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Spoken and/or written language? Reflections on the acquisition and teaching of Portuguese from a decolonial perspective.

Dear readers,

Language, as a complex linguistic system, manifests itself in various ways, the most common of which are speech and writing. These two forms of language have their own characteristics and play different roles in communication, in the social and historical construction of a community, and in the formation of the linguistic identity of the subject.

In Brazil, the relationship between spoken and written language is permeated by political and ideological issues that go back to a Eurocentric vision. We have identified a colonialist memory in Portuguese language teaching that perpetuates a linguistic hierarchy based on the European Portuguese model of orality and writing, marginalising the diversity of Brazilian languages, including the uniqueness of children during the language learning process.

The decolonial perspective invites us to reflect on the practices of exclusion that have been experienced and reproduced throughout our history. This approach seeks to decolonise linguistic thinking, valuing regional languages. Thereby, this issue aims to explore the complex relationship between spoken and written language from a decolonial perspective, emphasising the acquisition and teaching of the Portuguese language.

This edition features contributions from professors, students, and other scholars who are the authors of the papers. They come from different institutions, such as: Catholic University of Pernambuco (UNICAP), Federal Rural University of Rio de Janeiro (UFRJ), Minas Gerais State University (UEMG), Federal University of Goiás (UFG), Federal Rural University of Pernambuco (UFRPE), and Federal Institute of Alagoas (IFAL).

The first of the six papers is titled **Writing in autism as a possibility of enunciation**, by Carlos Eduardo Alves Moraes and Isabela Barbosa Rêgo Barros, both from the Catholic University of Pernambuco (UNICAP). It addresses the enunciative movements present in a narrative written by an autistic student. By using concepts of Émile Benveniste Linguistic of Enunciation, the paper

analyses how the student, diagnosed with autism and enrolled in the eighth grade of middle school, handles written language, highlighting his subjectivity in enunciation.

The second paper is **The use of rap to combat linguistic racism: a didactic sequence for teaching portuguese language**, by Eliane Laurindo Batista and Joane Marieli Pereira Caetano, from the Minas Gerais State University (UEMG). The authors propose a didactic sequence using the rap genre to promote an anti-racist pedagogical practice. The study analyses linguistic racism in Brazil and presents an interventive methodology for teaching Portuguese, highlighting the transformative potential of rap as a tool for decolonisation.

Following that, the third paper, **From discourse to writing the memory of brazilian national rap as an effect of resistance**, is presented by Marco Antonio Almeida Ruiz and Ana Luiza de Sousa Bandeira, from the Federal University of Goiás (UFG). The authors examine three Brazilian rap songs to understand how their lyrics serve as spaces of resistance and denunciation. Using French discourse analysis, the paper highlights the importance of rap in redefining the memory of resistance of blacks and the poorest in Brazil.

Thereafter, the fourth paper is named **Baby crying and its role in the language acquisition**, by Renata Barbosa Vicente, Douglas Alessandro da Silva Teobaldo, Maria Célia Pereira Lima-Hernandes, and José Temístocles Ferreira Júnior, all from the Federal Rural University of Pernambuco (UFRPE). The study investigates the language patterns in the crying of babies in their early developmental stages. Based on the theories of Tomasello, Vygotsky, Damásio, and Ekman, the paper analyses how crying can reflect aspects of babies' linguistic and emotional development.

The fifth paper is entitled **Structure and discourse in the decolonial teaching of the Portuguese language: a discursive approach**, written by Elaine Daróz and Kauan Douglas Gama dos Santos, from the Catholic University of Pernambuco (UNICAP). It highlights how regionalist literature can contribute to the teaching of Portuguese from a decolonial perspective. Using the principles of Materialist Discourse Analysis, the paper presents a practical activity that redefines language teaching practices, emphasising the historicity and identity of the subjects.

Finally, the sixth paper is **Working with orality in teaching practice**, by Francilene Cavalcante, from the Federal Institute of Alagoas (IFAL), and Roberta Varginha Ramos Caiado, from the Catholic University of Pernambuco (UNICAP). The paper reflects on the importance of orality in teaching practice. The research argues that orality is a fundamental interactive social



practice for effective communication and recommends a pedagogical approach that integrates orality and writing, enhancing students' communicative-interactional competencies.

In this context, from the aforementioned papers, we seek to open up new ways of looking at this issue and, consequently, more inclusive teaching and learning practices that take into account the multiple possibilities of speaking Portuguese in our country.

We invite you to take this journey with us, based on the discussions presented here and their different approaches to thinking about language and its teaching. Have a great reading!

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