regardless of the linguistic variety used.

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APPENDIX 01: SCRIPT FOR SPONTANEOUS CONVERSATION WITH THE TEACHER

1. Do you believe that some forms of speech are more valued than others? Why?
2. What is your opinion on the use of slang in different contexts, such as at school or in a job interview?
3. Do you think there are differences between the varieties of the Brazilian Portuguese? If so, what are they?
4. Do you think linguistic bias can affect a person's self-esteem? In what way?
5. How do you feel when you hear someone say that a certain form of speech is "wrong"?
6. Do you think the media (such as television or social media) influence the perception of linguistic bias?
7. What is your opinion on valuing a particular language over others in education or the job market?
8. Do you notice episodes (types) of linguistic differences among your students? If so, which ones?
9. What is your reaction to these occurrences?
10. Do you have the habit of "correcting" your student when he speaks in a "mismatched" way, of which normative grammar is proclaimed, that is, in a "wrong" way?
11. If so, how do you proceed? Describe. Is it private or collective?
12. Do you work with orality in the classroom? In what way?
13. How do you develop your work with orality in the classroom (strategies/methodology)?
14. In the classroom, do you excel in the use of the standard norm or at some point, as needed? Do you, too, have the use of the non-standard standard? Justify.
15. What kind of methodology and activities would you use to work on orality in the classroom?

APPENDIX 02: SCRIPT FOR SPONTANEOUS CONVERSATION WITH THE STUDENT

1. Which region of the country are you from?
2. Is your speech different from other classmates or the teacher? In what respects?
3. Do you believe that some forms of speech are more valued than others? Why?
4. What is your opinion about the use of slang in different contexts, such as at school, in the family, in church or in a sports game?
5. Do you think there are differences between the varieties of the Brazilian Portuguese? If so, what are they?
6. Do you think linguistic bias can affect a person's self-esteem? In what way?
7. How do you feel when you hear someone say that a certain form of speech is "wrong"?
8. Do you think the media (such as television or social media) influence the perception of linguistic bias?
9. What is your opinion on valuing a particular language over others in education or the job market?
10. Have you ever been a victim of linguistic prejudice for speaking differently?
11. Did you say "wrong" in class? Has anyone corrected you? If so, who corrected it and what was that episode like? Was it done in a way that embarrassed you?
12. How does it feel to have happened/corrected? Does it hurt you? In what?
13. During the classes do you feel (or have you ever felt) inhibited by an event like this one reported?
14. Does the prejudice or variation of speech make you participate less or even stop collaborating in classes?
15. Because of your speech, have you ever been mocked at school/Has anyone ever smiled at you or made nasty comments due to your way of speaking?
16. Have you ever heard unpleasant things about your speech? How did you feel?
17. Do you have the self-determination to instigate the teacher, do you have doubts about the content?
18. Do you think this linguistic bias gets in the way of your classroom development? Why?
19. Do you believe that teachers should include discussion of linguistic bias in their classes? Why?