

LINGUISTIC ATTITUDES OF MASTER STUDENTS OF PROFLETRAS UNITS IN THE “TRIÂNGULO MINEIRO” REGION

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Although the research of Labov (2008) – on the phonetic change in English spoken on the island of Martha’s Vineyard – already pointed out the importance of investigating the beliefs, attitudes and linguistic perception of speakers, in Brazil these works are still recent and on the rise such investigations (CYRANKA, 2007; CYRANKA; RONCARATI, 2008; AGUILERA, 2008; BOTASSINI, 2015, CUBA; BARBOSA, 2013; MARINE; BARBOSA, 2016, TEODORO, 2018, SENE, 2018, etc.). Studying the linguistic attitude of a group, for example, may help the researcher to understand the reactions of the speakers to the different varieties of a language, or their judgment in relation to different linguistic uses (GÓMEZ MOLINA, 1987, p.25). Moreover, through these investigations, we can understand how the linguistic attitude interferes in the process of constitution of the identity of a community (through its language). Thus, in this work, we seek to present results of a test of linguistic attitude applied to teachers of Basic Education in the public-school system. These teachers are entering the 2018 Program in the Professional Master’s Program in Letters (PROFLETRAS) of two units in the Triângulo Mineiro region, in Minas Gerais, Brazil. In order to construct the test, we are mainly based on Brazilian Portuguese variable phenomena, one being more stigmatized, such as the verbal

agreement phenomenon, and the other less stigmatized, like the verbs “ter” and “haver” with a sense “there is/are”. In general, our results showed that, faced with a stigmatized variable linguistic phenomenon, such as verbal agreement, teachers tend to have negative linguistic attitudes when agreement is not marked, and positive, when the use of agreement is performed according to prescriptions of normative grammar. In fact, some teachers made explicit the association and evaluation of the “good student” to the use of the agreement. However, in the face of a non-stigmatized variable linguistic phenomenon, such as the uses of “ter” and “haver” with a sense “there is/are”, we perceive that the linguistic attitudes of teachers were positive in the face of fragments representing canonical uses. Finally, it is important to highlight that our intention with the elaboration, application and analysis of such a test was to identify and understand the linguistic attitudes of Portuguese-speaking teachers who are entering a postgraduate course whose main objective is to contribute to the formation in order to train them for teaching practices more attuned to the contributions of Linguistics - in its most diverse subareas - to teaching Portuguese. In addition, we believe that understanding the linguistic attitudes of Portuguese-speaking teachers can support the planning of actions of linguistic awareness, ongoing teacher training and Portuguese teaching proposals.

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