Textual genres of everyday life: connective, construction and/or deconstruction of senses

Gêneros textuais do cotidiano: conectivos, construção e/ou desconstrução de sentidos

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ABSTRACT
Textual genres are very rich resources for the study of Portuguese language, because they address any theme, depending on which target audience is intended, the situation experienced in daily life, the problems that involve society among others. The linguistic studies conducted on the textual genres present in this article aim to investigate and verify the construction and/or deconstruction of meaning through the use of linguistic resources such as "connective". Connectives are fundamental elements for understanding the meanings of utterances. It is necessary to have confidence in the use of such resources in so that understanding is coherent, since a misinterpretation can lead to unpleasant results. The textual genres of everyday life allow information to reach each citizen and keep track of the issues that circulate in the daily life of each citizen. The authors of these texts use both physical and virtual spaces to expose their texts. The construction of meaning requires the reader to know the linguistic resources, which give the reader the ability to understand and interpret texts read. The reader needs to demonstrate mastery of the Portuguese language in order to be able to interact consistently in certain everyday situations and is precisely what is required of it to understand the textual genres that circulate around them. The textual genres of everyday life will bring to the reader/listener fundamental information so that it can be inserted in society. It is also observed that reading is the support that brings infinite growth advantages to the reader, because a person who does not read is the margin of developing numerous actions that ask them to do reading to perform an action, such as identifying the name of a street, reading texts posted on social networks, reading posters, warnings, and so on. It is known that decoding
words, expressions or periods exposed in texts does not mean reading, this process requires much more from the person who calls himself a reader. This is recurrent in many schools where the reading teaching process is flawed, the reading of texts must be worked in such a way that they bring pleasure and satisfaction to those involved in this reading teaching process.

Keywords: Textual genres, Teaching, Readings, Connectives, Social networks.

RESUMO

Os gêneros textuais são recursos riquíssimos para o estudo de Língua portuguesa, pois eles abordam qualquer temática, dependendo a que público-alvo se destina, a situação vivida no dia a dia, os problemas que envolvem a sociedade entre outros. Os estudos linguísticos realizados acerca dos gêneros textuais presentes neste artigo têm como objetivo investigar e verificar a construção e/ou desconstrução de sentido mediante o emprego de recursos linguísticos como os “conectivos”. Os conectivos são elementos fundamentais para a compreensão de sentidos dos enunciados. É preciso ter confiança no emprego de tais recursos para que a compreensão seja coerente, uma vez que uma má interpretação pode ocasionar resultados desagradáveis. Os gêneros textuais do cotidiano permitem que a informação chegue a cada cidadão e que o mesmo se mantenha a par dos assuntos que circulam no dia a dia de cada cidadão. Os autores desses textos utilizam espaços tanto físicos como virtuais para expunham seus textos. A construção de sentido requer do leitor conhecimento dos recursos linguísticos, os quais dão ao leitor a capacidade de compreensão e interpretação de textos lidos. O leitor precisa demonstrar domínio da Língua Portuguesa para poder interagir de forma coerente em determinadas situações do cotidiano e é justamente o que se exige do mesmo para compreender os gêneros textuais que circulam ao seu redor. Os gêneros textuais do cotidiano vão trazer para o leitor/ouvinte informações fundamentais para que o mesmo possa estar inserido na sociedade. Observa-se também que a leitura é o suporte que traz infinitas vantagens de crescimento para o leitor, pois uma pessoa que não ler fica a margem de desenvolver inúmeras ações as quais pedem que façam leituras para realizar uma ação, como identificar o nome de uma rua, ler textos postados em redes sociais, ler cartaz, avisos, etc. Sabe-se que decodificar palavras, expressões ou períodos expostos em textos não significa realizar leituras, esse processo exige muito mais da pessoa que se diz leitor. Isso é recorrente em muitas escolas em que o processo de ensino de leitura é falho, a leitura dos textos deve ser trabalhada de forma que tragam prazer e satisfação para os que estão envolvidos neste processo de ensino de leitura.

Palavras-Chave: Gêneros textuais, Ensino, Leituras, Conectivos, Redes sociais.

1 INTRODUCTION

Daily, texts, oral, written and visual are produced, and it is from these texts that communication is made. In these texts are present opinions that lead individuals to maintain social interaction, either at school or in the daily life of each person.

The school is one of the places where the individual begins to have contact with the textual genres that circulate in various media outlets, allowing himself to become
familiar with the study of Portuguese language, which aims to develop a learning with the mastery of the language. This study excels in positive results at the end of primary education.

The study of this discipline requires a lot of lunos, since it is tied to reading teaching that is a fundamental resource for the development of critical sense and also success with regard to the intellectual growth of the citizen.

The Portuguese language is seen by people with a very difficult language to learn, with regard to expressing themselves either in writing or orally. The human being needs to present himself before the situations of his life in a coherent way that requires certain behaviors involving reading, writing and oral expression.

It is not easy to deal with students discouraged in relation to studies, to make them read and write correctly a language that at every moment depending on the situation experienced requires the person to express himself in such a way. The student communicates with colleagues and people living around him, using the most varied forms of oral expression and, this contradicts the writing that, in most cases, does not correspond to the formal written language, standard according to the norms of the Portuguese language.

Teaching the Portuguese language today requires a lot of teacher skill, one should not work the mother tongue wanting to impose on students the change of communicating with people and, yes, to show them, that in many moments of life, they require the use of expressions in force in the cultured language.

At all times, the Portuguese language is used and this makes one realize, that it is perceived, that it is perceived that it is perceived that the mastery of the study of the language concerns success, respect, responsibility among other aspects of the interaction of the individual in society.

Observing the situations of language use, it is verified which textual genres are most frequently used in the life of the student and ordinary citizen. In school, one should work on the textual genres that are present in everyday life such as personal reporting, blogging and e-mail, etc.

These genres circulate in many social networks as, vehicle more utilized by internet users who have easier access to them. The most used social networks lately are Twitter, Instagram, Facebook etc.
Twitter grew with the publication of microtexts seen as microblog. It was founded in 2006 by Jack Dorsey, Evan Williams and Biz Stone. Twitter offers a space for internet users to chat and share texts, photography and videos.

Instagram offers a space that is more focused on photo sharing, but videos can also be shared with the integration of other apps. This social network gained greater preference of users for allowing other activities to be carried out such as recording and transmitting live videos, the so-called lives.

Facebook is a social network that was developed by Mark Zuckerberg in 2003 with the intention of developing an integration environment among Students of Harvard University in the United States.

In this social network, internet users can interact in various ways, posting and commenting on what was posted. It features several tools that allow sharing of videos, photos, music, news and also features a wall and a news feed with interaction space, which is linked to the user's profile.

Thus the textual genres of everyday life are and always will be circulating daily in our lives.

Well, these textual genres when they are produced need to be analyzed before they are published, since one knows the power of the word, such as the verbal processes that are used by the writers of such texts.

It is known that verbs are processes that allow the emitter to transmit the action one wants reaching the desired sense of understanding. Actions are common in people's day-to-day lives, actions are carried out at all times.

The construction of meanings and their deconstruction are tied to verbal processes. These resources are fundamental to expose what one wishes to convey and that it takes a lot of attention to their use so that there is no mistake in the construction of meaning.

The connective processes are the basis for the construction of the senses in compound periods, which often lead the reader to opine and argue before the information present in the text, with this seeks with the utterances the understanding, interpretation and possible inferences of the text read.

Connectives are features that serve as connecting elements expressing meanings to developed periods. The same connective can establish more than one direction. It is known that such connectives join other elements that contribute to the enunciates transmitting the desired meaning to emitter, regardless of the textual genre produced.
Finally, with the text as the basis for the interaction between individuals, communication is fundamental for there to be harmony between people, and to do so, the texts that are focused on the facts and problems of daily life allow individuals to stay informed about everything that happens around them, either near or far, so the process of interaction between people takes place, by means of texts whether oral or written.

2 METHODOLOGY

This article will be developed through bibliographic research and analysis of textual genres of daily life, also using a qualitative research about some texts of this genre selected for the analysis of linguistic resources such as connective ones in the construction and/or deconstruction of meaning.

These genres will serve as support for the analysis of connectives that are responsible for constructing and/or deconstructing meaning in the common contexts. These genres were chosen because they address themes present in people's daily lives and contribute to the intellectual growth of students and individuals in their personal and professional lives.

A text can be interpreted in various ways, however the meaning produced by the connectives in different contexts is the same, but there is context in which the meaning can change using the same connective.

The construction and/or deconstruction of meaning is focused precisely on the use of these linguistic elements among others, there is no communication without the construction of meaning, and the resources of the Portuguese language support this process.

Every speaker and reader uses such elements, sometimes with some inadequacies, but the speaker knows how to employ them. The greatest difficulty occurs when the text must be written, thus justifying the fear of expressing opinions in writing, because many readers do not feel safe at the time of writing a text.

Mastery of the Portuguese language leads the reader to feel safe when writing or reading a text. This is the proposal of the article, mastery of the linguistic resources of the Portuguese language that express meanings to the contexts to perform coherent readings of the textual genres of everyday life or any other texts.
3 THEORETICAL REFERENCE

Teaching and study on textual genres

The human being was not created to live alone, he needs to develop communication, interact with the other and for this it is made the act of communicating, which is done through the construction of utterances, which are the textual genres that require interest, intentionality, purpose, chance that allows the human being to diversify the form of communicative action.

Textual genres are instruments of unlimited heterogeneity, since communicative action takes place in the simplest to most complex way, with the use of formal and informal language with regard to a simple school text to doctoral theses. Marcuschi (2008) says that "there is no communication without gender construction". Bakhtin (2000) says that "the genres are present in the day to day".

As textual genres are quite common in the daily life of the human being, it is necessary that the speaker has a discursive domain that involves the various textual genres that arise according to the communicative routine. Thus Marcuschi states that:

... we understand as a discursive domain a sphere of social or institutional life (religious, legal, pedagogical, political, industrial, military, family, playful, etc.) in which practices are given that organize forms of communication and respective strategies of understanding. (Marcuschi 2008, p. 194)

Mikhail Bakhtin in his studies and research has placed a great emphasis on the study of textual genres that continues to this day. Other researchers kept their studies focused on rhetoric, grammar and literature, there was no "greater attention focused on the linguistic question of the utterance" (Bakhtin, 2000, p. 280)

Marcuschi (2005, p. 19) in his studies refers to textual genres as "socio-discursive entities and forms of social action that are unavoidable from any communicative situation". Thus, it is clear that the need to communicate provides the emergence of textual genres that contribute to the development of the reasoning and critical sense of the reader and/or listener.

The teaching of textual genres in the classroom is of great importance, because the formation of qualified readers begins in the classroom, where the student maintains contact with the most varied textual genres, whether those that already exist and those that are emerging, which begin to confront reality with fiction depending on the inspiration of the author.
Everyday textual genres

Working on textual genres means giving way to the imagination and the development of the critical sense of students, both one and the other, enable the intellectual growth of the citizen.

According to Marcuschi (2004, p. 2) technology is increasingly innovating with digital texts and there is a change in society that "passes to the plane of writing". Thus, it is perceived that language is a tool of fundamental importance for the development of technology with regard to textual genres.

With the new technology arises the need for new textual genres, which allow the emitter to have a more accurate look at the genres that are common to the school context and for those who arise in what refers to the daily life of the citizen, those who transmit information from people's daily lives as e-mail, personal report, blog among others.

The study here turns to the genres the personal reports, blogs and e-mails, which are constantly being developed to expose the reality of the daily life of the human being. These texts are increasingly present in the life of the citizen through social networks, which take internet users to worlds often not known or visited, and social networks are tools that bring modernity to the field of textual genres.

- **Personal report**

  The personal account exposes a fact or some important event in a person's life. The account for being developed oral or written that, can convey emotions of which narrates with descriptions of space, time marking and description of the characters.

  It is common in this textual genre to approach a history of overcoming difficulties, as an example for others. It is a discursive genre that narrates to a reader or listener events that marked the life of a person, whose focus is on actions.

- **Blog**

  The blog is a digitally produced textual genre that is broadcast on social networks to develop virtual communication such as email. The information that is disclosed on blogs ranges from personal issues to any other topic. This genre is important since it translates into a modern way of communicating.

  According to Seabra (2010) the origin of the blog and its functionality is tied to the publication of journal pages but electronically. He says the blog:
Blogs present a structure of blocks of text, with images, videos and links in reverse chronologically, that is, the sequence of posts presents itself as follows, the first attentive post to the last record, and the most current is posted first, which follows with the authorship, date and time of publication, and also presents a space to make comments on the content posted on the blog.

Bakhtin (2000, p. 279) says that "people do not exchange prayers, so they do not exchange words (according to what governs linguistics), or combinations of words, exchange utterances constituted with the help of units of the language". He says that "learning to speak is learning to structure utterances." Communication takes place through utterances that result in the construction of meanings either orally or in writing.

Bakhtin also states that the construction of genres and enunciados are correlated, because it conceptualizes gender as "relatively stable types of utterances"

Marcuschi (2007), says that textual genres "are historical phenomena, deeply linked to cultural and social life" and, as there is a heterogeneity of oral and written genres, it is impossible to list all, even because they are in constant transformations and appear "paired with sociocultural needs and activities, as well as in the relationship with technological innovations" (MARCUSCHI, 2007, p.19).

The textual genres are different from those that were and are still worked on. Dionísio e Vasconcelos (2013, p.22) says that it is necessary to "reorganize our mental habits of reading practices", since "literacy practices are no longer restricted to the linguistic system", since the act of communicating passes through daily routines before society, analyzing the system of meaning in communicative action.

• Email

According to Coscarelli (2002) the genres focused on the world of computer science or "infogenres" are linked to the language that is already programmed in computers established by the Internet. The Internet did not create new genres, but gave the possibility for adapting a new way of producing texts, which are created and suitable for the media that arise with technological innovation.

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1 Binary code, formed of zeros and ones, is a genre, has an internal structure that is decoded by the computer, being, therefore, the form of communication between man and the machine.
Bakhtin apud Marcuschi (in Dionysus 2002) says that there is no new genre, because the genres that arise always present changes, that is, the genres that already exist undergo changes and thus the "new genres" arise, are simply a renewal of those that already existed. There is a mixture of genres from technological innovations, inversions occur, elements are displaced and combinations are made between the information and elements that make up the text.

There are formal and informal e-mail, depending on the situation experienced, communication can obey the cultured norm of the language or use formal, informal or colloquial language. The e-mail is nothing more than a letter, only electronically. Email was created from internet results. In this way it is necessary always attentive to the innovations that are provided by the Internet that give infinite possibilities of new genres, which are increasingly present in the classroom so that students can know and develop activities with them presenting the possible moments of use of these genres.

The language of the Internet should not be seen as an instrument that appeared to devalue the Portuguese language. This language is only a mode of writing for the genre that emerged through the internet.

Students should be alerted to the issue of the use of language in various media and situations experienced by human beings. It is known that every situation experienced is necessary the use of expressions appropriate to it. This occurs for both writing and orality.

So it is clear that the language of the internet has come to establish communication in a more practical way. Its purpose is to maintain faster, more dynamic communication. With this, computer science with technological advances contributed to add to existing genres our resources that leave these genres with a "new face".

The term e-mail (reduction of electronic mail), means e-mail. It is the message exposed by the Internet, which makes use of social networks to connect with the interlocutor / internet user, who needs to have his e-mail address for sending and receiving message or other correspondence. The structure of e-mail is: nome@provedor.com.br. Name is the user and, the symbol @ (at), the provider is the company that gives access to the Internet free of charge or paid. The term "with" trade signand "br", Brazil.

The structure of an email is similar to a letter in which the following terms appear: vocative, message, and goodbyes.

Today it is no longer common to write a physical letter, advances in technology increasingly enable practicality with the skills in the development of actions that a person can perform.
The subjects of the e-mails are as varied as possible, whether personal or professional e-mail. In an email can be addressed any subject, since the world today is digital and the letters that were previously written by fist, today are typed on advanced devices such as computer, mobile etc.

**Connectives and senses: the nature of the relationship**

It is known that communication is established through various verbal and non-verbal resources. The human being needs to develop communication in a way that is understood by making use of such resources. The Portuguese language is very rich in linguistic resources and there is no communication without making the proper use of the connectives that express meaning, misuse generates incoherent interpretation in the common contexts.

Then it is necessary to know the linguistic resources and employ them correctly in the utterances formed by the speakers. There are connectives that only maintain relationships of union between the periods formed as the integral connectives "what and if" and there are also others that are fundamental to maintain the complete meaning of the utterances, and that the message be understood from the utterance formed by the lexicons employed.

Every citizen feels the need to communicate and now it is impossible for a person to remain isolated without communication. There are several features that technology has brought with its advancement to make easier interaction between people and textual genres contribute to such interaction. There are social networks for all kinds of activity you want to do.

Interaction needs to be established clearly and objectively and for this the knowledge of linguistic resources is of fundamental importance. Here are some of these features that are he-takers of depending on the text you want to write, what audience, what purpose you want to achieve, and the language that can be used for that text.

Thus, the proper use of connectives in the production of textual genres contribute greatly to the understanding and interpretation of texts such as e-mails, blogs, personal reports among others that circulate more and more in the media, especially in social networks.

**Compreensão of the semantic value of connectives**

There are several connectives as well as their senses, since, if there are slips in their use, the speaker and/or reader may find it difficult to make the appropriate inferences due to the assumptions used in certain statements. These questions are observed in some
excerpts of puliced texts taken from some commontextual genesis of everyday life. Here are some excerpts.

"If I'd known it'd be so hard to get out of my way, I'd have looked for another place to make an address. If I'd known that when they said time heals everything, they were hiding that actually memories only hurt, I would have left while it was time. I would have done so much different. But I didn't. Maybe that's just the problem. I never knew if I was going, or if I stayed. I've always been like this, i've been at the mercy of my feelings and let them take care of every little bit of me. I've always felt too much. I've heard all my life that I fall in love fast, and it's true. If that's good, I don't know. All I know is that today every inch of my body wishes you to come out of my chest."


In this excerpt taken from a text published in a blog it is perceived that some connectives were employed that are common to the communication of people's day-to-day bringing a simple language that is easy to understand. They establish meanings such as conditionality, temporality, opposition, addition, alternation. Besides them there are other linguistic resources that express differentiated meanings such as: perhaps, always, never, too much, so among others. These elements contribute to establishing harmony between utterances resulting in a cohesive and coherent text.

Notice this other excerpt as the connectives are employed and what senses are established by them

Personal Report of The Visual Artist Martha Cavalcanti Poppe

My name is Martha Cavalcanti Poppe, married name, I was born on April 16, 1940 in Rio de Janeiro. My parents are called Carmem Cordeiro Cavalcanti, from Pernambuco, and Fernando de Lima Cavalcanti, also from Pernambuco, my whole family is from Pernambuco, I was born here by chance. My mother's family is Pernambuco, but she had more ancestral origins, ceará, but the whole family was from Pernambuco, and my father, my father was from a family of usineiros pernambucanos, and they, when they came here to Rio, when they left Recife came to Rio to try a new life. I never had much contact with my grandparents, because of the ages, my relationship was very intimate, very connected to my parents, and when I turned about eight, since six years of age that greatest pleasure has always been to draw, I began to learn to paint with a Brazilian impressionist painter named Georgina de Albuquerque. When I turned 17 is that I was very, I was interested in doing the Fine Arts and always had a lot of support from parents in relation to this, my father was a designer, drew very well, my mother, she embroidered, sewing and also had a lot of talent for drawing, they were always very attached to this artistic part.

Source: https://www.todamateria.com.br/relato-pessoal/

As in the blog excerpt presented earlier, this text above "personal report" also presents several "connective" linguistic resources and other elements to establish the relationship of meaning. There are however repetitions of the same element, which express distinct meanings, which can be perceived as one reads the text.
The following features are observed as: also "addition", but "opposition", when "time", for "place", "purpose" and "slope". These elements among others contribute to the construction of the meaning of the text.

In the following e-mails is also observed the use of connectives and other expressions with meanings similar to those already mentioned in the blog and in the personal report. Coherence was somewhat compromised due to informality in language and writing that was kept original.

On July 30, 2012 14:40, manuela befi wrote:

Camila, My vacation were great!! Tuesday I went to Haiane and Johanna's house, and Ended up sleeping there! The next wednesday, we played a lot, but at 4 pm the transformer of the pole burst!! observation: (the gate of la is electric)! I left at 7:00. On the Monday of the second week of vacation I went to Buzios. When we got there, we went straight to my Aunt Alice's house. Then we went to the beach with my 1 year old cousin! The next Day Tuesday we woke up early and went to the beach!! IT WAS A LOT OF SHOW!!! We went there in the fundão!! There was every way wave. Thursday I stayed home playing with my brother!! Saturday I went to Laura's. Sunday I took the opportunity to rest!

Kisses and hugs
Manuela

On July 30, 2012 8:40 pm, Camila wrote:

Manu,Nossa!!!!!!!!!!!!!!! Your vacation was a delight! You took advantage of all the moments and I believe you were not even upset when the light ran out at your colleague's house right? rs Do you know how to swim well? Who took you there to the "fundão" on the beach? I loved knowing how your vacation was... Mine were good too, but I couldn't enjoy it as much as you did.

Kisses
Camila

On July 30, 2012 9:00 pm, Manuela Befi wrote:

I can swim yes swimming since 5 years and my father took me in the fundão. Glad you liked it, bjs Manu!

* Emails have been edited for space. The original spelling was maintained. https://novaescola.org.br/conteudo/2022/e-mail-mais-um-genero-para-ensinar-a-garotada

As can be seen the connectives are repeated and express the meanings that are common in the construction of utterances in a text, so it is clear that such a connective is not employed without knowing the meaning that is to be expressed through it. The sender already knows how to make use without even know them through the studies, the
communication that the sender performs leads to employ it consistently in many times of the act of speech or writing. There are some slip-ups due to the diversity of lexicons that the Portuguese language offers as the same word that take on different meanings in different contexts.

The connectives found in the texts can be replaced by others that can express the same meaning, this is a resource that the Portuguese language offers in view of the richness of lexicons that one has, is a positive factor for the construction of utterances that are formed by the emitters who seek the best lexicon for the reading and/or listening public that is inserted in the act of communication.

Thus, it is clear that the use of the connectives in the formation of utterances in a text is at the discretion of the level of language that is established for the text in view of the target audience that is desired to reach.

4 FINAL CONSIDERATIONS

The textual genres of everyday life encompasses numerous texts that circulate constantly in our media. The blog, the e-mail and the personal report were the ones chosen for this analysis in which the use of the connectives and the meanings that they establish among other lexicons that also express meanings were observed.

The variety of connectives is vast and with the study it is perceived that one and express different senses and another several that express equal senses, so the utterances when they are elaborated maintains a relationship with the level of language that wants to be established with the desired reader for the text.

The chosen genres are widely found in textbooks and social networks and frequently requested and produced by broadcasters who are always exposing their information or interacting with the reader.

There is no escaping the pitfalls that many textual genres impose, it is necessary to be aware of which terms or lexicons to use when producing texts, because the meaning of the texts correspond to the cohesive elements employed consistently to present the intended meaning.

Thus, it is clear that the use of the connective depends on the sender that determines which linguistic resource should be used in utterances produced by it. Oral communication is the most practical form of interaction between people and depending on the intellectual level of the issuer, the use of these resources may vary as the target audience is established.
Communication is the basis of every interactive relationship, either from any resource that is available at the moment in which the linguistic elements that generate the understanding, interpretation and inferences that can be extracted from the written text are involved.
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