


GRAMALETRANDO: TEACHING OF PREFIXAL AND SUFFIX DERIVATION WITH EMPHASIS ON MULTILITERACIES

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**Silvana Oliveira do Nascimento¹, Rayara Tágila de Sousa Barbosa², Neliane Raquel
Macedo Aquino³ and Maria da Guia Taveiro Silva⁴**

ABSTRACT

The objective of this study is to propose activities for the teaching and learning of prefix and suffix derivation with emphasis on multiliteracies. This research is bibliographic and prospective. To this end, a theoretical discussion was raised about the teaching of grammar in the mother tongue as well as about multiliteracies (Rojo and Moura, 2012). The activities are aimed at the 8th grade classes of elementary school in accordance with the skills of the BNCC, are based on the theoretical assumptions of "Teaching Grammar in Three Axes" (Vieira, 2017) and "Active Linguistic Learning" (Pilati, 2017). They contemplate the systematicity, heterogeneity and interactivity of the Portuguese language, with the use of manipulable materials. Thus, this study is relevant for Portuguese language teachers, for students in the Letters course, for students in basic education and high school, as well as for parents of students who want to help their child expand their socio-communicative skills. In short, the application of the proposed activities allows the significant teaching of the functioning of the language in a fun, reflective and respectful way, aiming at the use in social practices of literacies.

Keywords: Teaching-Learning. Portuguese language. Word Formation.

¹ Mestranda/ UEMASUL

ORCID: <https://orcid.org/0009-0003-2622-0933>

E-mail: silvana.nascimento@uemasul.edu.br

² Mestranda/UEMASUL

LATTES: <http://lattes.cnpq.br/0511650015344258>

³ Profa. e Dra.

UEMASUL/IFMA

ORCID: <https://orcid.org/0000-0003-2139-4283>

Email: nelianemacedo@ifma.edu.br

⁴ Profa. e Dra.

UEMASUL

LATTES: <http://lattes.cnpq.br/1232401137711458>

INTRODUCTION

This study was designed after theoretical discussions in the discipline of Language and Multiliteracy, followed by the elaboration and presentation of the seminar "Literacy on stage" held by the 4th Class of the Master's Degree in Letters at UEMASUL, with live broadcast via *YouTube*. To this end, it was thought: how could the teaching of grammar contribute to the practices of teaching and learning of the mother tongue with an emphasis on multiliteracies in school? Thus, the idea arose to propose activities that would meet a previous concern perceived in the classroom, given the difficulty of students and even some teachers in teaching and learning grammar beyond the decoration of concepts, decontextualized from the socio-communicative practices that the current twenty-first century demands, in the face of globalization and growing technological and digital development.

In view of this problem, this study aims to propose activities for the teaching and learning of prefixal and suffix derivation with emphasis on multiliteracies. The methodology used in this research is bibliographic, descriptive, prospective. To this end, a theoretical discussion was raised about the teaching of grammar of the Portuguese language; on multiliteracies, followed by a didactic sequence for the teaching and learning of the processes of word formation, specifically prefixal derivation and suffix derivation with a focus on multiliteracy.

Thus, this study is relevant for Portuguese language teachers, students of the Letters course, students of basic education and high school, as well as for parents of students who want to help their child to expand their socio-communicative skills, in a more fun way from social uses.

The application of the proposals, in the classroom, allows us to understand the functioning of the language, established according to the need and socio-communicative situation, which determine the appropriate choices of linguistic resources for the production of intended meanings, thus meeting the current demands of globalization, which require new communicative skills, in the production and reception of textual genres.

METHODOLOGY

This study is a bibliographic research of a propositional nature, with activities aimed at the 8th grade classes of Elementary School in accordance with the skills of the BNCC, are based on the theoretical assumptions of the teaching of grammar in three axes (Vieira,

2017) and active linguistic learning (Pilati, 2017). They contemplate the systematicity, heterogeneity and interactivity of the Portuguese language, with the use of manipulable materials. The didactic proposal was divided into 4 activities, the first three are related to the three axes proposed by (Vieira, 2017) and the last will focus on the practice of multiliteracy.

The 1st Activity - Language Interactivity, aims to: Explore the interactive aspect of the language, in the textual genre dictionary entry, to understand the effects of meanings of the linguistic uses of radicals, suffixes and prefixes. A moment to value and diagnose the students' previous knowledge on the subject. 2nd Activity - Systematicity aims to: Reflect on the functioning of language in the process of word formation with the use of "manipulable material" (Pilati, 2017), with the use of the puzzle: structure of words, with roots, prefixes and suffixes, moment to know the systematicity of language (Silvia, 2017).

The 3rd Activity - Awareness of the heterogeneous aspect of the language, with the objective of raising awareness and identifying the difference in linguistic uses (Bortoni-Ricardo, 2005). And finally, the 4th Activity - Socio-communicative practice. Objective: to instruct and encourage students to produce a post on Instagram, verbal and non-verbal text, including image and sound (Rojo and Moura, 2012). As a Digital Marketing strategy "call to action" used as a "lead magnet" to arouse the interest of the Internet user "follower" to feel confident in the quality of the product, give credibility to the sale and boost the purchase of a service, which in this case will be the sale of a course on the Portuguese language.

THEORETICAL FOUNDATION

TEACHING GRAMMAR OR PORTUGUESE LANGUAGE?

The teaching of the Portuguese language, with the function of teaching reading and writing well, was a privilege only of people with high economic power in Brazil, since the discipline dedicated to the study of the language was only inserted in the school curriculum at the end of the nineteenth century, according to Soares (2001). Therefore, families who did not have good financial conditions had Portuguese classes just to be literate.

However, even people who were able to continue their studies had the obligation to learn only normative aspects of the Portuguese language, as Bezerra (2010, p. 40) explains:

The wealthy class that continued their studies began, after literacy, in Latin grammar, alongside the study of rhetoric and poetics [...] Thus, when teaching Portuguese (that is, another language), the same model that was known and achieved the proposed objectives was followed.

Thus, since the insertion of the Portuguese discipline, teaching was based only on grammar, so that even in the twenty-first century, even with a lot of linguistic research, this tradition still occurs in many Portuguese classes, as Bezerra (2010, p. 38) emphasizes:

Traditionally, the teaching of the Portuguese language in Brazil has focused on the exploration of normative grammar, in its perspective (when a set of rules is imposed to be followed, of the verbal and nominal agreement type) and also analytical (when the parts that make up a whole are identified, with their respective functions, of the syntactic functions of the terms of the sentence, morphic elements of words).

As explained, it is sometimes observed, even in a modern context, in the teaching-learning practices of the Portuguese language, classes based on normative and structural analytical aspects, even when updated and technological resources are used, because the practices remain the same, with the same objectives, only with different supports or materials, including those referring to the analysis of genres.

However, this teaching worked until the middle of the twentieth century, because:

The public that had access to the school spoke Portuguese, considered as the standard, a model to be followed, had reading and writing practices in their families, going to school to study the language. [...] And the teacher, who was also a user of the standard norm, coming from the middle and upper classes, with a high level of literacy, had the intellectual and material conditions to prepare his classes, and it was not up to anyone or any book to impose exercises and didactic activities (Bezerra, 2010, p. 44).

However, in the twenty-first century, the social practices are different, the clientele for which the Portuguese language classes are intended is totally different: called virtual natives, they do not need the teacher to pass on information, because with just one click the student can have access to various information. Therefore, in the classroom, students need to establish many connections between the most diverse socio-communicative and technological practices, thus, diversified learning practices are required. Therefore, the practices with the textual genres fulfill their role very well for the teaching-learning process today. In this perspective, we present a proposal to work with the Portuguese language based on this new context. Such a proposal can be seen as a stage for reflection and analysis of new procedural and methodological paths for the teaching and learning of the Portuguese language.

METHODOLOGICAL PROPOSALS FOR THE TEACHING OF GRAMMAR IN THREE AXES

The idea of proposing activities arose from the following questions that can be asked by many teachers and students about teaching grammar:

1. Why? What for? How to teach?
2. What are the relationships between the content learned and the practical needs in the most diverse social situations?
3. Why not teach the functioning of the language, based on the most common uses of the language?

In the midst of these questions, there are theorists who have already begun to present practical proposals for this much-discussed problem. Neves (2018) presents the proposal of the grammar revealed in the text, Antunes, (2017), Travaglia (2013), Faraco (2008), Magda Soares (2001), Ferrarezi Junior (2022). We have several proposals from which the systematic teaching of the language happens implicitly. However, Vieira (2017) highlights the importance of working on the three aspects of language.

Figure 1, below, exemplifies the author's proposal (idem), in which one can personify the teaching of the Portuguese language as a three-legged bench, all of which are fundamental, because, in the absence of one, the stool is not supported. The legs represent, therefore, the three fundamental aspects for teaching to happen fully.

Figure 1: Teaching grammar in three axes



Source: (Vieira, 2017) Available at: <https://revista.abralin.org/index.php/abralin/article/view/1620>. Accessed: 12/11/2023.

The stool in figure 1 illustrates Vieira's (2017) idea well, so that we can understand that we should not work only on one aspect of the language, privileging one more than another, more or less importance to a certain aspect pertinent to the functioning of the language. Otherwise, we must provide such knowledge of the language in view of the social practices in which the students are inserted. To this end, Vieira (2017, p. 70-71) proposes the teaching of Grammar in Three Axes that works on the systematicity of the language "(I) considering the functioning of linguistic resources at different levels (phonetic-phonological, morphological, syntactic, semantic-discursive)" (Vieira, 2017, p. 70), because many teachers end up working more on textual genres, but one does not exclude the other, because the student may lack knowledge regarding the functioning of the language. Students need to understand how language is organized for the production of meanings in words, sentences, paragraphs and texts, in order to build a reflective teaching of the language.

Based on this panorama, the interactivity of the language should be worked on "(II) allowing access to reading practices and production of oral and written texts, in order to make the student recognize and use linguistic resources as fundamental elements for the production of meanings" (Vieira, 2017, p. 70). The knowledge of the functioning of the language must be perceived in the real texts that the students have access to, so that the student realizes that such language resources are used to meet certain communicative needs and that, therefore, they need to perceive the differences between the most common uses they make and the uses that are more socially accepted. This perception of the difference between varieties is possible through contact with the most varied types of text, so that students can expand their communicative competence so that, when they need it, they can use it in their social practices, thus making Portuguese language classes closer to contemporary discursive practices.

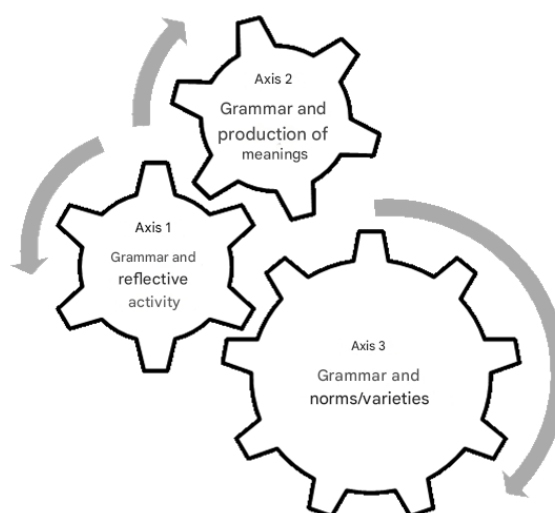
We also cannot fail to work on the heterogeneity of the language, which may even be the first aspect to be worked on, depending on the content, as it can bring together the linguistic knowledge that students already know and use, as defined by Vieira (2017, p.70):

(III) providing conditions for the student to have access to varieties of prestige in society, according to the continuums of variation (Cf. Bortoni-Ricardo, 2005), which configure a plurality of norms of use, without detracting from other varieties presented by the student and/or in the various materials used.

It is possible to work on linguistic variation practically in all classes according to the contents, as it can bring the student closer and arouse interest, break certain prejudices and traumas arising from the so-called "corrections of Portuguese errors" promoting classes with more respect for the diversity and linguistic identity of the students.

After describing the three axes, as presented, it is important to emphasize that they do not need to occur in classes in the same sequence, it is the needs of the class and the content that must organize which axis will be worked on first. As exemplified in Figure 2, the axes work as a gear so that it does not matter who will rotate first, or which axis will have more emphasis in a given class, but that they all work, one interconnected to the other.

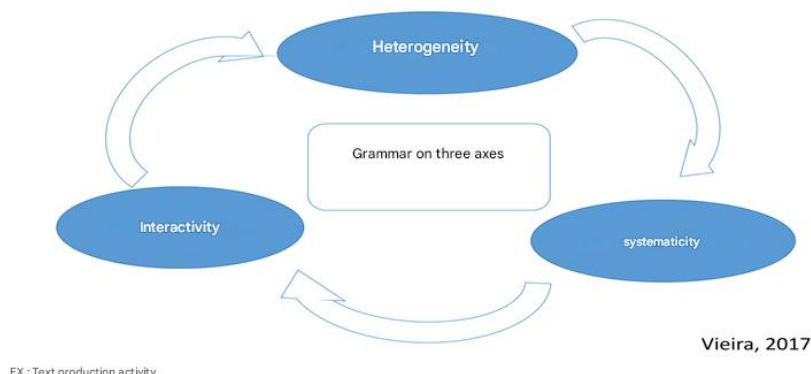
Figure 2: Gears of Grammar Teaching in three axes



Source: Vieira, 2017. Available at: <https://revista.abralin.org/index.php/abralin/article/view/1620>. Accessed: 12/11/2023

The three axes are related to a certain grammatical aspect: the systematicity axis is related to the teaching of grammar with reflective activities, which lead the student to reflect on the functioning of the language; the axis of interactivity is related to the production of meanings, constructions of sentences and texts according to socio-communicative needs; The axis of heterogeneity is related to grammar/norm and variety. All these axes are fundamental for learning the mother tongue, we do not need to follow the same order of the gear, because the three are related to each other, this order can be chosen according to the needs of the class and the content. Next, in figure 3, we present a sequence scheme to work in a textual production class, with the sequence of axes that we will follow in class.

Figure 3: Grammar in three axes for textual production



Source: Prepared by the authors, 2024

As represented in figure 3, our methodological proposal will begin by working on the axis of Heterogeneity to generate an approximation of students with the words they already speak on a daily basis, then we will work on the axis of systematicity so that students understand the functioning of the language referring to the content worked, then we will work on the axis of interactivity so that the student can put into practice previous knowledge and new knowledge acquired in the classroom, relating to their practices and needs that the current century demands.

TEACHING GRAMMAR WITH A FOCUS ON MULTILITERACY

The theoretical production on literacy in Brazil appears in 1986, with the publication of the book: "In the world of writing: a psycholinguistic perspective", by Mary Kato, who states that "The cultured spoken language is a consequence of literacy". Another Brazilian theorist that we can highlight is Magda Soares (2001, p. 47), when talking about the importance of literacy through literacy:

We would need a verb "letrar" to name the action of leading individuals to literacy... Thus, we would have literacy and literacy as two distinct but inseparable actions, on the contrary: the ideal would be to teach literacy by literacy, that is: to teach reading and writing in the context of the social practices of reading and writing, so that the individual becomes, at the same time, literate and literate.

Based on this statement, we dare to suggest the need to *gramalettar*⁵: to teach grammar, with a view not only to literacies, but to multiliteracies, because, according to

⁵ This name Gramalettar is the name that will be used in the dissertation, it is related to the proposal to interconnect grammar activities in view of literacy and test them in the classroom, supported by the theoretical

Soares (2006), literacy involves the person's ability to insert himself in the social practices that involve reading and writing as well as to cultivate them, it is not enough just to know how to read and write without knowing how to develop according to the socio-communicative needs that arise daily. This skill needs to be developed more and more, especially in current times, with the advent of technologies and globalization, thus emerging new communicative needs and new textual genres that involve not only writing and reading.

In view of the existing multiliteracies, for the teaching of grammar we can highlight Linguistic Literacy, which is related to the "Availability of multiple linguistic resources and the ability to consciously access one's linguistic knowledge and see language from various perspectives" (Tolchinsky, 2002, p. 417). In order to provide multiple linguistic resources for students to consciously access according to the needs that arise, we suggest teaching grammar that considers the three axes (Vieira, 2017) and multiliteracies (Rojo and Moura, 2012).

This proposal is challenging because it brings together both traditional grammar and advances from the linguistic tradition, focusing on everyday practices and needs, as stated by Vieira, (2017, p. 68): "In view of the purpose of promoting the student's contact with the most diverse literacy experiences – at increasing levels of difficulty and interest, according to the activities of reading and textual production, and based on diversified genres of oral and written modalities – it is at least challenging". To this end, activities were proposed to work on the processes of word formation, aligned with the specific skills and competencies of the National Common Curricular Base - BNCC (BRASIL, 2018), this document that regulates Brazilian education today.

TEACHING AND LEARNING THE PROCESSES OF WORD FORMATION

Morphology contents are considered less complex than syntax contents; however, they can be worked on in a reflective, respectful and meaningful way, in order to arouse the interest of students, as the lack of understanding of the forms of words can impair the understanding of the functioning of the language, perceptible whether in the production or reception of oral and/or written texts, and may even have repercussions on events of practical use of the language in everyday life. In this sense, it is observed that the lack of

assumptions of sociolinguistics, Bortoni-Ricardo (2005); Pilati's Active Language Learning (2017/2024); of the teaching of grammar in three axes by Vieira (2017) and of the Rojo and Moura Multiliteracies (2012)

explanations about the function and meaning of Portuguese language classes may be one of the reasons for the lack of interest of some students.

In order to explain the reasons for studying morphology, Ferrarezi Junior (2022) highlights that the forms of words interfere and are closely linked to the construction of meanings and how words relate to each other in sentences, so morphological knowledge is relevant for teaching and learning the relationships that words establish with each other. Thus, in Portuguese language classes, students need to understand the relationship of meaning that each part of the words establishes with each other in the construction of sentences and texts.

From this perspective, Ferrarezi Junior (2022, p. 21) discusses the choice of words that grammars, textbooks, and teachers use in the classroom to refer to certain grammatical content. When writing about the structure of words, the author entitles the chapter "The parts that make up the words of Brazilian Portuguese", because this content should not be taught only to understand how words are formed, but to perceive the parts and functions of each part that makes up the words used in Brazilian Portuguese. Such reflection is very pertinent and necessary for teachers and students, as simpler words can facilitate the understanding of the contents and arouse the interest of students.

The term most used in the classroom, by teachers and various theorists is the same one presented by Bechara (2015): "Word structure" and "Word formation processes". Such names generate a certain lack of interest in the student, because of the word "Structure" and "processes", which gets even worse when only the term and the concept are worked on without relating it to the practical uses of the language, without arousing the student's curiosity and interest in wanting to learn the content.

Cegalla (2008) conceptualizes derivation as the act of forming words from existing ones, and is therefore a simpler concept. However, the derivational formations described in grammar use complex nomenclatures. Castilho (2019, p. 117) also points to derivation as a "mental movement through which we rearrange cognitive categories and their semantic traits". Thus, lexical derivation is a process of relexicalization, in which "we join derivational prefixes and suffixes to a pre-existing stem, creating derived words, such as speak - despeak." In this case, we observed that the concept is complex and moves away from the everyday school reality, being appropriate for linguists who wish to observe language studies from various scientific perspectives.

On the other hand, Ferrarezi Junior (2022, p. 21) states that "Portuguese is a language that composes words with smaller pieces. These smaller pieces, the inner parts of words (or, the infralexical elements of language), are scientifically called *morphs* or *minimal forms*, or simply *forms*." Using this way of explaining the content in the classroom, we do not need to use the word *morphs*, as it can generate strangeness for the students; it is simpler to say that the smaller pieces or minimal parts that make up the words will be studied. In this way, we can arouse the student's curiosity about the content and even understand why they are minimal forms.

To teach about the forms that make up words, Ferrarezi Junior (2022, p. 26) considers that:

The most basic forms in our language, those that keep the main meaning of the word, are called Radicals or *notional morphemes*, (precisely because they bring the basic notion that the word expresses). Here, we will adopt the most common name that is radical (Ferrarezi Junior, 2022, p.26)

It is possible to perceive the concern that the author has with the use of simpler words that make more sense, which facilitates the study. Therefore, they must be used in the classroom, with due adequacy.

In order to summarize the information about the structure of words, Ferrarezi (2022, p. 23) points out:

- Each value of meaning that a shape carries within itself is called a *morpheme*. Therefore, the morpheme is represented by the *form*, but it is not the *form*.
- The *form* is concrete (spoken or written); The morpheme is abstract, it is a *sense*, a *basic idea* that we understand from the form.
- A functional unit in Portuguese (i.e., a unit that functions fully for sentence formation) is the result of one or more morphemes. Each of these units is called a *lexeme*, *lexical unit* or simply, a word.

These are clarifying points, which contribute to understanding that morphemes carry the meaning to which it will be added to a certain radical, understanding the difference between *form* and morpheme, in addition to bringing a definition of word as a lexical unit, a functional unit, that is, that establishes a certain function in the formation of sentences, but we will not go into the specifics that involve lexemes.

Next, to refer to the processes of word formation, Ferrarezi Junior (2022, p. 56) chose to write: "Forms that serve to create new words", clarifying that:

There are in our language a large number of forms called affixes that serve to form new words and that even allow you to change a class word. The name "affix" is very interesting: it reminds you of something from the outside that you attach to the word, fixate on the word. That is really the idea (Ferrarezi Junior, 2022, p. 56).

We realize, with this assertion, that it is possible to make use of the same words that appear in grammar to explain a certain content as long as this name provokes interest and has a simple relationship with the idea it conveys. When the teacher starts the class saying that the content of the class is a process of derivation, the student will automatically associate it with their previous knowledge, and most of the time they will have difficulty associating that the subject will be about the words formed from other words that already exist, and for this formation other forms will be added to the radical. It is good to emphasize to the student that forming a new word refers to a primitive word, that from it others will be formed, so that the student does not confuse it with a neologism, which refers to the formation of new words that have not yet been dictionarized.

Still talking about affixes, the aforementioned theorist (idem) states that there is no need for the teacher to take to the classroom several tables and lists of affixes that we use, but rather to understand the meanings that a certain group of affixes can add to the roots of words, as well as the grammatical functions they perform, namely:

- a) it always modifies the basic meaning of the word that serves as "base", adding to it ideas such as place, movement, gradation, negation, diverse relations, etc.
 - b) sometimes it changes the category of the word that serves as its "host".
- (Ferrarezi Junior, 2022, p.59)

Understanding the meanings and ideas that affixes present to the roots (base) allows Portuguese language classes on the processes of word formation, specifically the process of derivation, to be much more productive, meaningful and functional. It goes beyond teaching only nomenclatures and concepts far from reality and students' understandings, with tables and lists of words to be memorized, which limits knowledge about the functioning of the language, what are the functions of each part of words, what are the meanings and changes of meanings when being used in sentences and texts. Ferrarezi Junior (2022) also explains that only after students have this knowledge should they move forward in expanding new concepts, such as prefix and suffix names.

From this perspective, we intend to answer some previous questions regarding: how, why and for what to teach grammar in Portuguese language classrooms, for this, we propose, below, some activities to face this challenge.

RESULTS AND DISCUSSIONS: PROPOSITIONAL ACTIVITIES

The structure and processes of word formation are contents of linguistic and semiotic analysis, intended for classes from the 7th to the 9th grade of elementary school, according to the BNCC (BRASIL, 2018). They are in accordance with the specific skills of the Portuguese Language for Elementary School.

CLASS: 7 YEAR	WEEKLY CLASSROOM MAP 5h/h				
CONTENT:	Word formation processes				
Language practices	Objects of knowledge	Skills	Axis	methodology	Resources
Orality	Linguistic variation	(EF69LP56) Make conscious and reflective use of the rules and norms of the standard norm in speaking and writing situations in which it should be used.	Heterogeneity	Talk to students to diagnose students' previous knowledge about the processes of word formation. (Pilati, 2017)	Motivating text: Internalized grammar!! Available at: https://www.recantodasletras.com.br/gramatica/5512011 Accessed: 04/05/24
Linguistic/Semiotic Analysis	Léxico morphology /	(EF07LP03) Form, based on primitive words, derived words with the most productive prefixes and suffixes in the Portuguese.	Systematicity	Explanation of the functioning of the language with the use of the textbook and manipulable materials (Pilati, 2017)	Textbook 7th grade class DERIVATION Puzzle Game: Forming the Words (Attached model 2.)

Reading/ Textual production	Style	(EF69LP17) To perceive and analyze the stylistic and semiotic resources of the journalistic and advertising genres, the aspects related to the treatment of information, [...] the morphology of the verb [...] the strategies of persuasion and appeal to consumption with the linguistic- discursive resources used [...]	Interactivity	Read call-to- action advertising texts published on Instagram. Create a "call to action" using the linguistic resources learned for the production of meanings. Model in Annex 4	Frame, brush. Notebook and pen
REFERENCES	<p>BECHARA, Evanildo. Modern Portuguese Grammar. 38th ed. Rio de Janeiro: Editora Nova Fronteira, 2015.</p> <p>PILATI, E. Linguistics, grammar and active learning. Campinas: Pontes Editores, 2017.</p> <p>SILVA, Maria Cecília Pérez de Sousa and; KOCH, Ingedore Grunfeld Villaça. Linguistics applied to Portuguese: morphology. 17th ed. São Paulo: Cortez, 2009.</p> <p>SOARES, Magda Becker. Literacy: a theme in three genres. Belo Horizonte: Autentica, 2001.</p> <p>VIEIRA, Sílvia Rodrigues (Org.). Grammar, variation and teaching: diagnosis and pedagogical proposals. Rio de Janeiro: Letras UFRJ, 2017.</p>				

EVALUATION ACTIVITY

To put into practice the knowledge acquired about prefixal and suffix derivation, students must be inserted in a multiliteracy practice, in which the teacher can present the command of the evaluative activity for the construction of a text that they use quite frequently in the digital context, specifically on Instagram and YouTube, called "Call to Action" or "Lead Magnet". Next, an explanation of the text should be presented that will

serve as an example so that they understand the process used and then can build their own text.

Meme or lead magnet production - "Call to action"
<p>Example:</p> <p>Are you tired of being married to laziness? You need to laze down! Find out, with just one click, how to get out of this "rest" or tiredness</p>

This construction can be used as a "lead magnet", because the uses of paronymous words can draw the attention of readers, in order to make this text communicate and achieve the objective for which it was created, because the word tired and married are similar words, but with different stems derived from different words. The first derives from the word tiredness, root "cans", which can form other words such as, for example, tired, canseira by the process of suffix derivation. In the case of casado, the root is "cas", of Latin origin, which comes from the primitive word casa, a root that allows the words marriage and married to be formed by the same process of suffix derivation.

Another process of word formation that we can analyze is the word despreguiçar which has the prefix "des" which is of Latin origin, used in this word with the meaning of negation. However, the most conventional use is to stretch, which also has the same meaning as denying laziness. But the choice of the prefix "des" was intentional, to draw attention, to provoke the effect of meaning of undoing the metaphorical marriage with laziness through the process of parasynthesis.

Another linguistic resource can be seen in the creation of the word peeling neologism: Root "cans" from the primitive word tired that is added to the suffix "mento" of Latin origin.

Now it's your turn...
<p>Imagine that you want to sell a product on the internet and to attract more customers, <i>leeds</i>, you decide to make a post that catches the customer's attention called Lead Magnet.</p>
<p>Guidelines:</p> <p>Take advantage of linguistic knowledge about the processes of word formation, and you can even use neologisms to create new words.</p>

These activities fulfill the proposal of teaching the processes of word formation, specifically prefix and suffix derivation in three axes (Vieira, 2017) with an emphasis on multiliteracies (Rojo and Moura, 2012), promoting Active Linguistic Learning (Pilati, 2017/2024). Starting with the Heterogeneity axis, so that the initial activity is to diagnose the students' previous knowledge about the processes of word formation, with the motivating text: Internalized Grammar!!, then the systematicity axis is worked with the use of concrete material "Puzzle: Forming the words", to stimulate reflection on the functioning of language in the process of derivation of words; followed by the Interactivity axis with the reading of advertising texts of the call to action type, published on Instagram, in which students must create a "call to action" using the linguistic resources that involve the processes of formation of the words learned for the production of meanings, according to the communicative intention, thus carrying out metacognitive activities and multiliteracy practice.

CONCLUSION

It is known and widely disseminated the difficulties of students and even some teachers in learning and teaching grammar contextualized with the socio-communicative practices arising from globalization and digital development, which demand specific skills that only traditional teaching does not contemplate, but also, we cannot fail to teach the language system, with its norms and varieties. Thus, it is verified that it is a great challenge to reconcile the teaching of grammar and the theoretical conceptions of linguistics, however, it is a possible path for the teaching of grammar in three axes with emphasis on multiliteracy. Thus, we thought: how could the teaching of grammar contribute to the teaching and learning practices of the Portuguese language with an emphasis on multiliteracy in school? It was from this questioning that we developed the activities proposed here.

In this sense, the application of this didactic sequence is relevant for Portuguese language teachers, students of the Letters course, students of basic education and high school, as well as for parents of students who want to help their child expand their socio-communicative skills.

Public education is experiencing a shortage of teachers in the face of the great demands they carry, so that many have the necessary knowledge to develop a good job, but the availability of time ends up making this work difficult, especially in the face of

growing social changes that demand changes in teaching practices. And for this, time and studies are needed for the development of a reflective, respectful and meaningful mother tongue teaching and learning with a focus on multiletter practices that involve the use of the language.

In view of this problem, the activities proposed here can contribute to the teaching and learning of prefixal and suffix derivation, which leads the student to produce more attractive sentences in the digital universe, called "call to action", which are short sentences that attract customers to access the links of a certain virtual store that sells infoproducts or physical products, thus, the content studied in the classroom becomes more significant for students because they perceive the practical use and applicability of knowledge in their social practices pertinent to the twenty-first century, and the specific Portuguese language skills of higher elementary education indicated in the BNCC (Brasil, 2018), contemplate the systematicity, heterogeneity and interactivity of the Portuguese Language, with the use of manipulable materials. In short, the application of the proposed activities allows teaching that contemplates paths to the new ways of being in the world, providing teaching based on multiliteracy practices.

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