

LITERACY SKILLS IN SEVENTH GRADE: AN EXPERIENCE IN BIBIANO MONTEIRO SCHOOL IN VILA MAU

LETRAMENTOS NO SÉTIMO ANO: UMA EXPERIÊNCIA NA ESCOLA BIBIANO
MONTEIRO EM VILA MAÚ

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ABSTRACT

The study aimed to analyze the difficulties in students' writing and, in this sense, to verify the construction of literacy in teaching-learning based on students' productions. The research was developed at the Bibiano Monteiro Municipal Elementary School, located in the municipality of Marapanim (Vila Maú) and was characterized as qualitative-interpretative of an applied nature. The data were cataloged in an interview with the class teacher and from the analysis of texts collected in the workshops given on the news genre. The results showed that students have difficulties with the development of literacy, which signals the need for contextualized work. As for the methodologies, the teacher has a predominance of the third conception of language and relates the contents to the students' experiences. It was noticed that students related the news genre with their local reality, however, they do not show signs of criticality in textual productions.

Keywords: teaching-learning; literacy; news.

RESUMO

O estudo teve como objetivo analisar as dificuldades na escrita dos alunos e, nesse sentido, verificar a construção do letramento no processo de ensino-aprendizagem a partir das produções dos estudantes. A pesquisa foi realizada na Escola Municipal de Ensino Fundamental Bibiano Monteiro, localizada no município de Marapanim (Vila Maú), e caracterizou-se como uma investigação de natureza aplicada e de abordagem qualitativo-interpretativa. Os dados foram obtidos por meio de entrevista com o professor da turma e da análise de textos coletados em oficinas sobre o gênero notícia. Os resultados indicaram que os alunos apresentam dificuldades no desenvolvimento do letramento, o que aponta para a necessidade de um trabalho contextualizado. Quanto às

metodologias, observou-se a predominância da terceira concepção de linguagem na prática do professor, que relaciona os conteúdos às vivências dos alunos. Verificou-se que os estudantes relacionaram o gênero notícia à sua realidade local; no entanto, não demonstraram indícios de criticidade em suas produções textuais.

Palavras-chave: ensino-aprendizagem; letramento; notícia.

1. INTRODUCTION

The teaching of the Native Language in Brazil has already gone through many changes, acting in accordance with the political posture of the country, but these transformations were not enough to solve the various teaching-learning difficulties. Based on this assumption, issues related to written language during textual production and a brief analysis of the development process of these students' literacy.

In the researched class predominates students from field. Thus, should be highlighted the importance of the school in valuing dialects, territories, culture and specificities.

Rural Education has its pedagogical practices and conceptions that are different from those carried out in the urban space. It is true that through social movements, rural subjects managed to awaken “New values, [...] new awareness of rights: the right to land, the right to break all fences – including those of illiteracy, ignorance and primary education.” (Arroyo, 2008:48). It is an education that goes against the domination exercised by capitalism, it is intimately linked to the struggles for land, knowledge, liberation and the protagonism of the countryside. Despite educational transformations, some bibliographic research shows that most Brazilian students have

difficulties in writing. In this context, our research question arose: Which writing difficulties of students in elementary school, final grades can be related to the methodologies that are being used and that interfere in the literacy process? Thus, the general objective is: To verify the literacy in the teaching-learning of students from the 7th year of the Bibiano Monteiro Municipal Elementary School; and as specific objectives: a) to find out what is the level of knowledge and mastery of students in written textual productions; b) analyze the adequacy of methodologies according to the needs of students in the countryside.

Therefore, a study was developed based on literacy and the use of textual genres. The research focused on an applied qualitative-interpretative approach. Data were collected in interviews with the class teacher and in workshops entitled: "Developing writing from the textual genre News" applied by the class teacher. The workshops took place over a period of four days, in which the teacher sought to encourage prior knowledge and adapt the content to the students' reality, providing an environment for the exchange of knowledge. On the last day of the workshop, the production of local news was collected, requested by the class teacher from the students, in order to analyze the processes related to the class's literacy.

To develop a work in order that met the research expectations, the methodology was fundamental, as the objectives to be achieved were outlined in it. Thus, it is organized into: locus, research subjects, method and applied instruments.

During the presentation of the results and discussion, the view of the teacher will be exposed and a mirror of how the researched students' written production is doing, which proposes attention to

what is happening in schools regarding the teaching-learning of Language and a reflection about how literacy-inspired work can contribute to a more effective development in language studies.

2. MATERIAL AND METHODS

Teachers and their methodologies are fundamental for the literacy/literacy processes to be efficient. The pedagogical practices developed through textual genres enable subjects to relate information with their social reality and thus realize that the knowledge acquired at school can be applied in society.

That is, lead them to understand that writing and orality are permeated by different discourses. It must be considered that teaching-learning developed in this way limits the practice of traditional teaching. However, the reality is contradictory, as many teachers have not yet adopted this proposal and "the text is understood as a source of pretext for exploring isolated grammatical forms [...] to be worked on homogeneously in the alleged reading activities." (Brandão et al, 2003:17). This type of methodology has no meaning for students and only distances them from the desire to learn.

The use of textual genres in a contextualized way (visiting libraries, cinemas, museums, new reading habits, how to unravel the cyber world, for example, interpreting the world that surrounds you and why not say the school environment itself), enables others experiences and facilitates the applicability of acquired skills, as they can contribute for the student to recognize the importance of the knowledge acquired in the classroom. There is no denying that

relating these two knowledges has become a problem that requires a lot of research to be solved.

Then, based on the acquired knowledge, data were collected at the Bibiano Monteiro Municipal Elementary School, founded in 1987, located in Vila Monte Alegre do Maú, municipality of Marapanim-PA. It has been operating for over 30 years in the “Água Doce” Region of Marapanim and receives students from various communities in the region. The work was carried out with students from the group B-7th Year of Elementary School Final Series, formed by 32 students, all from the countryside, aged between 12 and 14 years old, of which 27 students attended. Also participating in the research was a teacher of the researched class who is aged 31 years and has been working in the area for 18 months. She graduated in Portuguese Language from the Federal University of Pará (UFPA) Campus Castanhal, completed her course in 2018 and recently completed the Specialization Course in Rural Education and Sustainable Development in the Amazon, by the Federal Institute of Education, Science and Technology of Pará (IFPA), Campus Castanhal.

The research took place in two stages: 1st The workshops “Developing writing from the textual genre: News” that took place on February 19th, 21th, 28th and March 5th, in 2020 were observed. the essays produced by the students were collected, in order to analyze and verify the real difficulties of the class in terms of textual understanding and interpretation and its relationship with the context of the community where they live; 2nd Interview with the teacher about the vision of teaching-learning of the Portuguese language. This process served to identify the likely factors that hinder teaching-learning. The work developed by the class teacher, before requesting the writing of the news genre, focused on

stimulating students' knowledge regarding writing and reading textual genres. For this, the following moments were developed:

- **1st workshop:** To start the workshops on textual genre NEWS, there was a conversation with the class in order to obtain information about prior knowledge about textual genres. For this, questions were raised, such as: "Have you ever heard about textual genres?" "What would textual genres be?" "Where can we find textual genres?" Later, the teacher cited some examples of textual genres to sharpen the knowledge that students already had, explained that there are several textual genres and that they can be verbal and non-verbal. She exemplified about them in order to bring them closer to the genre.

After this first moment of the workshop, was informed that they would learn more about the textual genre, NEWS. Then some questions regarding the textual genre was asked, asking them if they knew the NEWS genre. Then, the following question on the board was written: "What is news?" Their answers were noted on the board; later, didactically was explained and clarified some inconsistencies. Then was written other questions like: "Where do you usually find this genre?" "Can you remember a news with worldwide repercussion? National? Municipal?" After that, the following questions was asked: "What event would give local news in the community you live in?" In this way, he encouraged students to participate in the class.

In the third moment of the workshop, was asked them to get together in pairs and distributed a copy of a news from the municipality, giving them 10 minutes to read the text silently, then

read the news with them. Afterwards, the following questions on the board was written, to be observed in the text and then discussed them again and identified possible difficulties.

- Where is the news from?
- What is the news about?
- What is the intent of the news?
- When happened?
- Which audience was it aimed at?

After this dialogue, the first day of the workshop was concluded.

- **2nd workshop:** On that day, the teacher briefly resumed what had already been worked on and she wrote on the board the structural composition of the NEWS text genre, explaining each of the parts: title, subtitle, lead (lead) and structure (body of the matter). In the second part of the workshop, after explaining the structural composition of the genre, copies of two pieces of news were distributed to the formed pairs, giving them a few minutes to read the content. Later, was asked them to highlight the structural parts of the news that they had studied from the text and explain why they had given a certain response. Then, was asked them to bring a current or old newspaper from home, in order to reinforce the structure of the news, as well as to obtain knowledge of one of the supports of this genre, the printed newspaper. And so, the second day of workshops was completed.

- **3rd workshop:** On the third day of the workshop, most students brought a printed newspaper, and those who did not, the teacher asked them to join their classmates so everybody could see the news contained there. After organizing the group, she made an explanation of the previous contents and informed them that they should choose the news that drew the most attention in those newspapers. In addition, they would have to inform the others of the reason for the choice and what the news was about.

In the second part of the workshop, some questions were written on the board, in order to instigate their curiosity and asked them to respond and explain when necessary. Here are some of the questions asked:

1. Let's think about the newspaper?
2. What kind of audience is this newspaper aimed at?
3. We have some types of newspapers: print, audible and television.
4. Is television news broadcast in the same way as on radio?
5. Who are the regional television journalists you've heard of?
6. Do journalists make a mistake when reporting live news?
Why?

At the end of the workshop, she informed them that they should think of some event in the place where they live that could become

news, as the workshop on the next day would be their first textual production.

- **4th workshop:** At the beginning, the teacher took up some points from previous workshops, in order to instigate them to remember the main aspects of the textual genre. Later, she asked them to start writing their texts and that if there were any difficulties or doubts, just communicate. Then, the teacher asked them to be calm about the writing, as it was the first version and they were going to correct and improve with the rewriting. The feeling of insecurity is natural and common was explained to them for the first few times they write.

Therefore, observation was also a method used during the research, in order to have a more emphatic view of the observed scenario, and it certainly contributed to discovering at which points it is necessary to improve in terms of written textual productions and the development of literacy in different contexts. that life imposes inside or outside of school.

3. RESULTS AND DISCUSSION

The analysis of the textual productions of the workshops provided us with subsidies to identify the main difficulties of the students, considering the grammar and the difficulties in textual construction with a focus on the literacy process. Based on above, Antunes (2010: 55) corroborates that “The “everything” that is possible to see in texts will be disappointing and unproductive if it is not subjected to a specific cut around those phenomena to be observed and described.” However, the author warns about how to make this cut and approach, so as not to return to traditional studies. The analysis

was developed based on the theoretical assumptions highlighted as Antunes indicates: freedom of interpretation, knowing how to make associations and recognizing that reading is fundamental in this whole process, but without an idea of the grammatical content, both reading and writing are left without its support and it is this idea that will be defended – being literate, but understanding that knowing the norms also represents a preparation to be considered literate, in this society that stigmatizes and dictates norms all the time.

Many doubts were identified in the analyzed texts – factors that can interfere with the cohesion and coherence of the text, including: inadequate spelling, lack of paragraphs; inappropriate use of punctuation or lack thereof; lack of graphic signs or inadequacies; inadequate verbal and nominal agreement, these are present in all analyzed texts. In this regard, Antunes (2010) explains that the text to be considered cohesive and coherent depends on the lexicon and grammar, but both only make sense if they are in use, out of context they represent only possibilities. It is notorious that the teaching of Portuguese Language has many flaws, even when related to the teaching-learning of grammar, which is often taken as the main focus in the classroom, but due to the methodology it does not add knowledge. However, the main interest in this analysis is to find out how these students are in terms of the literacies that need to be better developed in the classroom. Therefore, it is believed that among so many doubts, one of the main causes is the inadequate approach during student life. Among the observations, the research focused on aspects related to the news genre and the construction of literacy practices.

As mentioned before, the proposal of the class teacher during the workshop was to produce a local news item, in which 61.9% of the students understood the proposal, even without satisfactorily meeting the requirements of a news item. It was noticed that 57.14% of students were able to present in their texts some type of gender characteristic, such as: impersonal language, real event, presenting basic information, in addition to answering the questions: what? When? Where? who? Like? Then, they presented the elements of the narrative textual type: narrator, plot, characters, time and space. According to Antunes (2010: 43) "Composing a text, thus, corresponds to the action of complying with a certain textual model, and, on the other hand, understanding a text supposes the framing of that text in a certain genre." The author states that when producing a text, socially predetermined models are followed, in which variations may occur. Below is an example of a text from a student who relates the day his community was attacked by bandits during a local bank robbery.

Figure 1. Student's text A01

D S T Q Q S S

Sequestro em Bamgôrdim

Badido chegou no carro vermelho após assaltar
 o Banco de Cuiabá vieram para comunidade de Bamgôrdim
 de mau os Badido chegaram a Pátio das 5 horas da
 madrugada os marabatos acabaram com vários tiros
 um carro de Polícia com dois policiais entrou em confronto
 com os ladrões só que os Badido conseguiram fugir
 pela mata vários carros de Polícia chegaram na
 comunidade de Bamgôrdim de mau vários policiais
 foram para o meio do mato um policial pediu ajuda
 de um marabato que conhecia mas a matar
 os o marabato não aceitou Polícia vieram de
 Belém-do-Para para ajuda no confronto.
 um dia dos criados ficar machado na natureza
 no marabatos de Bamgôrdim foi preciso de um
 helicóptero para ajudar mais teve um momento
 triste um policial ferido e o outro que estava
 no mato atirou no companheiro.

Source: Field Research (2020)

From the analysis of this and other texts, it was noticed that the students related the news genre with their local reality, as an event that became news in the city's newspaper prevailed as a theme in their textual productions. In this way, they were able to meet the teacher's request and build meanings between school literacy practices and social literacy events. However, they do not show signs of criticality, they only report the facts based on their orality. It is believed that this work is long and that over the student years, the construction of knowledge will improve and students will be able to reach other levels of literacy. Therefore, the work developed by the teacher based on textual genres is of paramount importance for the development of these subjects' writing. According to the textual analysis, it was noticed that 33.33% of the students were not able to

develop a text that had meaning, they wrote from phrases and single words, without mastery of spelling, but showed signs that they understood the proposal. In this regard, Soares (2004: 97) states that "although distinct, literacy and literacy are interdependent and inseparable: literacy only makes sense when developed in the context of social practices of reading and writing [...], that is, in a context of literacy". Thus, it was found that just knowing some of the characteristics of the genre is not enough, that grammar and literacies need to be worked together so that the student can develop a cohesive and coherent text, as it is perceived that the students understood the characteristics of the news genre, but lack of understanding of linguistic competence.

Antunes (2010), based on José Borges Neto, emphasizes that teaching or not grammar is not a matter of choice, but rather of defining procedures and priorities that aim to expand the communicative competence of speakers. The author considers that "[...] teaching the student to read and write properly (and that is why I understand getting the student to be able to read and write) is a priority 1 objective;" (Antunes, 2010: 218). Therefore, there is no reason for the school to go beyond the next priority if it has not been successful in priority 1. Thus, it can be seen that literacy and literacy must "walk" together so that the student can develop skills and abilities that society demands so much. The text below leads us to reflect on this issue:

Figure 2. Student text A06

05.03.2020

dona maria não tem nada de novo
é só uma meler de branco e chio batina
a cabeça e de mais os pés são longos
que dona maria não muito tarde de
sua casa e de manhã acordou e
peizazirca e si desimpres com a que
pansada na cabeça
anti de pancerca
e que lo pansada na cabeça
dona maria foi para neis pital

Source: Field Research (2020)

In this text, it is clear that the lack of logical order, it leaves him confused and difficult to understand, due to the fact that it is not possible to understand the facts reported and the sequence of events in the text. It can be seen that some textual productions did not present characteristics of the requested genre, but it is believed not to be due to the students' lack of interest, but because they do not have enough knowledge to develop them. According to Pagnan and Silveira (2015: 46) “[...] it is necessary to relativize, since having seen a written genre, having had contact with the genre as a reader does not mean knowing how to produce it.” Therefore, these students seem not to have reached the ability to interact through the written modality of the news genre. Thus, the school has not yet achieved its goal of providing textual knowledge and literacy compatible with the 7th grade.

From the data collected during the interview and from the observations, it was noticed that the teacher maintained the same posture according to the methodologies used during the workshops “Developing writing from the textual genre: News”. It was found that the teacher develops her work in the classroom through textual genres and that she is concerned with focusing on the knowledge that was worked in the classroom. Thus, she agrees with the assumptions of Antunes (2010) when she states that the text offers

many possibilities for study, but that it should focus on certain phenomena so that the study does not become unproductive.

According to the teacher, the analysis of texts can contribute to the development of writing. About this she declared:



From the first analysis, I help them to understand, in their texts, the existing and missing elements of the textual genre studied, as well as the content in general, the meaning. After that, I move on to grammatical issues, such as agreement, spelling, etc., this helps them to start writing the second version of the text, introducing the information that was missing in the first version. (Interviewed Teacher)

The teacher analyzed the texts with the intention that students would recognize the aspects related to textual construction, not focusing only on grammatical issues. According to Antunes (2010: 59), "any analysis of any segment must always be made based on the meaning, understanding, coherence and interpretability of what is said." Regarding grammar, it works in a contextualized way and not in an isolated way; from the linguistic practice with the use of texts.

In this sense, it also confirms the methodology used in the workshop, in which the teacher contextualized her classes, giving students the opportunity to relate their reality to the genre worked in the classroom, thus enabling them to understand how the content can be used in their daily lives.

In the workshops, it was observed that the students really participate in the activities, that the teacher encourages them to dialogue, to interact. However, despite her encouragement, she managed that only 77.77% of the students in the classroom performed the textual production requested at the end of the last workshop. It is believed that this percentage is related to factors such as: writing difficulties, embarrassment to write, lack of the habit of producing texts, etc.

It was asked during interviews about the development of work with the students' writing and during the teacher's explanation, she emphasized that it works

from the studies of a certain textual genre. This process is carried out by applying a didactic sequence (SD) of a specific textual genre. Through this resource, I can understand, in the first workshop, the students' prior knowledge in relation to textual genre.

(Interviewed Teacher)

Thus, it is corroborated that the teacher uses a method that enables the acquisition of knowledge in an orderly manner. "A "didactic sequence" is a set of school activities systematically organized around an oral or written textual genre." (Dolz, Noverraz, Schneuwly, 2004: 97). Also according to the authors, the Didactic Sequences (SD) enable students' access to language practices that are difficult to master. The use of DS is a strategy that contributes to the definition of which goals must be achieved at the end of the study, allowing the student to acquire skills on how to adapt their speech

according to the communication situation they are in. From this perspective, it is inferred that the teacher intends to prepare students to act socially according to linguistic requirements.

Among the factors that can interfere in the teaching-learning process, the teacher believes that:



The main factors that can interfere are: the lack of encouragement from some parents and other guardians in relation to the acquisition of a taste for reading books, as many act negligently in their children's education; television distractions and sometimes social media. (Interviewed Teacher)

It is believed that the social and cultural reality can also interfere, as public educational policies do not reach those who need it most, thus, they do not provide opportunities for quality education, conditions of access and permanence in studies. Soon, many parents did not have the opportunity and were not encouraged, passing on their experiences to their children.

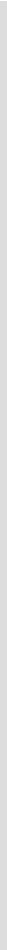
When asked about how she seeks to overcome the factors that interfere in the teaching-learning of her students, she reported that:



According to the application of DS, I take different texts to them, both verbal and non-verbal, those considered erudite and popular, so that they can socialize in the classroom about the meaning of the text and the main passages that attracted the most attention. (Interviewed Teacher)

From the use of DS, the teacher enables students to know different genres and textual types, which expands their linguistic knowledge. By using popular and local texts, she encouraged students to value different varieties of the language, and realize that it is possible to adapt them according to the communicative intention. Therefore, it encouraged the overcoming of linguistic prejudice during the workshops.

In Brazilian society, teaching in the countryside is a challenge, as education is being abandoned by its rulers, which is aggravated when related to the countryside. Therefore, during the interview, she was asked about the main obstacles faced, and about this she emphasized that



Teaching in the field requires a lot of understanding and patience, especially with regard to issues such as the lack of a good public manager and his lack of responsibility towards the population. Such negligence on the part of the public sector ends up affecting rural education, as the school is often in precarious conditions, teachers do not have continuing education, buses will not take students to school due to lack of payment by drivers or lack of maintenance of these transports, which end up being unused for days and days, causing losses in the school education of these subjects. (Interviewed Teacher)

This information only confirms the data reported during the research. Rural Education lives in a constant struggle so that its permanence is not lost, due to the recognition of its subjects and their specificities. That is, the State needs to offer conditions for students to complete elementary school and continue their studies (Brasil, 2020), a subjective right guaranteed in the Federal Constitution.

Regarding the question: How do you develop literacy in the classroom? Was pointed out,



The literacy process takes place through the reading of texts that are used in the classroom. For this, I ask the class to carry out, first, the individual and silent reading of the material and, later, the collective reading, so that we can then socialize about the content of this text and relate it to social practices.
(Interviewed teacher)

The literacies used by the teacher are ideological, which according to Botelho (2012) relates teaching to many social practices, both oral and written. Therefore, it contextualizes the texts to the students' experiences, that is, it encourages students to produce texts that make sense, which facilitates teaching-learning.

Regarding the use of textual genres in the workshops and how they are approached, the teacher believes that "Workshops with textual genres help significantly in the teaching-learning process of students and genres are worked through the application of DS."
(Interviewed Teacher)

The work done from the SD is systematized, follows a predetermined structure developed from the following steps: "Presentation of the situation, initial production, module 1, module 2, module n, final production". (Dolz, Noverraz, Schneuwly, 2004: 98). These steps are interconnected and build knowledge gradually, making teaching efficient. It is important to highlight that the teacher only worked on the first two steps recommended by the authors.

From the analysis of the students' texts, the information collected during the workshops and the interview that the regent teacher granted, it was noted that the difficulties presented by the students have been built over the school years, as they also have a lack of mastery of knowledge that could have been built on literacy and in the years before the seventh grade. But it is also known that there are several other factors involved in this lack of development of literacy processes and it is the role of the entire faculty, students, parents and management to intervene so that this situation does not worsen, after all, being literate goes beyond banks schoolchildren.

It is believed that the work of the teacher in question is in accordance with the current methodologies addressed in the course of the research, but that it did not have the expected result because it was interrupted with only two months of classes, as a result of the pandemic. As students do not have access to the internet, the teacher intends to continue her work with diversified textual genres and literacy development, as soon as the in-person classes return.

4. CONCLUSION

By highlighting in this research, the literacy and writing practices of students from the 7th year of Elementary School at E.M.E.F. Bibiano Monteiro, in Marapanim-PA (field area), was able to experience the real difficulties faced by teachers and students. The school works in precarious conditions, the teachers have a shortage of technological resources to help with the methodologies and the teaching material is insufficient. In this way, the teacher has available his knowledge and creativity to make the classes attractive and interactive. It is notorious that the vicissitudes presented make it difficult for the

teacher to act and for the students to learn. These impasses are faced in Brazilian public education and are intensified in schools located in rural areas.

It was found that students have little command of the written language, their knowledge is not consolidated in order to be able to develop cohesive and coherent texts that satisfactorily meet the standard norm required in a narrative text. Although they have a superficial understanding of the characteristics worked in the classroom, the marks of orality and the lack of grammatical mastery are the ones that most interfere in the textual progression - but it is in this context that there is a large field of work to reverse this situation and we can have students who master their languages in the most different contexts of speech and writing.

With regard to literacy, the class teacher seeks to bring the students' reality into the school context, uses clear and objective language, encourages participation, reflection, teacher/student interaction and among students. Thus, it helps students understand how they can apply the content in their daily lives. It is clear that the teacher demonstrates dedication and commitment to the teaching-learning of students, but was unable to meet the needs of students, due to the fact that her work with the class is at the beginning and the difficulties are many and at different levels. In short, it requires long-term work to be able to produce satisfactory results.

In short, "it is necessary first to know how to speak, read and write well and then study the functioning of the language in a conscious, systematic, technical way." (Bagno; Stubbs; Gagné, 2002: 59).

It must be considered that the lower than expected level of learning in the 7th grade is due to social, cultural, political, structural factors, etc. Given the above, what may be further aggravating this situation are the methodologies used throughout the school years. Of course, students move on to the next grade without having the knowledge expected from the previous year, and the situation gets worse with each grade that follows. This highlights the absence of reflections on how to build a literate society.

Soares (2004) explains that literacy and literacy must act together, providing students with knowledge of the written language system, which must be made possible by concrete situations and not by materials disconnected from the students' reality. Therefore, studies should be based on methodologies that provide students with contact with the textual genres that circulate in society and its social environment, both oral and written, those considered erudite and popular, providing students with different experiences and diverse knowledge.

Finally, it was noted the need to develop new research, based on relevant and also worrisome results and, when possible, during future in-person classes, promote other workshops with the investigated class, which address different textual genres, so that students overcome these deviations, as they show the need for differentiated interventions in the teaching-learning process, which makes it difficult to consolidate new knowledge, but this is where the teacher's mission is fixed: find grammatical deviations, make use of them as a work methodology and to be able to overcome each difficulty together with the students, based on social reading and writing practices that value the context of each one, without forgetting that the fundamental thing is not just to be literate, but to

be literate to have the exercise of autonomy in the most diverse social spheres.

It is inferred, therefore, that there is still a need to continue the work involving other textual genres and associating the genres studied with the reality of field students, especially in this research participant class, so that teaching-learning and literacy they occur in a more significant and critical way in the peasant and other contexts.

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