

Introduction

Last Flower of Latium Around the World

Die letzte Blüte Latiums weltweit

A última flor do Lácio pelo mundo

L'ultimo fior del Lazio nel mondo

La dernière fleur du Latium dans le monde

La última flor del Lacio por el mundo

How many languages would be enough to call for “our Portuguese language” in the lines of the Brazilian Parnassian poet Olavo Bilac? This rhetoric question does not reflect only admiration for the fact that Portuguese has over 300 million speakers in different countries from every continent of the world. Indeed, this figure is mostly represented by the number of Brazilians; placing Portuguese among the five top languages in the world. Besides being the mother tongue of around 250 million people in Europe, the Americas, Africa, and Asia; Portuguese is the official language in nine countries.

Equally important to statistic data is Portuguese as an object of studies under the scope of heritage, target, and foreign language lenses among others. Thus, the papers in this issue comprehend a number of studies from various geographic spaces united by one converging root: the Portuguese language. Noticeably, Édouard Glissant refers to the French language in his investigations. Yet, we may consider Portuguese a rhizome as French as it is also linked to multiple identities, tied by language, and respectful of others’ particularities (GLISSANT, 1995; 1990).

Hence, this edition does not focus solely on Brazilian Portuguese or Portuguese from Portugal, Angola, Mozambique, Cape-Verde, Guinea-Bissau, São Tomé and Príncipe, Macao, or East Timor. Neither is it praising the language or underwriting a Portuguese language manifesto, despite being implicit in the entitled issue ***Last flower of Latium Around the World***, organised by Professors Sílvia Sollai from University of Florida and Palm Beach State College (USA), Paula



Cristina de Paiva Limao from Università degli studi di Perugia (Italy), and Lúcia Lovato Leiria from Federal University of Rio Grande (Brazil). This issue also counts on the collaboration of Gracieli da Silva Reis from the Asociación de Profesores de PLE (Peru).

The papers published here invite readers to think of language and discover unconventional views, likely to be uncovered in inquiries, groundworks, and other reflections on the theme. First, the paper **iPractice for oral interviews: The use of technology to reduce the anxiety of students of Portuguese as an Additional Language (PAL)** by Eduardo Viana da Silva from the University of Washington (Seattle, USA) focuses on the use of technology as an element to foster language learning, while managing students' anxiety. In light of that, the author highlights the importance of systematising oral interviews in Portuguese education.

Afterwards, Jamile Forcelini from Sam Houston State University (USA), presents the avant-garde paper **The processing of typological similar languages among trilingual speakers of Spanish, English and Portuguese** with the investigation on word processing of native and heritage trilingual Spanish speakers in different languages (Spanish, Portuguese, German and Basque) as compared to non-native trilingual speakers. The author verifies if the third language (Portuguese) would affect the lexical process of Spanish as a language studied previously.

While this is the case of getting acquainted with Portuguese education in the current scenario, Renato de Souza Alvim from California State University (Stanislaus, USA), and Nilzimar Vieira from Indiana University (Bloomington, USA) present **Teaching in COVID-19 Times: Challenges, Promises, and Progress**. The authors report on an innovative project they have developed to evaluate the impacts of COVID-19 among students with no or limited access to internet. Considering that it is an undergoing project in development, the authors argue there is a certain kind of fairness among different social groups of students in the United States.

The fourth paper **The pluricentric kaleidoscope: a corpora-based case study on Portuguese Critical Language and Lusophone varieties** by Sílvia Ramos-Sollai from University of Florida and Palm Beach State College (USA) is a reflection of the reality in the teaching of Portuguese as a Foreign Language (PFL). The author discusses the relational intercultural and holistic ability of pluricentrism as a key element in the teaching of PFL. She explains that languages like Portuguese that are not prioritized in the US higher education system must be inclusive and

balanced. She also emphasises the importance of teacher education and Portuguese to become an international language.

The fifth paper of this issue presents some reflections on Portuguese in East Timor. It verifies the current state of the language in the country after over twenty years of its existence. Entitled **Almost two decades of Portuguese language in Democratic Republic of Timor-Leste** by Davi Borges de Albuquerque from the Centre for Imaginary and Ecolinguistic Studies (NELIM) at Universidade Federal de Goiás (UFG), and Rui Ramos from Universidade do Minho (Portugal), the paper presents some social, historical, and linguistic information about Timor Island. The authors highlight cooperation projects and draw on researches and characteristics from spoken Portuguese by East Timorese people to portray Portuguese in Asia.

Luciane Boganika from Université Rennes 2 (France), and Katia Bernardon de Oliveira from Université Grenoble Alpes (France) present some considerations over Portuguese in Europe on **Portuguese teaching in the French university system**. The paper draws on the framework of teaching Portuguese as a Foreign Language (PFL) in France. Based on official data, the authors explore the French institutions with a complete educational program, Bachelor/Master's Degree/PhD. Thereby, the discussions provide an important contribution to reflections of teaching Portuguese in the French university system.

Similarly, **Lusophony(ies): limits and possibilities of union**, by Antonio Cerroni from Università degli studi di Perugia (Italy), and Monique Carbone Cintra from both Universidade de Évora (Portugal) and Università Ca' Foscari Venezia (Italy) present some fundamental discussions over the notion of Lusophony in a perspective of “union in diversity”. The authors compare viewpoints of Brazilian and Portuguese linguists on transnational and international contexts where Portuguese has other dimensional outlines and some of its norms meet articulated in non-native speakers' productions.

Last but not least, **The Fulbright Foreign Language Teaching Assistant Program (FLTA) and the language policies to the Portuguese teaching in the USA**, by Bruno Alves Pereira, Cynthia Israelly Barbalho Dionísio, and Socorro Cláudia Tavares de Sousa from Universidade Federal da Paraíba (UFPB) describes the linguistic policy of the Foreign Language Teaching Assistant Program (FLTA) from Fulbright Commission. The authors also discuss some issues related to the agency of the recipients as a space for diffusion of Brazilian Portuguese in higher education institutions in the United States. In their discussions, the most important agents



acting in this political and linguistic context are signed by the American government and the teachers involved in the FLTA.

According to its editorial policy, *Revista Letras Raras* publishes some papers in interrelated areas of Letters in each edition. In this issue, there are six papers by researchers and scholars from different universities in Brazil that are set in the journal's framework. The first paper follows the reflections on Portuguese language, **Without you: an analysis of the transposition into Portuguese of Del James' short story** by Rafael Francisco Pellin Grando and Mirian Ruffin, both from Universidade Federal Tecnológica do Paraná (UFTPR), presents some discussions on the transposition of the short story "Without You" by the American writer Del James. Based on Portuguese and English languages, the authors highlight a collective translation developed by Guns N' Roses fandom. They consider a costly issue on the area; for instance, they reflect if such a product might be considered an adequate translation according to some specific characteristics of this adaptation.

Another essential study on Translation from Portuguese to English, Paula Giacobbo and Patrícia Chittoni Ramos Reuillard from Universidade Federal do Rio Grande do Sul (UFRGS) deliver a result from a research that classifies translation strategies used in of "1808" cultural elements. **The translation of culture-specific items (CSIs) in a non-fiction book about Brazilian History** consider there was a meaningful use of conservation strategies, causing an impression that American readers would not have an easy access to the text. However, the study reveals that such strategies were improving for a better comprehension of the book-report by the Brazilian journalist Laurentino Gomes.

After that, **O crime da Galeria de Cristal, by Boris Fausto: a study about Intermedia and sensationalism** by Taynara Leszczynski and Maria Salete Borba, both from Universidade Estadual do Centro-Oeste do Paraná (UNICENTRO), is also related to the views on translation/adaptation. The paper analyses the concept of intermedia in the work of the Brazilian historian and writer Boris Fausto entitled *O Crime da Galeria de Cristal e os dois crimes da mala: São Paulo, 1908-1928* (2019). The authors explore an interesting discussion on intersections and media boundaries, while emphasising imagistic and textual fragments that characterise the work studied, as well as police literature and discussions on literature and other languages.

On contemporary literature, Paulo Cesar Silva de Oliveira from Universidade Estadual do Rio de Janeiro (UERJ), presents **The migrant fiction works of Bruce Chatwin, Bernardo**



Carvalho, Edmund White, and David Leavitt over some discussions on migrant fiction, either in self-exile or in other conditions. The author theorises elective affinities in four works by Bernardo Carvalho, Bruce Chatwin, Edmund White, and David Leavitt. Likewise, he emphasises a critical view on literary reflections and fictional discourse, observing displacement, mobility, and enclosure in the works as spaces for creating hybrid narrative texts.

Silence constructions in Pedro Páramo, by Juan Rulfo by Luzia Aparecida Berloff Tofalini and Sula Andressa Engelmann, from Universidade Estadual de Maringá (UEM), follows the track of discourse analysis on the views over silence, based on language and on the literary work studied: the novel *Pedro Páramo*, by Juan Rulfo. The authors highlight narrative categories, such as: plot, narrator, space, time, and language, and the gaps of saying. Therefore, they conclude that silence is a fundamental element in the construction of meaning.

Ana Cláudia Dias Ribeiro from Instituto Federal de Rondônia (IFRO), Maria Deusa Brito de Sousa Apinagé from Secretaria de Educação de Araguaína (SEDUC/TO), and Eliane Cristina Testa from Universidade Federal do Tocantins (UFT) bring a necessary discussion upon the short stories book *Olhos d'água*, by Conceição Evaristo. **Heterogeneous narrative in *We agreed not to die*, by Conceição Evaristo** presents a critical and reflexive reading in terms of literature and psychoanalysis on the short story *A gente combinamos de não morrer*, by the critically acclaimed Brazilian writer Conceição Evaristo. The authors emphasise the heterogeneity of the narrative and the constant presence of death in the story, to reveal a symbolic writing in the unconscious and the use of poetic language among violence.

The fourteen papers presented here are also followed by a review entitled **Between the real and ideal: children literature in children's education**, by Laiana Rosendo Oliveira and José Hélder Pinheiro Alves, both from Universidade Federal de Campina Grande (UFCG). The text rescues one of the classical works on literature in children's education with Renata Junqueira as one of the most important references, not only in Brazil.

We also present four translations: the first is **O Expresso Líbano-Detroit**, a literary text from "Dinarzad's children: an anthology of contemporary Arab American fiction", by L. Yunis (2009), and translated by Thomas Oliveira Gomes and Priscila Campolina de Sá Campello, from Pontifícia Universidade Católica de Minas Gerais (PUC-Minas). The second was made by Alain-Philippe Durand from the University of Arizona (USA), and Izabel Dal Pont and Marilene Espírito Santo, both from Universidade Federal de Santa Catarina (UFSC), who present the text **Grassou e**

Frenhofer: obra-prima conhecida ou desconhecida?, written by A. P. Durand as *Grassou et Frenhofer: chef-œuvre connu ou inconnu* (1997). In terms of Linguistics, Ana Beatriz Miranda Jorge and Williany Miranda da Silva, both from Universidade Federal de Campina Grande (UFCG), translated the first chapter of the book “Complex Systems and Applied Linguistics” (2008), written by Lynne Cameron; the translation **Teoria da Complexidade: sobre o que é isto?** is an important contribution to Linguistic Studies, since it is the first translation into Portuguese for this meaningful text of Applied Linguistics. The last translation is entitled **Problemas e desafios na tradução das línguas indígenas: os casos das línguas Toba e Maká da região de Gran Chaco**, from the original in Spanish *Problemas y desafíos de la traducción de las lenguas indígenas: los casos toba y maká de la región del gran chaco (Argentina y Paraguay)*, written by Cristina Messineo and Temis Lucía Tacconi (2017); the text is translated by Maria Cândida Figueiredo Moura da Silva from Universidade de Brasília (UnB) and Emily Arcego from Universidade Federal de Santa Catarina (UFSC); it is a translation which inspires reflections on indigenous languages in Latin America.

Finally, the reader will enjoy six artistic creations. The first one is a collective poem: **Das moças de cachos de risos**, written by Damaris de Oliveira Santos, Juliana Borges de Souza, and Juliana Marques de Sousa, all from Universidade Federal Rural do Rio de Janeiro (UFRRJ). After that, Renato Parda Capistrano from Universidade Federal do Rio de Janeiro (UFRJ) presents the poem **Quarentena**. Next, **Profecia do ato** by Marcela Moraes de Castro from Universidade Federal do Rio de Janeiro (UFRJ), and **Passagem**, a poem by Dayane Campos da Cunha Moura from Universidade Federal de Juíz de Fora (UFJF). The fifth poem is related to the journal’s issue: entitled **Uma Flor chamada Desejo: Brasil e o poder na Língua Portuguesa**, written by Marcelo Calderari Miguel from Universidade Federal do Espírito Santo (UFES), it is possible to read the poetic strength of Portuguese language. Last but not least, the sixth artistic creation is a chronicle by Cleane da Silva de Lima from Universidade Federal do Piauí (UFPI): **O invisível dos olhos**.

By the time we finish this introduction, we highlight our commitment and seriousness in order to present this work to the public, keeping up with the periodicity of this journal in such a specific year. We hope the papers published here incite the most varied reflections and that you all explore the best in this edition.

Have a nice reading!

Happy 2021 for everybody!



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