


CHAPTER 115

The teaching of mother tongue: valorization of orality in the ways of sociolinguistics

 [10.56238/pacfdnsv1-115](https://doi.org/10.56238/pacfdnsv1-115)

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ABSTRACT

This study aimed to experiment with several methodological procedures in the teaching in tongue maternal, with O intention in catch up one methodology what develop best O process in teaching-learning in this subject. For such The end, were applied various activities at the period in February The December in 2009 THE search in field he was performed with significant participation at the beginning with sixteen students remaining only nine; one gang mixed with students in five The fifteen years old in age, you which being both from the community and from the UEB Dom José Medeiros Delgado field school, school gives network municipal, placed on at the Neighborhood Rattlesnake. You several methods used has Link direct with O number of students at the course of the same. At various practices used has as result, what The orality in perspective sociolinguistics contributes significantly to the effectiveness of this teaching. So it's our understanding what The tongue oral it works as one tool facilitator at the teaching-learning in tongue maternal.

Keywords: Tongue maternal, orality, sociolinguistics.

1 INTRODUCTION

This research of experimental excellence aims to demonstrate through results of textual elaborations how essential it is to use orality in a perspective sociolinguistics in teaching tongue maternal.

The technique used was observation, carried out in a mixed class, with students from five to fifteen years of age, that is, from literacy to the seventh grade fundamental larger (We had students repeaters); in addition among these lay onestudent in fifteen years old with needs specials, as difficulty in locomotion, speaks andvision. It is worth mentioning that the objective was to develop the work only with students from fifth grade, as they had already been known in tutoring and the vast majorityof this modality in teaching with difficulties in reading and writing.

THE sample of this study It is composed on one total in sixteen students, in school givesmunicipal network called UEB Dom José Medeiros Delgado, located at Rua da Tree, no. 12, Neighborhood Rattlesnake; choice it is done first for the will in contribute withmy community, since the school is close to my residence in São Raimundo, and also of course, there are no obstacles on the part of the pedagogical coordination in carrying out such activity. However, it is important to emphasize that this research was

applied us finals in week, in start to the Saturdays and later passing only for you sundays, within the Open School Program, a project that aims to offer culture, sport, leisure, workshops in the schools public us finals in week, so being, no had other teacher in addition gives own researcher, then The same It is responsible for the schedule From contents, selection From texts, books and activities applied. All these with O objective in test methodologies with O intention in catch up one what develop best O process in language teaching/learning maternal.

From this point of view, it is observed that in Traditional Pedagogy ¹ the teacher is the center of educational activity, conceived as an education professional "well prepared" for to transmit with "efficiency" a knowledge already systematized to students who, submitted to external discipline, are willing to living room in classroom in manner The converge your Warning for O teacher. O scope, in this perspective pedagogical, It is "learn" that one what O teacher-had as authority keeper of knowledge-transmits. (TARDELLI, 2002, p.19-20).

Initially, lasting a maximum of three months, and in these obtaining a posture traditional, with corrections graphics, without interaction teacher Student, as teacher the only holder of knowledge, so that he could test the behavior of the students and the result after this application, which is the study of Portuguese language emphasizing only The grammar normative with space only The writing.

Segundo Bath (2006, p. 160):

At grammars normative try to be a mold. Only what O use what if does from them, in general, it is a seam in reverse. Instead of taking the mold to, with it, cut O tissue and later Mount O dress, you normativists, and O teaching traditional based on them, do O contrary: catch a use real and concrete give tongue (a dress already ready) and they go measure and to evaluate that use for to see if he it is in wake up with O preset mold.

Grammarians use the standard language as a measure for all manifestations linguistic existing in Wow society, process This one executed in manner wrong, because in order to execute a linguistic rule and/or norm, it must start from the real and concrete language that permeates our social environment, which is oral, which despite not fulfilling the criteria established by a learned language according to grammarians, however this is the exact way for us to measure the uses of language, as soon as it is produced by not only a greater number, but also an existing number of speakers, which demonstrates that the tongue it's alive and It is active as well their representatives.

2 EXPLAINING A PRODUCTIONS DRINKING THEORY SOCIOLINGUISTICS

In this first semester, such activities were worked on in 2009: on the February 14, 2009. 1st moment: teacher and student oral presentation; formulation in standards in coexistence; speak about O project (O what It is? for what It is?); 2nd time: to produce a text - Who am I? With The intention in to do one evaluation diagnosis from the students.

6.º B. Bateria do Sr. José - de Agudo
São Paulo, 14 de fevereiro de 2009
Uma(s) = Alessandra - da Silva
Produção Textual
Quem sou eu
PAR e AMOI

• Sou uma menina legal gosto de brincar muito com as pessoas, gosto de falar muito com as pessoas, sou bastante quietinha mas, quando alguém mexe comigo nem chegue perto. Eu gosto de assistir televisão, como minha paixão de pôs de novela, sou muito simpática, gosto de meus colegas, não tenho preconceito com nada, pretendo fazer cursos e passar meus 2ºs e fazer a faculdade e passar nela.

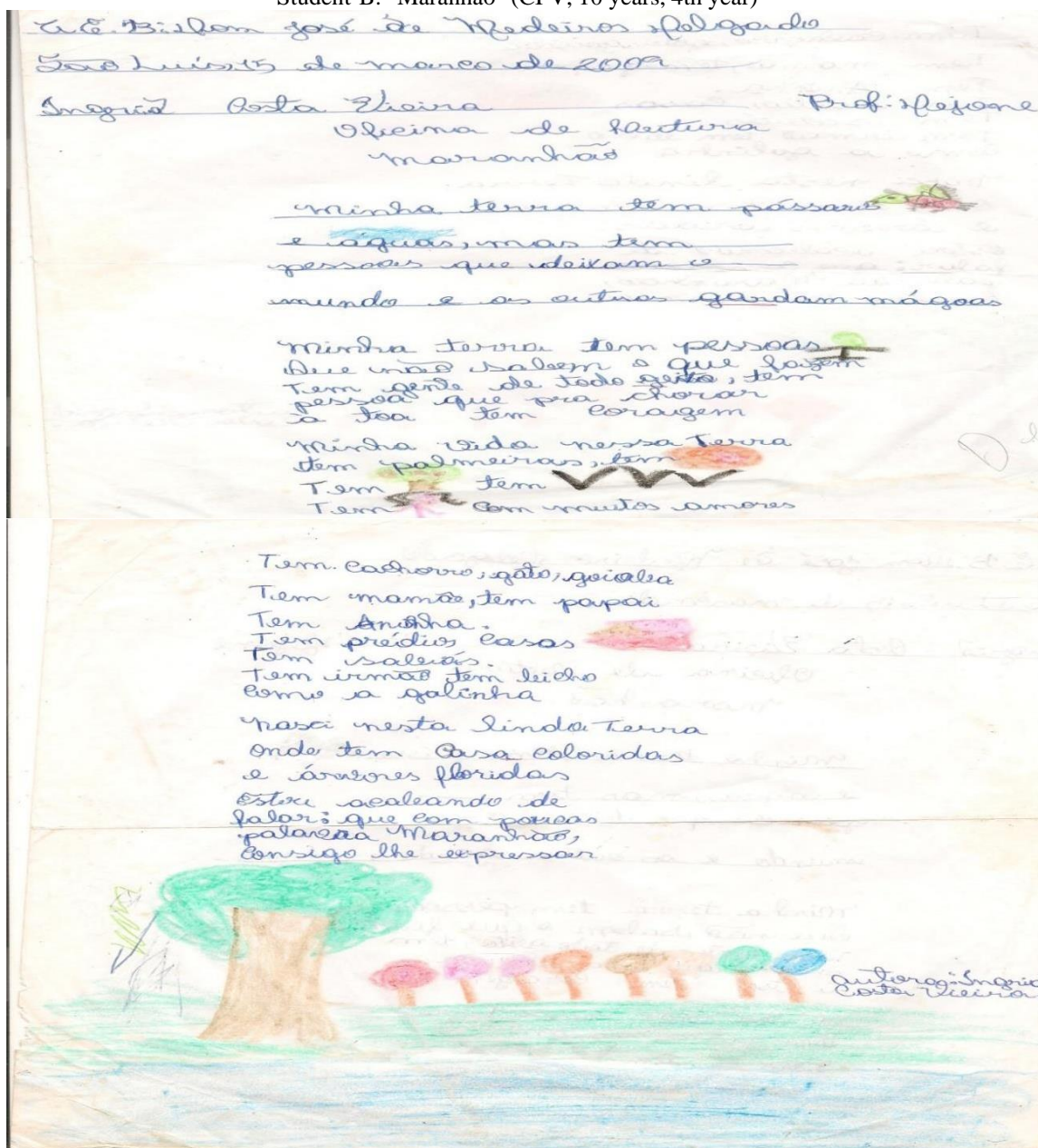
As minhas colegas me acham legal por meu jeito de ser assim... Não gosto de brigar, só quando alguém mexe comigo mas isso não faz parte de mim, gosto de convidar algumas a casa com mim, sou muito gostosa de fazer as tarefas de casa, gosto de manter a casa limpa, arrumada e pretendo ser assim com a escola.

Queria ser amiga de todo mundo mas algumas pessoas tem preconceito tipo amizade com todo mundo lugar que ando porque sou muito legal para todos que me conhecem gosto bastante de estudar para que eu possa ser uma pessoa queira a vida porém para eu poder ser alguém na vida não que estuda muito e isso é porque a amizade não é aquela que diz para em frente mais sim aquela que diz eu vou junto com você.

Fim
Sobrinha
Proprietária: Juliana

O text gives student outside adjusted, The word "very" for much, and request posteriorly what The student speak The word correctly, for what no write wrongspelling next time, a mistake that took a long time, it is worth mentioning what The student reached The stage in what if He gave emphasis The orality, and already only in mid ofsecond semester managed to write the word according to grammar normative.

March 1, 2009. 1st moment: talk about the characteristics of the text narrative. 2nd moment: self-correct spelling parallel to the group. March 8th 2009. 1st moment: talk about women's day. 2nd moment: talk about the woman in the present. Day 15 in March in 2009 1st time: dialogue about O poet Gonçalves Days(GD), in celebration of the day of poetry. 2nd moment: make a parody or stylization with the poem "Song of Exile" by GD



In student B's text, the fluidity of the child with the textual genre (poem) is noted, leaving the learner free of monitoring, in this way he manifests a language significant for write your text, Where uses graphics, words, Name in people, things, animals, fruits and others that you know, this spontaneity is a characteristic of the genre, since it is a more subjective than objective writing, with a more connotative language than denotative, thus, seeking the literacy of this student, while approaching your context Social of this teaching formal, and these intertwined The your competence linguistics, will achieve a solid and effective structure of the language required in the environments in which preach for one reading and writing in according to the grammar rules.

illustrating it is vision (BAGNO, 2007, P. 181)

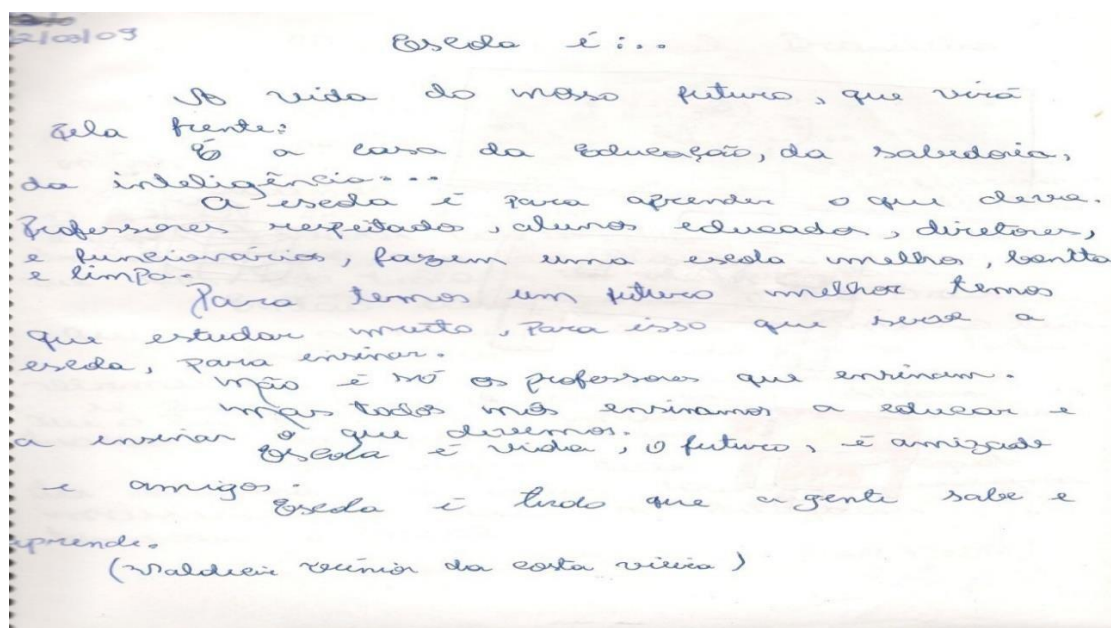
(...) rigid separation between speech and writing gave rise to the idea that writing has what to be ever most "far-fetched", most "elaborate" of what The speaks. So stem from serious problems at production

textual in many people, what try to "writedifficult", using textual "crutches" that only serve to make the text heavy and inelegant.

In face of this objective, what It is to arrive The a domain gives competence communicativeof the student body, we can see the passage in the last stanza of the student's text, in which she says: "I am ending in speak: what with few words maranhão, I can him express." THEintention is to give space for the learner to expose their emotions, feelings, ways of seeing thelife, that through a more oral language genre can transmit their writing of manner most involute, pleasant, of that way, "dislodging in inside in me at words and the shapes that I bring in the mass of blood, I forget the world that surrounds me and I engulf myself in some poorly erased memory, and so I sometimes find writing that doesn't bored much." (BORTONIRICARDO, 2004, P. 14). We notice what although in to be a textwritten, The typology allows one language most oral, at the however It is in Wow understandingwhat none text It is uniform, or be, holds only features writing or oral, asdemonstrates The highlighted passage what permeates the tongue more far-fetched.

At the day 22 in March in 2009 1st time: to read O book: "One school so, I I wantfor me" by Elias José (São Paulo, FTD). 2nd moment: produce a text with the title "School It is..."

Student-C: "School It is..." (V J Ç V, 12 years, 6th year)



Dealing with topics that are part of the reality and need of students isurgent in our classes in tongue maternal, making so, at classes in tongue portugueseany less boring, most contextualized and necessary no only for learn one tongue saidcorrect, most yea learn to live with O other, to be, realize the importance of this knowledge in their intellectual and personal formation, where they will use what facilitated his process as a social being.

Arguments Geraldi (at BAGNO, 2007 p. 225):

In the pedagogical process, it is not a matter of substituting one variety for another. (why one It is certain and other It is wrong etc.), but if treats in ramp up possibilities of new interactions of students

(with each other, with the teacher, with The heritage cultural), and It is in these Law Suit interlocutors what O student go internalizing new expressive resources, and for that very reason new categories in understanding of world.

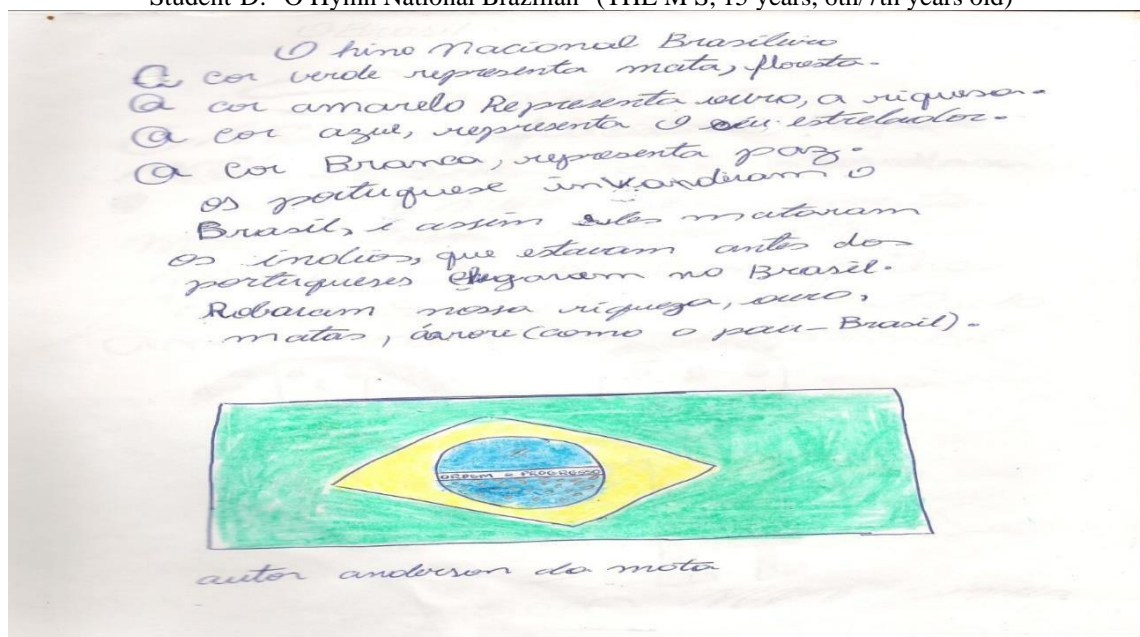
In the of that new posture in classes in tongue portuguese, in what inside of this communicative process, in which student and student, teacher and students interact orally, accepting your testimony about a certain subject, without derogatory attitudes or corrective of any linguistic events, but rather bringing together ideologies, in world, O what will facilitate your expression writing, already what has The possibility in manifestif according to your reality Social.

The analysis made of language as something real and concrete, makes us have the awareness that it needs to be expressed either orally or in writing according to the reality of its speakers/writers, and in this way we understand that "language is not a abstraction: on the contrary, it is as concrete as the same human beings of flesh and bone that use it and of which it is an integral part." (BAGNO; STUBBS; GAGNÉ, 2002, p.23). Of that manner, let's check The tongue as one entity live whatholds at features historical, social, economic and geographic in their users.

March 29, 2009. 1st moment: talk about the textbook. 2nd moment: talk about the importance of each producing their own book, about what their first textbook. Comment on the first three sheets that anticipate the text (front cover, back cover and dedication sheet).

Day 5 in April in 2009. 1st time: sing O Hymn National. 2nd time: studying O hymn national Brazilian. 3rd time: to produce O text about O hymn national Brazilian.

Student-D: "O Hymn National Brazilian" (THE M S, 15 years, 6th/7th years old)



Second calvet (2002, p. 72):

talk in safety linguistics When, per reasons social varied, you speakers no if feel questioned in your mode in speak, When consider your standard The standard. To contrary, there is insecurity linguistics

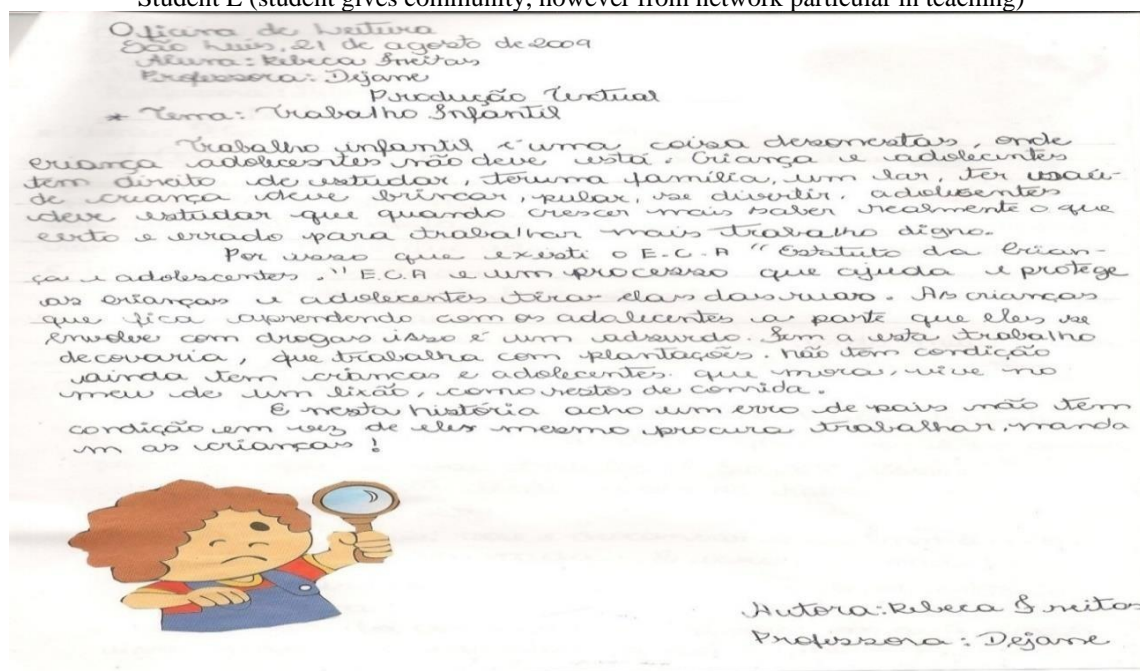
When you speakers consider your mode to speak little valuer and have in mind another model, most prestigious but that not practice.

Within the subject addressed, the student has a high degree of mastery of the subject "The Discovery of Brazil", so it manifests, unlike the other productions, a enormous linguistic security, and for that reason he exposes his language in a confident way, using their own orality as the correct, beautiful norm and not the one used by the minority, which is the holder of the "correct speech", since the same in this text makes several inferences of the subject that outside before discussed per All the gang.

April 12, 2009-Holiday-Easter Sunday. April 19th - correction orthographic... April 26, 2009. 1st moment: the researcher has a dialogue motivational with you students, per cause gives give up. 2nd time: reading shared from the book "Excuse me? Learning about living together" by Briam Moses and Mike Gordon(São Paulo, Scipione), but before reading, make the children remember situations where they felt good and others where they felt bad about the way they were treated. 3rd time: to do with what you students dramatize some situations of book. AND consequently speaking rules of coexistence, the need to use terms such as please, thank you, excuse me and others. May 1, 2009-holiday-day of worker. Day 3 in May in 2009 1st time: speak about Mother. 2nd time:

to argue The respect of paper in mother. Day 17 in May in 2009 1st time: to do reading in a group and successively interpreting the book "Serafina and the child who works" by Christina Porto; Yolanda Huzak; Jô Azevedo, São Paulo, Attica. 2nd moment: produce the text - Job Childish. Student-E: "Job Child" (RF J, 13 years, 6th year).

Student E (student gives community, however from network particular in teaching)



Learning the standard language should be a spontaneous, harmonious process, not tax per one little portion gives society (elite), The proportion what This one "contact with The tongue pattern if der by modality oral, very than the student You know it will be to you useful it's himif will recognize most easily

as interlocutor in situations in interaction in what Thatvariety is naturally selected..." (RAMOS, 1997, p. 16). In this way, the student will have more autonomy in their textual production, the teacher is not the only able to transmit the standard language, but you can find it in your social group, your family.

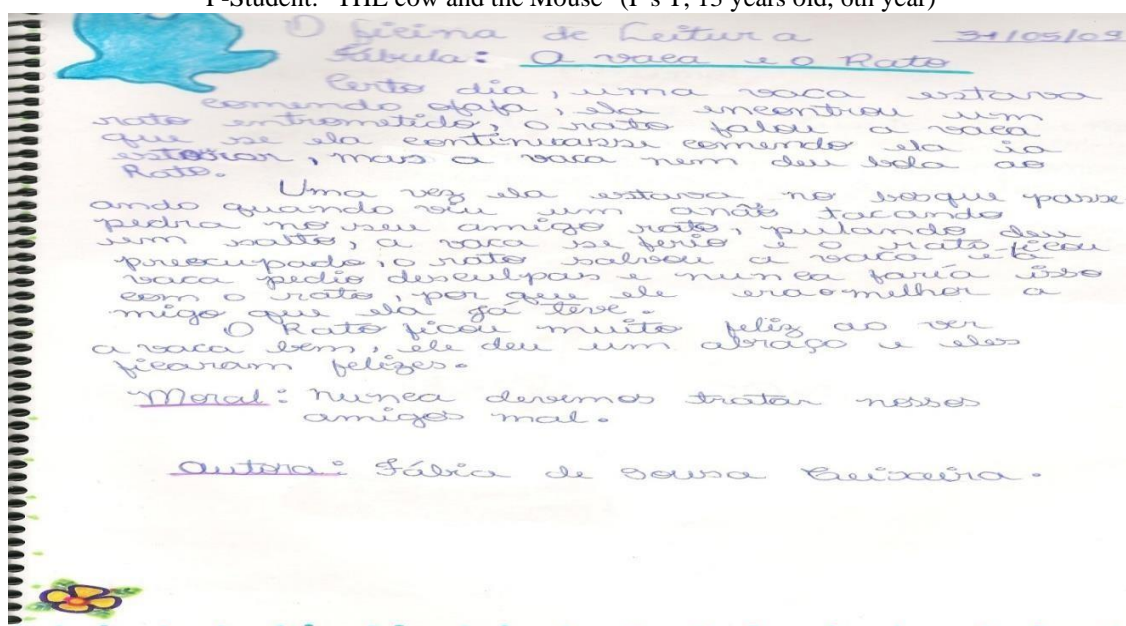
We argue (BATHROOM; STUBBS; WON, 2002, p. 56):

(...) Brazilian schools, for the most part, until today are restricted to the practice of "essay", genre textual what only exists at school, no by having therefore none socio-communicative function relevant to the present and future life of the learner. THE practice traditional gives essay school impoverish drastically you goals of language teaching at school, as it despises all the different elements that contribute to the conditions of production of the written text: who writes, the what he writes, for who he writes, for what he writes, When and Where he writes, thisis at what situation cultural, Social, temporal and spatial.

Within the communicative interaction, writing fails to evidence what the speech evidence as, per example, The origin of this speaker, then The writing he leaves in side accents and others, which are difficult to reach, especially when it comes to the elaborations of dissertation texts, which do not contribute much to the various events that students they are trailers, but yea only manifest one writing elaborate in tongue what It is something unreachable, The tongue "cultured". So being, It is important to develop at varied discursive situations of the learners, and through these various actions make the process of linguistic suitability for a given production situation, and from that way to reach different audiences and even find out which genre is most propensity, and so seek your maturation to different media of reading and writing.

May 24, 2009. 1st moment: read the reflective text "Man is the only animal what..." Speak about at differences in between O Khartoum, Cartoon, HQ and Strip. 2nd time: verify through the transparencies the use of the four texts. May 31, 2009. 1st time: comment, to inquire to the students The respect gives Fable. if already he heard speak in some, if you know. show the characteristics of a fable. 2nd moment: produce one fable.

F-Student: "THE cow and the Mouse" (F s T, 13 years old, 6th year)



all speaker native in one tongue, in any grade in knowledge (formal or informal) knows how to speak your language. The styles interrelate depending on the degree of intimacy with the subject. It can also be said that, as this text has a characteristic most gives tongue oral what gives tongue writing, soon what demonstrates aspects as spontaneity, already what The student use terms in your daily, as "offa", "nor He gave ball", "tacking", in a text written. This one space granted The orality does with what O processin writing if develop harmoniously and in form contextualized.

Corroborating with it is vision (ILARI; BASSO, 2006, p.181):

A long school tradition has got people used to watching writing and giving any less Warning The speaks, per that lots of people think what speaks gives same form whathe writes. At speaks, at people say stuff as "huh", "okeys", "I say", "technician", thinking what say "no It is", "you", "they said", "technician." ButThe difference in between O written and O spoken, go much in addition From phenomena what sayrespect to the form of words. Between the written and the spoken, there is a difference irreducible in planning.

The act of speaking, listening, reading and writing are processes that must be developed in parallel, these actions allowed what you students if develop without loss in yourdiscursive intention in whatever space is present. The vision they give to writing isat least contrary to our real needs in the classroom, which is the act of Communication, and for This one happen you apprentices need expose, speak your real linguistic repertoire, thus achieving suitability according to the various genres textual and The your language in use.

June 7, 2009. 1st moment: debate on the text "Television". 2nd time: speak about O what think of paper gives TV in our quite. Day 14 in June2009. 1st moment: read the reflective text about love in celebration of Father's Day lovers. Read "A fortune teller" by Machado de Assis. 2nd moment: talk about at different manifestations of love. June 21, 2009. 1st moment: Closing, preparation for the parties juninas da school.

At the context, still of this search per one methodology what facilitate O apprenticeship at the teaching in tongue maternal, at attempts continued at the second semester2009, with increasing emphasis on students' orality, was not concerned with spelling correction, linguistic varieties were valued, speech spontaneity oral, less monitoring; however, it is worth noting that like every language teacher Portuguese is aware of the need for normative grammar in a scientific teaching center (The school), already what It is directed to knowledge formal; at the however, O teacher aware of this prerogative, he knows that he will teach it; however, without ceasing to fulfill this paper, will have one pleasant class, effective without the lost gives scientificity.

August 2nd, 2009. 1st moment: talk about the advertising text and make the reading a newspaper. 2nd moment: observe an advertisement in any means in information. Day 9 in August in 2009 1st time: dialogue about The importance of the father. 2nd moment: talk about the role of parents. August 16, 2009. 1st moment: ask students to talk about the performance of the character "Zeca" from the soap opera referent The teacher... As it is being The acting From students in relationship to the teachers.2nd moment: talk about

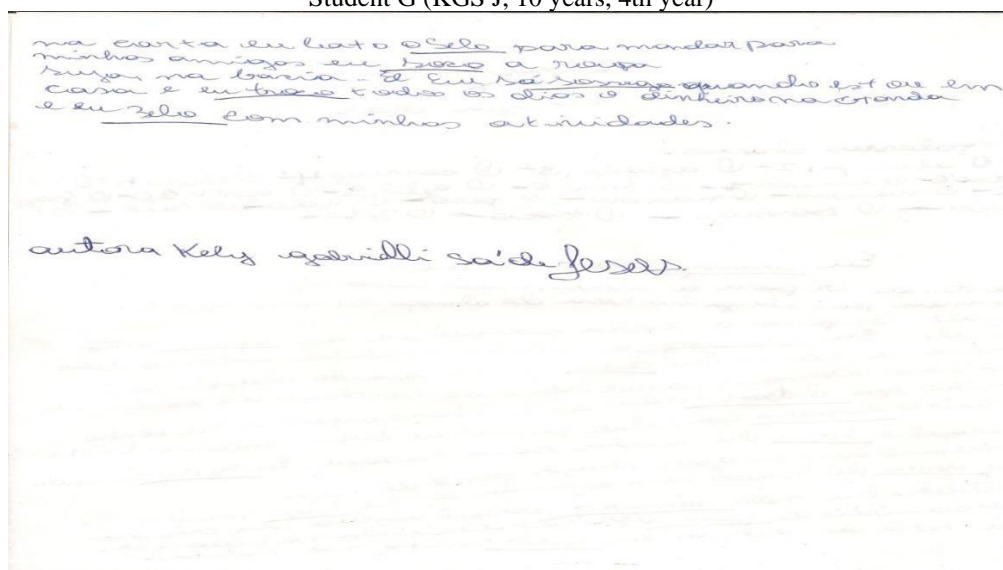
what it means to be a student. August 23, 2009. 1st moment: speak about The Wow culture folk. 2nd moment: comment on O our folklore.

August 30, 2009. 1st moment: talk about citizenship. 2nd moment: build the notion of citizenship. September 6th, 2009. 1st moment: free reading, as we were in the library each student chose a book to read. 2nd moment: each student comment on the choice of reading and their understanding of it. 13th of September 2009. 1st moment: ask students about their favorite drawing. 2nd moment: talk about your favorite drawing. September 20, 2009. 1st moment: speaks about The Internet. 2nd moment: type day text gives child and of the teacher.

September 27, 2009. 1st moment: read the book "Politics and citizenship in Maria Lucia of Rue Spider. 2nd time: understanding gives reading. Day 4 October 2009–Book Fair Planning Day. October 11th 2009–meeting day with the parents of the children who were going to the Book Fair. 11th of October in 2009 1st and 2nd moments: re-elaboration of the texts late of some students.

October 18, 2009. 1st and 2nd moments: the same day 4. October 25, 2009 Canceled The going of children The Fair of Book per intermediate gives Secretary, for youstudents expose their books, but you same were with The researcher visit The exposure. November 1, 2009. 1st moment: talk about written language and language spoken. 2nd moment produce the text with free choice of title.

Student G (KGS J, 10 years, 4th year)



The student builds a text using some words that are explained in text, aiming to make the relationship between spoken and written language. when announcing such words, for example, when passing the noun lunch to the verb lunch, so the student builds her text, transforming the noun into a verb, then we study two grammatical classes without damage to the student's sociolinguistic construction. In addition to prove that they have aspects of the oral language that are not seen in writing, such as "u carrêgu", "eu carrégu", since in the passage from oral to written such changes are not most of the time visible to the reader/interlocutor.

This closed vowel passage (noun) for open vowel (verb) is only perceptible orally, however until even those who claim to have the cultured language almost never pronounce it as it is.

THE This one respect illustrates bagno (2006, P. 150):

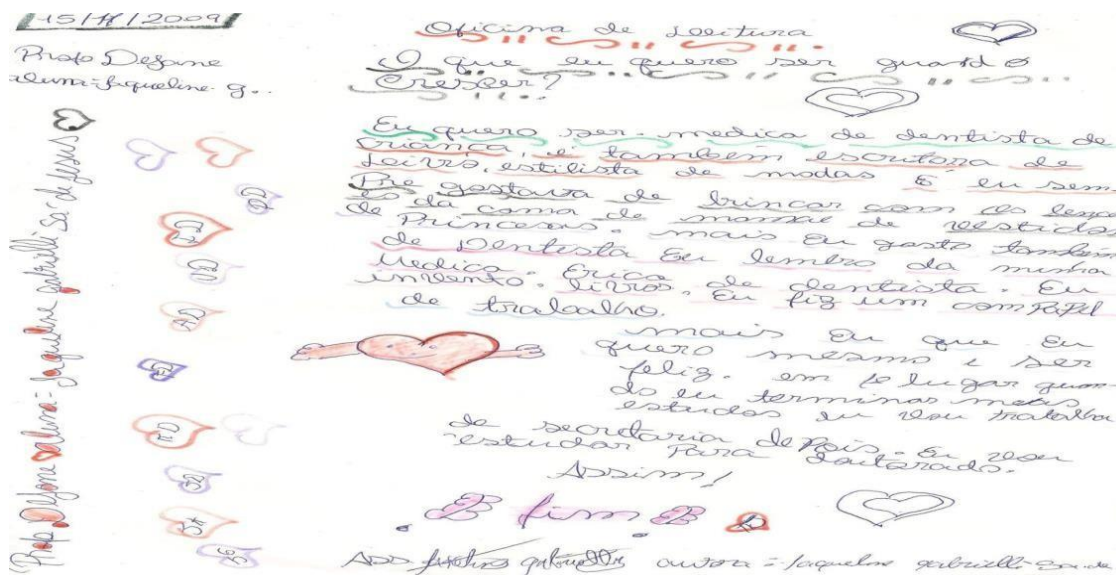
(...) the nouns on this list used a beautiful circumflex accent, called "differential accent", precisely because it helped to differentiate, in writing, the closed vowel (present in the names) of the open vowel (present in the stressed syllable) from verbs correspondents).

(...)- Except that in the last spelling reform, in 1971, this circumflex accent "fell out" (...) why if concluded what none speaker in Portuguese if would confuse at hour to pronounce these words.

Analyzing, however, this thought within the production in question is agreement that this process of change in writing is at least late, as it is something that long before it was confirmed as another norm of grammar, it was already being gift at tongue oralized of the speakers.

November 15, 2009. 1st moment: talk about the different prejudices. 2nd time: speak in some situations in preconception what already They passed or witnessed. November 22, 2009. 1st and 2nd moments: talk about freedom. 29th of November in 2009 1st and 2nd moments: speak about at drugs. Day 6 in December in 2009 1st moment: make a critical and reflective reading of the book "The brother who came from far", by Moacyr Scliar.

Day 13 in December in 2009 1st and 2nd moments: dialogue about at goals achieved. 3rd moment: produce a text with the title "What do I want to be when grow up" H-Student (JG s J, 11 years old, 4th year) Annex-H.

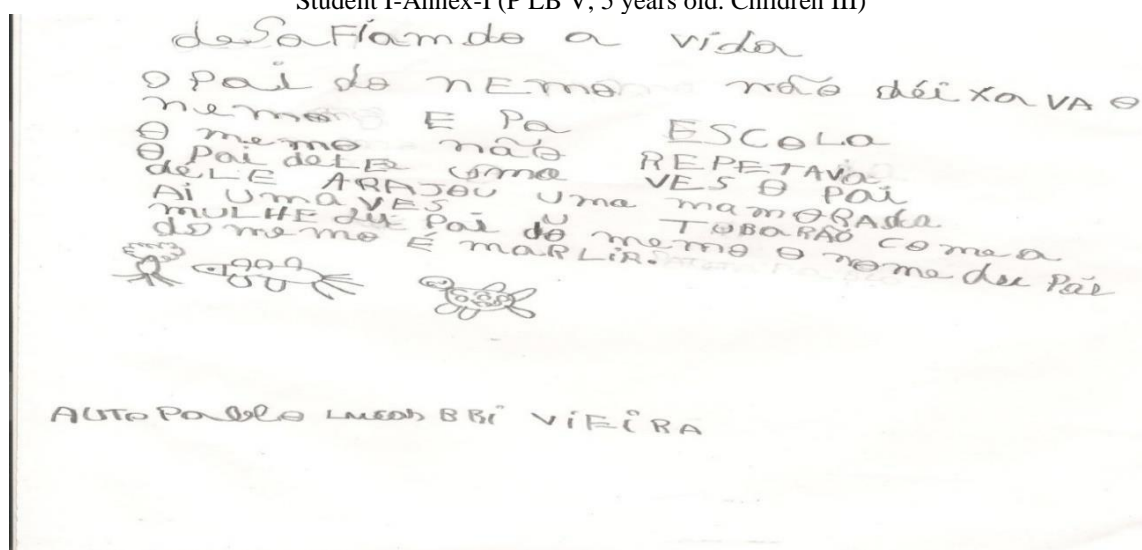


Seeking out aim at goals and expectations From students at straight Final gives search, he requested so that after having talked about the subject "What do I want to be When grow up?" argue together to the colleagues and later write such goals. At the student H's text, she fails to accentuate words like "medica", "secretaria" and others phenomena what are at majority of times impossible in be all registered, demonstrated inside in one tongue. At the however, This one example demonstrated no does with what The

student let in reach your purpose, what It is communicate, then although of observations pointed out to the same I managed to convey your message, any reader or interlocutor understands The reading/speaking. depending The This one text It is remarkable highlight Thenon-existence of “a single non-standard variety, there are many, and saying how many is up to impossible, already what, as saw, for to define well one variety we have in to take in accounta number great in elements linguistic and social.” (BAGNO, 2006, p.158). Still,Valley highlight what This one aspect introduced It is observable only at tongue writing, While what at tongue oral these are spoken according require The standard "doctor", "secretary".

Day 20 in December in 2009-Closing. 1st time: to watch O movie "Looking for nemo". 2nd time: produce the text with title "Challenging The life".

Student I-Annex-I (P LB V, 5 years old. Children III)



O text of student I, per to have only five years old in age, and consequently O factin to have The predominance gives tongue oral in your context Social, O apprentice still does a usegives tongue according The your speaks, soon what looks O same it is making The transcription in yourspeaks in passages like these: “leaved”, “du”, “dele”...

Currently, there is a great disregard for oral practices in health establishments.formal education, which is contradictory, since literacy cannot use only writing formal on paper and leave orality aside, which is intertwined with the mechanisms in listen, speak and to read.

OK highlight what at first phase We had sixteen students; and Whenwe entered the second, there were only nine; it is observed that the seven students whogave up, he was per lack in a method what admit your reality linguistics at living room inclassroom, generating so discomfort and low esteem From same to no get if expresswith safety. remaining only nine students and figuring out O method favorable to process in teaching-learning at subject tongue Portuguese; The leave in August he wasgiven away great importance The orality, making up collections in texts oral through gives writing.it is believed that appreciation gives spoken language will do with what you students get in your speech O use most frequent

of style caution, soon what will have space for speak on one environment formal (school) your dialect classified in "non-standard", and This one teaching will in this process assimilate spontaneously others dialects in use most frequent in this space. Of that mode, it is activity if will become any less poor and most effective.

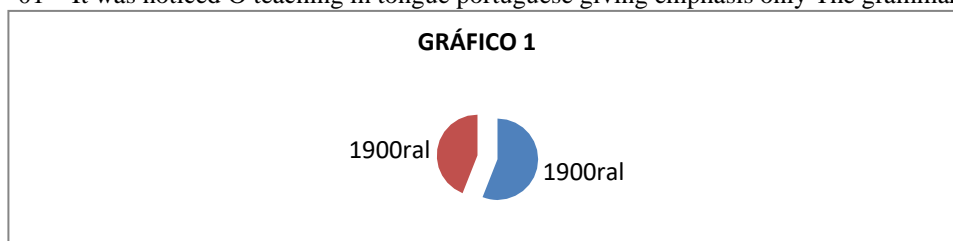
Second (SOARES apud BAGNO; STUBBS; GAGNÉ, 2002, p.53):

(...) none project educational he can if content simply in teach Theread and write (that is, in merely *teaching literacy*), but which must offer individuals, one turn literate, *conditions for O literacy*, this It is, conditions for O development each turn most intense and extensive of skills of writing and reading.

In the literacy process, the small learner is faced with two languages different, then inside of this new bond sociocultural, what It is The school, try him transmit a new language, as if the child did not know how to speak, which makes it difficult to development in writing as soon as they begin to reverse this educational work, as all human being first speaks to then write.

Still a another result gives observation, we have O what if Follow:

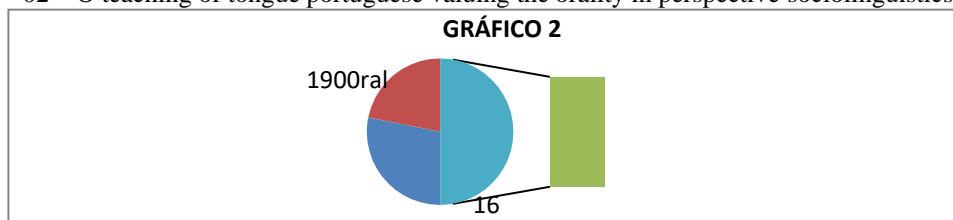
01 – It was noticed O teaching in tongue portuguese giving emphasis only The grammar



Source: Data From researchers (2020)

Giving emphasis only to study normative gives tongue portuguese, 44% From students dropped out of the study within three months. That is, of the 16 students, seven dropped out, remaining only nine, that is, 56% from the students.

02 – O teaching of tongue portuguese valuing the orality in perspective sociolinguistics



Source: Data From researchers (2020)

With O teaching valuing only The grammar normative From 16 students (100%), seven gave up (44% From students) when still if valued only the grammar normative and nine remained from the valorization of orality in a sociolinguistics, that is, (56% of students) continued until O end of search.

As it moved from a methodology of teaching only the normative language to a methodology that emphasized orality, a change that what caused big ones difficulties for The action technique in a new method (The orality), already what later of various interventions at writing and The nonexistence in a process

interactive communicative (listening, speaking, reading and writing), where students only wrote and only the teacher spoke, so there was a lot of resistance on the part of the students for yes manifest in form spontaneous, Natural. THE measure what, you apprentices were getting space for speak according your varieties sociocommunicative, he was achieving success in textual productions, as soon as they were not imposed a grammatical model, but rather accept its own linguistic variants. Even with non-differentiated activities, it was possible to serve the vast majority of students, since the results expected they were in wake up with The maturity cognitive From themselves; finding great difficulties in this non-application of differentiated activities only around two children, the first fifteen years old with a motor disability, visual and speech, this was one of the dropouts; and the second, because he was still in the level syllabic (this was up until the end of search getting to develop O act of to read).

Thus, it is noted that within a number of sixteen students, the search with nine students. making sure, what O teaching in tongue maternal in meaning only grammatical contributes for O failure school; already at vision gives sociolinguistics, which evidenced the oral method in the teaching-learning of Brazilian Portuguese, where the educators no cancel at varieties linguistic From students, of that manner getting O school performance and decreasing the evasion of these apprentices.

3 SOME CONSIDERATIONS FINALS

Considering the teaching of the mother tongue still developed so as not to catch up O real objective at the teaching in tongue, we have at gift search The demonstration in various concerns, misfits in this process in teaching- learning.

Through the experimentation of two methodologies, more precisely the study normative gives tongue portuguese and O apprenticeship in Wow tongue native in vision sociolinguistics. Given these two aspects, it is observed that this teaching according to O first method quoted, no give space to real repertoire linguistic from the students,

O what cause various concerns so much us students as us teachers, those ones often feeling unable to perform their communicative competence and these if are in discontinuity in their performances.

So, it is necessary to seek new ways to minimize these disorders. in the teaching of the mother tongue, in this way, it was found in the sociolinguistic science scientific basis for such changes in wrong attitudes and postures. Against of this current teaching of Portuguese in our Brazilian schools, it is at the discretion of we, mother tongue teachers, look for alternatives so that we can minimize this problem, which is the overvaluation of writing to the detriment of orality in the context of mother tongue teaching. And in view of this diagnosis, we have as a result, that our real material in this teaching is the oral language itself (linguistic competence) that the learner brings to the classroom and thus achieve our goal, which is the improvement of the student in any communicative event, whether oral or written, and thus, to say that using the oral language as a tool in language teaching maternal, he comes solve great part of these misfits in our classes in tongue portuguese in Brazil.

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