

THE ROLE OF NARRATIVE IN THE LITERACY OF DIFFERENT LANGUAGES

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The present volume places the narrative in literacy as the epicenter of this publication. Thus, its theme brings together authors from three different regions of Brazil - Northeast, Midwest and South - as well as international ones, such as from Greece, with the aim to promote a fruitful and qualified dialogue between South America and Europe. In addition, it involves an interview with a researcher in the field of literacy in Argentina.

In this publication, modern and minority languages, such as sign languages (SLs) and indigenous languages, acquire visibility, for the volume involves studies by authors from these different regions with mastery in national and international academic production.

As a human activity that involves language and makes communication possible, the narrative is treated under different perspectives by the collected works, permeating the different themes addressed.

Inspired by Ginzburg (1984) and his indicative paradigm that looks at the detail, the minutiae, the particular, and what seems imperceptible to most people, we encourage the discussion of the narrative in literacy in different languages, among them, the minority ones. We envision the possibility of placing different interpretations in the focus of this present academic discussion and reflection, based on a mix of theoretical references in search to understand social phenomena that occur inside or outside the school institutions. Much research presented in this volume breaks the silence and even denounces the imminent death of certain languages. Hence, each study looks for alternatives so that there is no overlapping of the status of one language over another, and consequently of the culture of one people over another.

In particular, this volume begins with the interview of Professor Célia Renata Rosemberg, who coordinates the research group “Lenguaje, cognición e interacción social en la infancia” (in English: Language, cognition and social interaction in childhood), which has been developed at the “Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental” (in English: Interdisciplinary Centre for Research in Mathematical and Experimental Psychology) and coordinated by herself, and is linked to the “Consejo Nacional de Investigaciones Científicas y Técnicas, Argentina” (in English: National Council for Scientific Investigations and Techniques).

In the interview, the Professor shares her academic experience and trajectory as a researcher; themes that she has been investigating for more than 30 years in the field of children’s literacy; as well as her involvement with indigenous minority groups such as the Tobas, Qom de Chaco and the Collas from Northwest Argentina. Having studied these communities’ language in their daily lives, the team under the coordination of Professor Célia Renata Rosemberg created bilingual ethnographic reading books, in which the protagonists of the stories are the children of these communities.

Apart from providing visibility to the communities, this work allows their members to recognise themselves in the stories and identify themselves with the characters.

After this interview, we present the paper “Bilingual school and the maternal language deletion process” by Paulo Augusto Mario Isaac, Sílvia de Fátima Pilegi Rodrigues, and Arcênio Bokodore. It is an ethnographic study that involves the accounts of teachers, students and their parents of the *Bóe*-Bororo ethnic group, concerning the process of erasing the native language within the Community located in the Indigenous Territory Tereza Cristina, in the city of Santo Antônio de Leverger-MT. The paper discusses the concern of the massive contact and use of the Portuguese language and the detriment of the mother tongue by the community members, especially the young ones.

It then follows the paper “An analysis on narrative skills in the propositions of a bilingual curriculum for the deaf” by Felipe Venâncio Barbosa; Lourdes Fátima Basílio and Márcia Cruz. It presents the analysis of two specific documents that constitute the bilingual curriculum for the Education of the Deaf, proposed by the Municipal Department of Education of the City of São Paulo since 2019. In particular, the analysis focuses on the propositions of these documents in relation to the objectives of development and learning based on communicative and linguistic skills that mobilize the narrative understanding and production. The narrative skill is proposed in the documents with a focus on language acquisition, and is present in more than 30% of the objectives for teaching and learning.

The third paper of this volume is entitled “Pomeranian mother tongue: a right silenced by the child’s entry into school” authored by Myrna Gowert Madia Berwaldt and Gabriela Medeiros Nogueira. This work presents the results of a study on the challenges of maintaining the Pomeranian language the moment children enter regular school. The study followed participant observation in two preschool classes in the municipal schools of São Lourenço do Sul and Canguçu, which belong to the Serra dos Tapes-RS territory. Overall, data demonstrated that both schools by not having teachers who speak the local mother tongue make the process of school entry more difficult, and that prejudice practices against it were experienced by the Pomeranian children. Probably, this latter was due to the fact that the Pomeranian is not part of the dominant hegemony and language culture.

The following paper is entitled “For a childhood of writing and reading” by Marcos Ribeiro de Melo; Michele de Freitas Faria de Vasconcelos; and Roselusia Teresa de Moraes Oliveira. It focuses on the childhood of reading and writing as a “germ of life” for the invention of the self and the world. The authors deal with the production of a reader-writer body as a primordial experience that encompasses an incarnated cognition and a time of resonances that is not the chronological time of clocks, capital, and development. The premise is the construction of a child reader, who is not only limited to reading techniques and procedures, but to involve him/her in different literary narratives in order to assume knowledge-creation processes of himself/herself, the other, and of the world.

The paper “Iconicity and visual representations in children’s narrative” by Maria Mertzani is originally written in English. The Greek author is currently a Visiting Professor at the Federal University of Rio Grande - FURG, developing an intense work concerning minority languages, such as Guarani, Kaingang, and sign languages. This paper discusses a study that was conducted with a group of indigenous people at the university and with the participants of a project that prepared a visual book of a Kaingang traditional story. The study indicates that a relatively high frequency of labial sounds is more likely to express high activation, while a relatively high frequency of nasal sounds indicates a low activation. These sounds are related to specific mental representations, which are mapped into the forms of specific handshapes in sign languages.

This volume closes with the paper “Investigating metaphor in Modern Greek Internet memes: An applied approach with L2 pedagogical implications” by Maria Mitsiaki of Democritus University of Thrace, in Greece. The paper analyses humorous metaphor data from a small corpus of Greek memes posted on Facebook. Findings indicate the emergence of several novel conceptualisations, fused into conceptual blends, in which conventional and innovative metaphors are underlied, involving themes such as: coronavirus is war, low-paid is diseased, highlighting the creativity in this genre that promotes the erasure of certain borders.

The reader can perceive that this volume presents a variety of themes concerning narrative in literacy, which is the connective axis of the seven articles that compose it. In fact, narrative in literacy is understood beyond its traditional view of reading an alphabetical writing system - including that of indigenous languages- involving the visual-kinesthetic modality of sign languages as well. We wish you all an excellent reading and may the texts provoke moments of enjoyment and reflection.